# UTKAL UNIVERSITY

# SYLLABUS FOR ARTS(HONS/PASS)
# CHOICE BASED CREDIT SYSTEM FOR UNDER GRADUATE PROGRAMME FOR AFFILIATED COLLEGES UNDER UTKAL UNIVERSITY W.E.F. ADMISSION BATCH 2016-2017

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# Regulation for Under Graduate Programme (BA/B.Com/B.Sc- Honours/Regular) under CBCS Pattern of Utkal University w. e. f. Admission Batch (2016-2017) for Affiliated Colleges

**(Applicable to Autonomous Colleges/ Affiliated Colleges/DDCE)**

## 1. ELIGIBILITY

1.1. Higher Secondary / +2 / Senior Secondary or any other equivalent examination passed from any Board / Council established by the Govt. of India or any State Govt. or any other equivalent examination recognized by Central Board of Secondary Education/ Council of Higher Secondary Education, Govt. of Odisha/ Dept of Higher Education / Dept. of Industry or any other Dept of Govt. of Odisha or Utkal University. Those joining B.Sc. Programme must have passed the above examination under the faculty of Science/ Technology / Engineering/ Pharmacy etc. There shall be no such restriction for joining BA/ B.Com stream.

1.2 Students ordinarily may be selected for admission through Entrance Test, Group Discussion and Personal Interview and / or a combination of these with due weightages to career to be decided by the Autonomous College or Director, Higher Education. DDCE would admit students on first come first serve basis. The Govt. of Odisha may lay down admission process for colleges under its control.

1.3. Admission Policy would be decided by the Academic Council of the respective Autonomous Colleges and for affiliated colleges Government will decide the admission policy.

1.4. Directorate of Distance & Continuing Education would decide its own admission policy.

## 2. DURATION

2.1 At least three years of six semesters in toto. In case of professional courses the duration may be more as per the direction of regulatory bodies established under Law.

2.2 Odd semester is from June to December (i.e., 1st, 3rd& 5th semester).
The examination shall be held normally in the month of November - December.

2.3 Even semester is from January to June (i.e., 2nd, 4th & 6th semester).
The examination shall be held normally in the month of May - June. However the Final Semester shall be conducted in April and result shall be published by end of May.

2.4 A student would be required to complete the course within six academic years from the date of admission.

2.5 A student may opt for fast track of completing all the six semesters in two years provided she/he has at least 2 ( two ) years industry / organizational experience after +2. Such permission would be granted at the discretion of the Principal of the Autonomous Colleges and DDCE. This clause shall not be applicable to affiliated, non autonomous colleges.

## 3. Compulsory Registration for 1st Semester:

- Registration for 1st semester is compulsory. A candidate admitted to +3 Courses but not registered for 1st semester examination, his/her admission will be automatically cancelled.
- A candidate may take a blank Semester: A blank Semester has to be clubbed with next Odd or Even Semester as the case may be i.e. 2nd, 4th and 6th / 1st, 3rd and 5th. The Hostel policy for blank semester is to be decided by colleges as per their suitability. Hostel accommodation cannot be claimed as a right for a blank semester. (Blank semester is not to be confused as repetition due to failure).

- 75% attendance for non DDCE students is a requirement for being eligible to appear at Examination Up to 15% waiver may be granted by the College Principal at discretion on Health Ground or participation in sports , cultural activities, NCC and NSS activities etc.
- A student may clear backlog papers within 6 years. Improvement if any has to be completed within 4 years.
- A student may register for extra credit i.e. register for additional papers under the same faculty or outside the faculty under an autonomous college or DDCE provided they are in a position to facilitate such teaching.

## 4. WEIGHTAGE DISTRIBUTION (PERCENTAGE) FOR EVALUATION:

**Theory Subjects**

| Mid Term Test-I | Mid Term Test-II | Term End | Total |
|---|---|---|---|
| 10 | 10 | 80 | 100 |

**Subjects with Practical**

| Unit Test-I | Unit Test-II | Term End | | Total |
|---|---|---|---|---|
| | | A-Theory | B-Practical | |
| 10 | 10 | 50 | 30(20+10-Record) | 100 |

**Dissertation/ Project**

| Identification of problem | Review of Literature | Methodology | Findings | Analysis | Viva-voce | Total |
|---|---|---|---|---|---|---|
| 10 | 10 | 10 | 25 | 25 | 20 | 100 |
| | | | | | | |

**For the DDCE unit tests, quizzes, presentation, seminar etc. may not be introduced immediately**.

## 5. GRADING SYSTEM

| Grade | | Mark Secured from 100 | Grade Points |
|---|---|---|---|
| Outstanding | 'O' | 90-100 | 10 |
| Excellent | 'A+' | 80-89 | 9 |
| Very Good | 'A' | 70-79 | 8 |
| Good | 'B+' | 60-69 | 7 |
| Above average | 'B' | 50-59 | 6 |
| Fair | 'C' | 40-49 | 5 |
| Pass | 'D' | 30-39 | 4 |
| Failed | 'F' | Below 30 | |

**N.B. A Candidate has to secure 30% or above to pass in each of the Papers.**

- **The candidate obtaining Grade-F is considered failed and will be required to clear the back paper(s) in the subsequent examinations within the stipulated time.**
- **The candidate securing 'B' Grade and above in Core/Honours papers in aggregate will be awarded Honours.**
- **The candidate securing 'B+' Grade and above in aggregate in first appearance will be awarded Honours with Distinction/Distinction (for pass/regular course).**
- **Any candidate filling the forms for appearing in back papers/improvement shall not be awarded Distinction.**

5.2 A transitory letter grade I ( carrying points 2) shall be introduced for cases where the results are incomplete. This grade shall automatically be converted into appropriate grade(s) as and when the results are complete.

5.3 A student's level of competence shall be categorized by a GRADE POINT AVERAGE to be specified as :

**SGPA - Semestre Grade Point Average**

**CGPA - Cumulative Grade Point Average**

(a) **POINT** - Integer equivalent of each letter grade

(b) **CREDIT** - Integer signifying the relative emphasis of individual course item(s) in a semester as indicated by the Course structure and syllabus.

**CREDIT POINT -** (b) X (a) for each course item

**CREDIT INDEX -** Σ **CREDIT POINT** of course items

**GRADE POINT AVERAGE - CREDIT INDEX / ΣCREDIT**

**SEMESTER GRADE POINT AVERAGE (SGPA ) = CREDIT INDEX / ΣCREDIT** for a Semester

**CUMULATIVE GRADE POINT AVERAGE(CGPA) =**

**CREDIT INDEX** of all previous Semester up to the 6th Semester / **ΣCREDIT**

5.4 In addition to the points marks/ percentage would also be awarded and shall also be reflected in the Mark Sheet.

5.5 The details of grading system shall be printed on the backside of University Mark-sheet.

## 6. REPEAT EXAMINATION

6.1 A student has to clear back papers ( i.e., in the paper/papers one has failed ) by appearing at subsequent semester examinations within six years from the date of admission.

6.2 A student may appear improvement (repeat) in any number of papers in the immediate subsequent examination. The higher marks shall be retained.

6.3 Improvement has to be completed with 4-Yrs from the date of admission.

## 7. HARD CASE RULE

7.1 2% of grace mark on the aggregate mark subject to maximum of 5 (five) marks in single paper shall be given. This shall be applicable in each semester.

7.2 0.5 (point five percent) grace mark can be given for award of B Grade in each semester provided grace mark under 7.1 has not been awarded.

## 8. EXAMIANTION QUESTION PATTERN (SUGGESTIVE)

8.1 The end semester examination will be of three hours irrespective of marks.

8.2 **For subject without having practical** full marks are 100 per paper out of which 20 marks is allotted for Mid-Semester Examination (Internal) and 80 marks for end semester examination.

The question papers shall be divided into two parts such as Group- A & Group-B.

Group- A will carry 10 short questions of two marks each .The answer should be within two sentences.

There shall be 5 long type questions in Group –B with one alternative each have to be attempted and all questions shall be of equal value (12 marks X 5).

**For subject with practical** full marks are 100 per paper out of which 20 marks is allotted for Mid- Semester Examination, 50 is for End Semester Examination and 30 is for practical .

The question papers shall be divided into two parts such as Group- A & Group-B.

Group- A will carry 10 short questions of one mark each. The answer should be within two sentences.

There shall be 5 long-type questionswith one alternative each have to be attempted for subjects having practical.The questions shall be of equal value (8 Marks x 5)

Practical will carry 30 marks out of which 10 will be for records.

a. Model answers for long questions should be between 700 - 1000 words.

9. Each Dept shall have a designated Teacher in-charge of Examination to be decided by the Principal in addition to the Controller of Examinations of the College (applicable to autonomous colleges).

10. The Internal Evaluation would be the sole responsibility of Teacher offering the course.

11. Suitable modifications may be made by the Autonomous Colleges keeping in view the UGC Guideline for Autonomous Colleges, University Guidelines from time to time and State Govt. Guidelines from time to time.

### BROAD PRINCIPLES OF CREDIT TRANSFER

- There should be a small group to consider all cases of credit transfer . The group should consists of the following

Chairman - Chairman P.G Council (for University affiliated colleges) / Director, DDCE for DDCE/ Principals of the Autonomous College/Controller of Examinations, Utkal University.

Convener - Dy. Controller of Examination for University affiliated colleges
Faculty member of DDCE for DDCE, Controller of Examination of respective Autonomous colleges for autonomous colleges.

Members - Four teachers to be nominated by the Chairman, P.G. Council/ Director,

DDCE/ Principal of Autonomous Colleges as the case may be.

Waiver for courses covered under other colleges not withstanding differences in detailed course can be granted . Papers which one has not studied even though they are prescribed for earlier semesters can be covered by the students .

- **OTHER BROAD PRINCIPLES:**

Student transferred after 1st semester examination cannot be given position or medal under autonomous colleges. Students who have failed / remained absent / appeared for improvement shall not be eligible for University Gold medal or Rank. Students who have been granted credit waiver under credit transfer system can't be awarded Gold medal or position.

# COURSE STRUCTURE

## DETAILS OF COURSES UNDER B.A.(HONOURS)

| Course | *Credits | |
|---|---|---|
| | Theory+ Practical | Theory + Tutorial |
| **I. Core Course (6 Credits)** | | |
| **(14 Papers)** | 14X4= 56 | 14X5=70 |
| **Core Course Practical / Tutorial*** | | |
| **(14 Papers)** | 14X2=28 | 14X1=14 |
| **II. Elective Course (6 Credits)** | | |
| **(8 Papers)** | | |
| A.1. Discipline Specific Elective | 4X4=16 | 4X5=20 |
| **(4 Papers)** | | |
| A.2. Discipline Specific Elective Practical / Tutorials* | 4 X 2=8 | 4X1=4 |
| **(4 Papers)** | | |
| B.1. Generic Elective/Interdisciplinary | 4X4=16 | 4X5=20 |
| **(4 Papers)** | | |
| B.2. Generic Elective Practical / Tutorials* | 4 X 2=8 | 4X1=4 |
| **(4 Papers)** | | |

- **Optional Dissertation or project work in place of one Discipline Specific elective paper (6 credits) in 6th Semester**

**III. Ability Enhancement Courses**

1. **Ability Enhancement Compulsory Courses (AECC)**

**(2 Papers of 4 credits each)** 2 X 4=8 2 X 4=8Environmental Science

English/Hindi/MIL Communication

2. **Skill Enhancement Courses (SEC)**

(Minimum 2, Max. 4) 2 X 4=8 2 X 4=8

**(2 Papers of 2 credits each)**

**Total credit= 148 Total credit= 148**

**Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.**

***wherever there is a practical there will be no tutorial and vice-versa.**

**SCHEME FOR CHOICE BASED CREDIT SYSTEM IN BA(HONOURS)**

| | **CORE COURSE (14)** | **Ability Enhancement Compulsory Course (AECC) (2)** | **Skill Enhancement Course (SEC) (2)** | **Elective: Discipline Specific DSE (4)** | **Elective: Generic (GE) (4)** |
|---|---|---|---|---|---|
| I | C 1 | Environmental Science | | | GE-1 |
| | C 2 | | | | |
| II | C 3 | MIL Communication (Odia/Hindi) | | | GE-2 |
| | C 4 | | | | |
| III | C 5 | | SEC -1(English Communication) | | GE-3 |
| | C 6 | | | | |
| | C 7 | | | | |
| IV | C 8 | | SEC -2 | | GE-4 |
| | C 9 | | | | |
| | C 10 | | | | |
| V | C 11 | | | DSE-1 | |
| | C 12 | | | DSE -2 | |
| VI | C 13 | | | DSE -3 | |
| | C 14 | | | DSE -4 | |

## DETAILS OF COURSES UNDER B.A (REGULAR/PASS)

| Course | *Credits | |
|---|---|---|
| | Paper+ Practical | Paper + Tutorial |
| **I. Core Course (6 Credits)** | | |
| **(12 Papers)** | 12X4= 48 | 12X5=60 |
| Two papers – English | | |
| Two papers – Hindi/MIL | | |
| Four papers – Discipline 1. | | |
| Four papers – Discipline 2. | | |
| **Core Course Practical / Tutorial*** | 12X2=24 | 12X1=12 |
| **(12 Practicals)** | | |
| **II. Elective Course (6 Credits)** | | |
| **(6 Papers)** | 6x4=24 | 6X5=30 |
| Two papers- Discipline 1 specific | | |
| Two papers- Discipline 2 specific | | |
| Two papers- Inter disciplinary | | |
| Two papers from each discipline of choice and two papers of interdisciplinary nature. | | |
| **Elective Course Practical / Tutorials*** | 6 X 2=12 | 6X1=6 |
| **(6 Practical/ Tutorials*)** | | |
| Two papers- Discipline 1 specific | | |
| Two papers- Discipline 2 specific | | |
| Two papers- Generic (Inter disciplinary) | | |
| Two papers from each discipline of choice including papers of interdisciplinary nature. | | |

- **Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester**

| | | |
|---|---|---|
| **III. Ability Enhancement Courses** | | |
| 1**. Ability Enhancement Compulsory Courses (AECC)** | | |
| **(2 Papers of 4 credits each)** | 2 X 4=8 | 2 X 4=8 |
| **Environmental Science** | | |
| **English/Hindi/MIL Communication** | | |
| 2**. Skill Enhancement Courses (SEC)** | 4 X 4=16 | 4 X 4=16 |
| **(4 Papers of 4 credits each)** | | |
| | **Total credit= 132** | **Total = 132** |

**Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.**

***wherever there is a practical there will be no tutorial and vice-versa.**

**SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A.REGULAR/PASS)**

| | **CORE COURSE (12)** | **Ability Enhancement Compulsory Course (AECC) (2)** | **Skill Enhancement Course (SEC)** (2) | **Discipline Specific Elective DSE (4)** | **Generic Elective GE (2)** |
|---|---|---|---|---|---|
| I | English/Hindi/Odia<br>MIL-1 | Environmental Science | | | |
| | DSC- 1 A | | | | |
| | DSC- 2 A | | | | |
| II | Hindi/MIL/<br>English-1 | MIL Communication (Odia/Hindi) | | | |
| | DSC- 1 B | | | | |
| | DSC- 2 B | | | | |
| III | English/Hindi/Odia<br>MIL-2 | | SEC -1 (English Communication) | | |
| | DSC- 1 C | | | | |
| | DSC- 2 C | | | | |
| IV | Hindi/MIL/ Odia<br>English-2 | | SEC -2 | | |
| | DSC- 1 D | | | | |
| | DSC- 2 D | | | | |
| V | | | SEC -3 | DSE-1 A | GE-1 |
| | | | | DSE-2 A | |
| VI | | | SEC -4 | DSE-1 B<br>DSE-2 B | GE-2 |

# B.A/B.Sc. (Honours) Anthropology

## CBCS: BA (Hons.), B.Sc (Hons.)

**Core courses =** 14 papers of 6 Credit each: 100 marks each (5 Units in each course) 1400

**Discipline Specific Elective (DSE)=** 3 papers of 6 credit each: 100 marks each
(5 Units in each course) And Project Report of 6 Credit: 100 Marks (Project 75 + Viva 25) 400

**Generic Electives (GE) =** 4 papers of 6 credit each: 100 marks each (5 units in each course) 400

**Ability Enhancement Compulsory Course (AECC) =** 2 papers of 4 credit each: 50 marks each 100
(English Communication / MIL / Environmental Science)

**Skill Enhancement Courses (SEC) =** 2 papers of 4credit each: 50 marks each 100

**Sem I:** 2 Core Courses, 1 AECC, 1 GE= 4 papers= 350 marks

**Sem II:** 2 Core Courses, 1 AECC, 1 GE= 4 papers= 350 marks

**Sem III:** 3 Core Courses, 1 SEC, 1 GE= 5 papers= 450 marks

**Sem IV:** 3 Core Courses, 1 SEC, 1 GE= 5 papers= 450 marks

**Sem V:** 2 Core Courses, 2 DSE = 4 papers= 400 marks

**Sem VI:** 2 Core Courses, 1 DSE, Project Report = 4 papers= 400 marks

**Total = 26 papers = 2400 marks (148 Credits)**

**For papers with Practical Component :** Theory - 70 (Mid Sem 20 + End Sem 50) ;
Practical - 30 (End Sem). There will be no mid sem exam for Practical paper.

**For papers with no Practical:** 100 marks paper = 20 (Mid Sem) +80 (End Sem); 50 marks Paper = 10 (Mid Sem) + 40 (End Sem)

**Subjects with Practical:**
Each of the 14 core courses, 4 Discipline specific elective courses And 4 Generic Elective papers will have minimum 40 Theory classes (Lectures) of 1 hour duration and minimum 20 Practical classes (normally practical classes at Hons level are of 2 hours duration each).

**Subjects without Practical:**
Each of the 14 core courses, 4 Discipline specific elective courses and 4 Generic Elective papers (100 marks each) will have minimum 50 Theory classes (Lectures) of 1 hour duration and minimum 10 tutorial classes. Ability enhancement (compulsory) and 2 Ability enhancement (Skill based) papers will have minimum 20 classes (Lectures) each of 1 hour duration.

## CBCS: BA (Pass.)

Core Courses = 12 papers, AECC= 2 papers, SEC = 4 papers, DSE = 4 papers, GE= 2 papers: 24 papers (2100 Marks - 132 credits)
To complete this programme, a student has to take 4 Core Courses each in 2 disciplines of choice and two core papers each in English and MIL respectively.

## CBCS: B.Sc (Pass)

Core Courses = 12 papers, AECC= 2 papers, SEC = 4 papers, DSE = 6 papers: 24 papers (2100 Marks- 132 credits)
To complete this programme, a student has to take 4 Core papers each in 3 disciplines of choice.

### Core Courses

| | | | |
|---|---|---|---|
| **Semester-1** | **C1:** Introduction to Biological Anthropology | **C2:**Introduction to Socio-cultural Anthropology | |
| **Semester-2** | **C3:**Archaeological Anthropology | **C4:**Fundamentals of Human Origin & Evolution | |
| **Semester-3** | **C5:**Tribes and Peasants in India | **C6:**Human Ecology | **C7:**Biological Diversity in Human Populations |
| **Semester-4** | **C8:**Theories of Culture and Society | **C9:**Human Growth and Development | **C10:**Research Methods |
| **Semester-5** | **C11:** Prehistoric Archaeology of India | **C12:**Anthropology in Practice | |
| **Semester-6** | **C13:**Forensic Anthropology | **C14:**Anthropology of India | |

### B.A./B.Sc. in Anthropology

| S.No. | Core Paper | Theory | Practical |
|---|---|---|---|
| C1. | Introduction to Biological Anthropology | √ | √ |
| C2. | Introduction to Socio-cultural Anthropology | √ | √ |
| C3. | Archaeological Anthropology | √ | √ |
| C4. | Fundamentals of Human Origin & Evolution | √ | √ |
| C5. | Tribes and Peasants in India | √ | √ |
| C6. | Human Ecology | √ | √ |
| C7. | Biological Diversity in Human Populations | √ | √ |
| C8. | Theories of Culture and Society | √ | √ |
| C9. | Human Growth and Development | √ | √ |
| C10. | Research Methods | √ | √ |
| C11. | Prehistoric Archaeology of India | √ | √ |
| C12. | Anthropology in Practice | √ | √ |
| C13. | Forensic Anthropology | √ | √ |
| C14. | Anthropology of India | √ | √ |

| S.No. | Elective courses | Theory | Practical |
|---|---|---|---|
| DSE1. | Physiological Anthropology | √ | √ |
| DSE2. | Sports and Nutritional Anthropology | √ | √ |
| DSE3. | Human Genetics | √ | √ |
| DSE4 | Neuro Anthropology | √ | √ |
| DSE5. | Forensic Dermatoglyphics | √ | √ |

| | | | |
|---|---|---|---|
| DSE6. | Paleoanthropology | √ | √ |
| DSE7. | Anthropology of Religion, Politics and Economy | √ | √ |
| DSE8. | Tribal Cultures of India | √ | √ |
| DSE9. | Human Population Genetics | √ | √ |
| DSE10. | Visual Anthropology | √ | √ |
| DSE11. | Fashion Anthropology | √ | √ |
| DSE12. | Demographic Anthropology | √ | √ |
| DSE13. | Urban Anthropology | √ | √ |
| DSE14. | Anthropology of Health | √ | √ |
| DSE15. | Linguistic Anthropology | √ | √ |

**Note:** ***Student will write dissertation on the basis of 20 days Field Work in the nearby locality on any branch of Anthropology in 6th Semester. She/He will be supervised by one Teacher/ teachers.***

**Generic Elective (GE)**

**For B.Sc. in Anthropology:** Chemistry,Botany, Zoology, Geology, Geography, Bio-Technology, Environmental Science, Psychology, Statistics, Marine Science, BCA

**For B.A. in Anthropology**: History, Political Science, Economics, Psychology, Geography, Sociology, Home Science, Sanskrit, Odia, Philosophy, BBA and BBA (Health Care management), Tourism Administration

**Ability enhancement Elective (skill based) (SEC)**

SEC1. Public Health and Epidemiology
SEC 2. Business and Corporate Anthropology
SEC 3. Media Anthropology
SEC 4. Tourism Anthropology
SEC 5. Museology and Cultural Resource Management

## CORE PAPRES
## Credits: Papers X (Theory +Practical) = 14 X (4+2) = 84

**C 1. Introduction to Biological Anthropology**

**Theory** **Credit- 4**

**Unit I**: History and development of understanding human variation and evolutionary thought; Theories of evolution; Human variation and evolution in ancient times pre-19th and post-19th Century; Theories of evolution. Lamarckism, Neo Lamarckism, Darwinism, Synthetic theory, Mutation and Neo-Mutation theory.

**Unit II**: History of Physical Anthropology and development of Modern Biological anthropology, aim, scope and its relationship with allied disciplines; Difference in the approaches of modern and traditional Biological Anthropology, with emphasis on human evolution.

**Unit III**: Non human primates in relation to human evolution Classification and characteristics of living primates; Comparative anatomy and behaviour of human and non-human primates; Significance of non-human primate study in Biological Anthropology.

**Unit IV:** Structure and function of an animal cell; cell theory and cell division. Essentials of Genetics; Landmarks in the history of genetics, principles in human genetics Mendel's Laws of inheritance and its application to man; Concept of race & UNESCO Statement on Race; A comparative account of various races of the world.

**Practical** **Credit-2**

Somatometry

1. Maximum head length
2. Maximum head breadth
3. Minimum frontal breadth
4. Maximum bizygomatic breadth
5. Bigonial breadth
6. Nasal height
7. Nasal length
8. Nasal breadth
9. Physiognomic facial height
10. Morphological facial height
11. Physiognomic upper facial height
12. Morphological upper facial height
13. Head circumference
14. Stature
15. Sitting height
16. Body weight

Somatoscopy

| | | | |
|---|---|---|---|
| 1. Head form | 2. Hair form | 3. Facial form | 4. Eye form |
| 5. Nose form | 6. Hair colour | 7. Eye colour | 8. Skin colour |

**Suggested Readings**

1. Jurmain R., Kilgore L., Trevathan W., Ciochon R.L. (2012). Introduction to Physical Anthropology Wadsworth Publ., USA
2. Krober A. L. (1948). Anthropology. Oxford & IBH Publishing Co., New Delhi.
3. Stanford C., Allen J.S. and Anton S.C. (2010). Exploring Biological Anthropology. The Essentials. Prentice Hall Publ, USA.
4. Statement on Race: Annotated Elaboration and Exposition of the Four Statements on Race (1972). Issued by UNESCO. Oxford University Press.

## C 2. Introduction to Socio-cultural Anthropology

**Theory** **Credit- 4**

**Unit I:**Anthropological perspective and orientation; Scope and relevance of Social Anthropology;Relationship of Social Anthropology with other disciplines.

**Unit II:** Concepts of society and culture; status and role; groups and institution, social stratification,and civil society.

**Unit III:** Social organization; social structure; social function; social system.

**Unit IV:** Theory and practice of ethnographic fieldwork; survey method; comparative and historical methods.

**Practical** **Credit- 2**

Methods and Techniques of Social Anthropology: The practical will include the following techniques and methods in collection of data in Social Anthropology.

1. Observation
2. Interview
3. Questionnaire and Schedule
4. Case study
5. Life history

**Suggested Readings**

1. Beattie J. (1964). Other Cultures. London: Cohen & West Limited.
2. Bernard H.R. (1940). Research Methods in Cultural Anthropology. Newbury Park: Sage Publications.
3. Davis K. (1981). *Human Society*. New Delhi: Surjeet Publications.
*4.* Delaney C. (2004). *'Orientation and disorientation' In Investigating Culture: An Experiential Introduction to Anthropology.* Wiley-Blackwell.
5. Ember C. R. et al. (2011). *Anthropology.* New Delhi: Dorling Kindersley.
*6.* Ferraro G. and Andreatta S. (2008). In *Cultural Anthropology: An Applied Perspective.* Belmont: Wadsworth.
7. Haviland, Prins, Walrath, McBride (2007). Introduction to Anthropology. Cengage Learning India Pvt. Ltd., New Delhi
8. Haviland, Prins, Walrath, McBride (2008).Cultural Anthropology. Cengage Learning India Pvt. Ltd., New Delhi
9. Karen O'reilly. (2012). *'Practical Issues in Interviewing' Ethnographic Methods.* Abingdon: Routledge
10. Lang G. (1956). 'Concept of Status and Role in Anthropology: Their Definitions and Use. *The American Catholic Sociological Review*, 17(3): 206-218
11. O'reilly K. (2012). *Ethnographic Methods.* Abingdon: Routledge.
12. Parsons T. (1968). *The Structure of Social Action*. New York: Free Press
13. Rapport N. and Overing J. (2004). *Key Concepts in Social and Cultural Anthropology.* London: Routledge.
13. Royal Anthropological Institute of Great Britain and Ireland (1971). *'Methods' In Notes and Queries on Anthropology*. London: Routledge & Kegan Paul Ltd.

**C3. Archaeological Anthropology**

**Theory** **Credit- 4**

**Unit I:** Introduction, Definition and scope of archaeological anthropology; Relation with other disciplines; Methods of studying archaeological anthropology.

**Unit II:** Methods of Estimation of Time and Reconstruction of the Past; Absolute dating methods: Radiocarbon$^{14}$ dating ($C^{14}$), Potassium-Argon, Fission Track Dating; Relative dating methods: Stratigraphy, Palaeontology, Palynology.

**Unit III:** Geochronology of Pleistocene Epoch; Glacial and Interglacial; Pluviation and Inter Pluviation; Different types of geoclimatic events.

**Unit IV:** Understanding Culture; Technique of tool manufacture and estimation of their relative efficiency; Classification of tools: primary and combination fabrication techniques; Earliest evidence of culture in the world: Konso, Olorgesaille, Olduvai Gorge Pirro Nord, Damanisi, Attirampakkam, Isampur, Kuliana.

**Practical** **Credit- 2**

Typo-technological Analysis of Prehistoric Tools: Identification, Interpretation and Drawings of the tool Types
1. Core Tool Types
2. Flake Tool Types
3. Blade Tool Types
4. Microlithic Tool Type
5. Neolithic Tool Type

**Suggested Readings**

1. Allchin and Allchin (1993). *The Rise of Civilization of India and Pakistan*. Cambridge University Press
2. Bhattacharya D.K. (1978). *Emergence of Culture in Europe*, Delhi, B.R. Publication.

3. Bhattacharya D.K. (1979). *Old Stone Age Tools and Techniques*. Calcutta, K.P. Bagchi Company
4. Bhattacharya D.K. (1996). *Palaeolithic Europe*. Netherlands, Humanities Press.
5. Champion et al. (1984). *Prehistoric Europe.* New York, Academic Press.
6. Fagan B.M. (1983). *People of Earth: An Introduction*. Boston, Little, Brown & Company.
7. Phillipson D. W. (2005). *African Archaeology*. Cambridge, Cambridge University Press.
8.Renfrew, C. and Paul Bahn (1996)Archaeology: Theories, Methods, and Practice,Thames and Hudson,
9. Sankalia H.D. (1964). *Stone Age Tools.* Poona Deccan College

**C 4. Fundamentals of Human Origin & Evolution**

**Theory** **Credit- 4**

**Unit-I:** Primate origins and radiation with special reference to Miocene hominoids: Ramapithecus,distribution, features and their phylogenetic relationships.

**Unit-II:** Australopithecines: distribution, features and their phylogenetic relationships.Appearance of genus Homo (Homo habilis) and related finds.Homo erectus from Asia, Europe and Africa: Distribution, features and their phylogeneticstatus.

**Unit-III:** The origin of Homo sapiens: Fossil evidences of Neanderthals and Archaic *Homo sapienssapiens.*

**Unit-IV:** Origin of modern humans (*Homo sapiens sapiens*): Distribution and features;Multiregional and Out of Africa theory ; Hominisation process **.**

**Practical (Any two)** **Credit- 2**

1. Craniometry: Maximum cranial length — Maximum cranial breadth
   Maximum bizygomatic breadth — Maximum frontal breadth
   Minimum frontal breadth — Nasal height
   Nasal breadth — Bi-mastoid breadth
   Greatest occipital breadth — Upper facial height
   Cranial index — Nasal index
2. Osteometry: Measurements of long bones: lengths, minimum/least circumference and caliber index
3. Identification of casts of fossils of family hominidae: Drawing and comparison of characteristics.

**Suggested Readings**

1. Buettner-Janusch, J. (1966). *Origins of Man: Physical Anthropology*. John Wiley & Sons, Inc., New York, London, Sydney.
2. Conroy, G.C. (1997). *Reconstructing Human Origins: A Modern Synthesis*. W. W. Norton & Company, New York, London.
3. Howell F.C. (1977). *Horizons of Anthropology*. Eds. S. Tax and L.G. Freeman, Aldine Publishing House, Chicago.
4. Nystrom P. and Ashmore P. (2011). *The Life of Primates*. PHI Learning Private Limited, New Delhi.
5. Seth P. K. and Seth S. (1986). *The Primates.* Northern Book Centre, New Delhi, Allahabad.
6. Singh I. P. and Bhasin M.K. (1989). *Anthropometry: A Laboratory Manual on Biological Anthropology.* Kamla-Raj Enterprises, Chawri Bazar, Delhi.
7. Standford C.; Allen J.S. and Anton S.C. (2012). *Biological Anthropology: The Natural History of Mankind.* PHI Learning Private Limited, New Delhi.
8. Swindler D. R. (2009). *Introduction to the Primates*. Overseas Press India Pvt. Ltd., New Delhi.

**C 5. Tribes and Peasants in India**

**Theory** **Credit- 4**

**Unit I:** Definition and Concept of Tribe; Problems of nomenclature, distribution and classification; Features of tribes in India.

**Unit II:** Tribes in India. The history of tribal administration; Constitutional safeguards; Draft,National Tribal Policy, Issues of acculturation assimilation and integration; Impact of development schemes and programme on tribal life.

**Unit III:** Concept of Indian Village; The concept of peasantry; Approaches to the study of peasants – economic, political and cultural. Characteristics of Indian village: social organization; economy and changes. Caste system and its changes in the Indian society.

**Unit IV:** Ethnicity Issues: Tribal and peasant, movements; Identity issues.

**Practical** **Credit- 2**

Reading of Ethnography: Students are required to read and analyze any two of the ethnographies (as listed below) and prepare a report based upon it. The report should clearly link up the study with the concept of tribe and peasantry and delineate clearly the concept used in the text.
1. Research questions/objectives of the study and their relevance.
2. Theoretical schema.
3. Methods and techniques used in the study.
4. Key findings and their significance in the context of the objectives of the study.
5. Critical analysis of the finding on the basis of contemporary available resources.

**List of Ethnographies**:
- Walker A. (1986). *The Todas.* Delhi : Hindustan Publishing Corporation Verrier Elwin (1992). The *Muria and their Ghotul.* USA: Oxford University Press.
- Malinowski M. (1922). *Argonauts of the Western Pacific.* London: Routledge and Kegan Paul Ltd.
- Furer-Haimendorf C.V. (1939). *The Naked Nagas.* London: Methuen and Co.
- Evans-Pritchard E.E. (1940). *The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic* People. Oxford : Clarendon Press.
- Majumdar D. N. (1950). *Affairs of tribes.* Lucknow: Universal Publishers Ltd.
- Dube S.C. (1955). *Indian Village.* London*:* Routledge and Kegan Paul Ltd.
- Berreman G.D. (1963). *Hindus of the Himalayas.* Berkeley: California University Press.

**Suggested Readings**
1. Gupta D. (1991). Social Stratification. Oxford University Press: Delhi.
2. Madan V. (2002). The Village in India. Oxford University Press: Delhi.
3. Nathan D. (1998). Tribe-Caste Question. Simla: IIAS.
4. National Tribal Policy (draft). (2006). Ministry of Tribal Affairs. Government of India.
5. Patnaik S.M. (1996). Displacement, Rehabilitation and Social change. Inter India Publication, Delhi.
6. Shah G. (2002). Social Movement and the State. Delhi: Sage.
7. Shanin T. (1987). Peasants and Peasantry. New York, Blackwell.
8. Vidyarthi L.P. and Rai B.K. (1985) Tribal Culture in India, New Delhi, Concept Publishing Company.
9. Wolf E. (1966). Peasants. NJ, Prentice Hall.

**C 6. Human Ecology** **Credit- 4**

**Theory**

**Unit 1:** Concepts in Ecology: Definition, ecosensitivity adaptation, acclimation, acclimatization, biotic and abiotic component.

**Unit II:** Methods of studying human ecology. Adaptation to various ecological stresses: heat, cold and high altitude; Ecological rules and their applicability to human populations.

**Unit III:** Culture as a tool of adaptation; Various modes of human adaptation in pre-state societies; (i) Hunting and food gathering (ii) Pastoralism and (iii) Shifting cultivation and Agriculture and peasantry.

**Unit VI:** Ecological themes of state formation: i. Neolithic revolution, ii. Hydraulic Civilization, Impact of urbanization and industrialization on Man.

**Practical** **Credit- 2**

Biological Dimensions

*Size and Shape Measurements*

1. Stature
2. Sitting Height
3. Body Weight
4. Total Upper Extremity Length
5. Total Lower Extremity Length
6. Nasal Breadth
7. Nasal Height

*Size and Shape Indices (Any two)*

1. Body Mass Index
2. Ponderal Index
3. Relative Sitting Height
4. Relative Upper Extremity Length
5. Relative Total Lower Extremity Length
6. Nasal Index

**Cultural Dimensions**

1. Make a research design pertaining to any environmental problem and do a project based on it.

**Suggested Reading**

1. Human ecology: biocultural adaptation in human communities. (2006) Schutkowski, H. Berlin. Springer Verlag.
2. Human ecology and cognitive style: comparative studies in cultural and physical adaptation. (1976).Berry, J.B. New York: John Wiley.
3. Human ecology. (1964) Stapledon. Faber & Faber.
4. Studies in Human Ecology. (1961) Theodorson, G.A. Row, Peterson & Company Elmsford, New York.
5. Human ecology: (1973) Problems and Solutions. Paul R. Ehrlich, Anne H. Ehrlich and John P. Holdress.W.H. Freeman & Company, San Francisco.
6. Cohen, Yehudi A. 1968. Man in adaptation; the cultural present. Chicago: Aldine Pub. Co.
7. Redfield, Robert. (1965). Peasent society and culture an anthropological approach to civilization. Chicago [u.a.]: Univ. of Chicago Press.
8. Symposium on Man the Hunter, Richard B. Lee, and Irven DeVore. 1969. Man the hunter. Chicago:Aldine Pub. Co.
9. Dave Deeksha & S.S. Katewa (2012). Text Book of Environmental Studies. Cengage Learning India Pvt. Ltd., Delhi
10. Eugene P. Odum and Gary W. Barrett (2004). Fundamentals of Ecology. Cengage Learning; 5 edition.

**C 7. Biological Diversity in Human Populations**

**Theory** **Credit- 4**

**Unit I**: Concept of Biological Variability; Race, Hardy-Weinberg Law; Sources of Genetic Variation; Structuring Genetic Variation; Interpretation of Human Variation, Genetic Polymorphism (Serological,

Biochemical and DNA Markers).

**Unit II**: Role of Bio-cultural Factors: Human Adaptability Cultural Biology; Bio-cultural factors influencing the diseases and nutritional status; Evolution of Human diet, biological perspectives of ageing process among different populations.

**Unit III**: Demographic Perspective Demographic Anthropology; Sources of Demographic Data, Demographic Processes, Demographic profile of Indian populations and its growth structure; Inbreeding and Consanguinity – Biological consequences of inbreeding, frequency of inbreeding in world populations; Methods of counselling.

**Unit IV**: Genetic diversity among Indian Population A critical appraisal of contribution of Risley, Guha, Rickstett and Sarkar towards understanding ethnic elements in the Indian populations.

**Practical (Any Two)** **Credit- 2**

1. Craniometric Measurements (Skull & Mandible)
2. Determination of B, O; and Rh blood groups of ten subjects.
3. Analysis and interpretation of finger ball pattern types, palmar main lines and pattern index; Finger print classification and development of chance prints and statistical treatment of the data collected (Ten Subjects)
4. Collection of demographic data from secondary sources.

**Suggested readings:**

1. Baker P.T. and J.S. Weiner (ed.) (1996) *The Biology of Human Adaptability*. Oxford & New York, Oxford University Press.
2. Bhende A. and T. Kantikar (2006) *Principles of Population Studies*. Himalayan Publishing House, Mumbai
3. Bogin B. (1999). *Pattern of Human Growth*. 2nd edition CUP.
4. Cameron Noel and Barry Bogin (2012) *Human Growth and development*. Second edition, Academic Press Elsevier.
5. Eckhardt R.B.(1979) *The Study of Human Evolution*. McGrand Hill Book Company, USA.
6. Frisancho R. (1993) *Human Adaptation and Accommodation*. University of Michigan press
7. Harrison G.A., Tanner, J.M., Pilbeam, D.R., Baker, P.T. (1988) *Human Biology*. Oxford University Press.
8. Jurmain Robert Lynn kilgore Wenda Trevathan and Ciochon (2010). *Introduction to Physical Anthropology*. Wadsworth Publishing, USA.
9. Kapoor A.K. and Satwanti Kapoor (ed) (1995). *Biology of Highlanders*. Jammu, Vinod Publisher & Distributor.
10. Kapoor A.K. and Satwanti Kapoor (eds) (2004) *India's Elderly-A Multidisciplinary Dimension*. Mittal Publication, New Delhi.
11. Klepinge L.L. (2006). *Fundamentals of Forensic Anthropology*. John Willey & Sons.,New Jersey.
12. Malhotra K.C. and B. Balakrishnan(1996) *Human Population Genetics in India.*
13. Malina Robert M., Claude. Bouchard, Oded. Bar-Or. (2004) Growth, and Physical Activity. *Human Kinetics*.
14. Stanford C., Allen, S.J. and Anton, C.S. (2013): *Biological Anthropology*. 3rd edition, Pearson, USA.

**C8. Theories of Culture and Society**

**Theory** **Credit- 4**

**Unit I**: Emergence of Anthropology: Interface with evolutionary theory and colonialism, changing

perspectives on Evolutionism, Diffusionism and Culture area theories.

**Unit II**: Emergence of Fieldwork tradition; Historical Particularism, American Cultural Tradition.

**Unit III**: Durkheim and Social integration; Functionalism and Structural-functionalism and British Social Anthropology.

**Unit IV**: Structuralism: Claude Levi-Strauss and Edmund Leach; Symbolism and Interpretative approach.

**Practical** **Credit- 2**

As a part of the practical following exercises will be undertaken by the students so as to enable them to connect the theories they learn with things of everyday living.

1. To identify a topic relating to contemporary issue and formulate research questions and clearly identify the theoretical perspectives from which they are derived.
2. Identification of variables of a study.
3. Various types of hypotheses.
4. Formulation of hypothesis.
5. Distinction between hypothesis testing and exploratory research.
6. Identification of universe and unit of study with justifications.
7. Choice of appropriate research technique and method in the context of theoretical framework.
8. Data collection and analysis

**Suggested Readings**

1. Applebaum H.A. (1987) *Perspectives in Cultural Anthropology*. Albany: State University of New York.
2. Barnard A. (2000). *History and Theory in Anthropology*. Cambridge: Cambridge University.
3. McGee R.J. and Warms R.L. (1996) *Anthropological Theories: An Introductory History***.**
4. Moore M. and Sanders T. (2006). *Anthropology in Theory: Issues in Epistemology*, Malden, MA: Blackwell Publishing.

**C 9. Human Growth and Development**

**Theory** **Credit- 4**

**Unit I:** Concept of human growth, development, differentiation and maturation; Evolutionary perspective on human growth (including living primates and fossil human ancestors).

**Unit II:** Prenatal (conception till birth) and postnatal (birth till senescence) period of growth, pattern of normal growth curves, variation from normal growth(canalization, catch-up growth and catch-down growth), ethnic and gender differences in growth curves, secular trend.

**Unit III:** Bio-cultural factors (genetic, social, and ecological factors) influencing patterns of growth and variation, methods and techniques to study growth, significance/ applicability of growth studies
Nutritional epidemiology-concept of balanced diet, impact of malnutrition (over and under) with special reference to obesity, Kwashiorkor and Marasmus. Assessment of nutritional status.

**Unit IV:** Human physique and body composition – models and techniques; gender and ethnic differences; Somatotyping and human physique with reference to Sheldon, Parnell, Heath and Carter methods.

**Practical (Any two)** **Credit- 2**

1. Growth status: Somatometry (stature, body weight, mid upper arm circumference etc), assessment of chronological age, percentile, z-score, height for age, weight for age, BMI for age

2. Obesity assessment: General (BMI, body fat %, Conicity index, body adiposity indices) and regional adiposity indices (WC, WHR, WHtR)
3. Estimation of body composition (fat percentage and muscle mass) with skinfold thickness and bioelectric impedance
4. Nutritional assessment through dietary pattern and anthropometric indices

**Suggested Readings**

1. Bogin B. (1999) Patterns of human growth. Cambridge University Press.
2. Frisancho R. (1993) Human Adaptation and Accommodation. University of Michigan Press.
3. Cameron N and Bogin B. (2012) Human Growth and Development. Second edition, Academic press Elsevier.
4. Harrison GA and Howard M. (1998). Human Adaptation. Oxford University Press.
5. Harrison GA, Tanner JM, Pibeam DR, Baker PT. (1988). Human Biology. Oxford University Press.
6. Jurmain R, Kilgore L, Trevathan W. Essentials of physical anthropology. Wadsworth publishing.
7. Kapoor AK and Kapoor S. (1995) Biology of Highlanders. Vinod Publisher and Distributor.
8. Kathleen K. (2008). Encyclopedia of Obesity. Sage.
**9.** Malina RM, Bouchard C, Oded B. (2004) Growth, Maturation, and Physical Activity. Human Kinetics.
**10.** McArdle WD, Katch FI, Katch VL. (2001) Exercise Physiology: Energy, Nutrition, and Human Performance.
**11.** Singh I, Kapoor AK, Kapoor S. (1989). Morpho-Physiological and demographic status of the Western Himalyan population. In Basu and Gupta (eds.). Human Biology of Asian Highland Populations in the global context.
**12.** Sinha R and Kapoor S. (2009). Obesity: A multidimensional approach to contemporary global issue. Dhanraj Publishers. Delhi.

**C10. Research Methods**

**Theory** **Credit- 4**

**Unit I**: Field work tradition in Anthropology; Ethnographic approach, contribution of Malinowski, Boas and other pioneers; cultural relativism, ethnocentrism, etic and emic perspectives, comparative and historical methods, techniques of rapport establishment identification of representative categories of informants, maintenance of field diary and logbook.

**Unit II**: Research Design; Review of literature, conceptual framework, formulation of research problem, formulation of hypothesis, sampling, tools and techniques of data collection: Survey method, Observation, Questionnaire, Schedule, Interview, Case study, Life history and Genealogy; data analysis and report writing-Chapterization, preparing a text for submission and publication, concepts of preface,notes (end and footnotes), glossary, prologue and epilogue, appendix, bibliography(annotated) and references cited, review and index.

**Unit III:** Ethics and Politics of Research; Identify, define, and analyze ethical issues in the context of human subject research; Ethical importance of consent, privacy and confidentiality in research; Issues of academic fraud and plagiarism, conflicts of interest, authorship and publication.

**Unit IV:** Bio-Statistics; Guiding ideals and critical evaluation of major approaches in research methods, basic tenets of qualitative research and its relationship with quantitative research; Types of variables, presentation and summarization of data (tabulation and illustration).Descriptive statistics- Measurers of Central Tendency, Measure of Variation, Skewnessand Kurtosis, Variance and standard deviation, Normal and binomial distribution; Tests of Inference- Variance ratio test, Student's 't' tests, Chi-square test.

**Practical** **Credit- 2**

1. Construction of Genealogy & Pedigree Analysis.
2. Observation: Direct, Indirect, Participant, Non-participant, Controlled
3. Questionnaire and Schedule, Interview- Unstructured, Structured, Key informant interview, Focussed Group Discussion, and Free listing, pile sorting
4. Case study and life history

**Suggested Readings**

Garrard E and Dawson A. What is the role of the research ethics committee? Paternalism, inducements, and harm in research ethics. Journal of Medical Ethics 2005; 31: 419-23.
Bernard H.R. Research Methods in Anthropology, Qualitative and Quantitative Approaches. Jaipur: Rawat Publications. 2006.
Madrigal L. Statistics for Anthropology. Cambridge: Cambridge University Press. 2012.
Zar JH. Biostatistical Analysis. Prentice Hall. 2010.
Michael A. The Professional Stranger. Emerald Publishing. 1996.
Bernard R. Research Methods in Anthropology: Qualitative and Quantitative Approaches. AltaMira Press. 2011.
Emerson RM, Fretz RI and Shaw L. Writing Ethnographic Fieldnotes. Chicago, University of Chicago Press. 1995.
Lawrence NW. Social Research Methods, Qualitative and Quantitative Approaches. Boston: Allyn and Bacon. 2000.
O'reilly K. Ethnographic Methods. London and New York: Routledge. 2005.
Patnaik S.M. Culture, Identity and Development: An Account of Team Ethnography among the Bhil of Jhabua. Jaipur: Rawat Publications. 2011.
Pelto PJ and Pelto GH. Anthropological Research, The Structure of Inquiry. Cambridge: Cambridge University Press. 1978.
Sarantakos S. Social Research. London: Macmillan Press. 1998.

**C11. Prehistoric Archaeology of India**

**Theory** **Credit- 4**

**Unit I: Pleistocene chronology of India; Palaeolithic cultures in India.**
Palaeolithic cultures in India: Lower Palaeolithic cultures – evidences from Kashmir Valley and Peninsular India), Middle Palaeolithic culture in India, Upper Palaeolithic culture in India (characteristic features, major tool types, important sites, chronology with stratigraphic evidences). Some important sites of Odisha may be discussed on the above cultural periods.

**Unit II: Mesolithic cultures in India.**
Mesolithic cultures in India (characteristic features, major tool types, important regions and sites, chronology with stratigraphic evidences (some important sites of Odisha may be discussed on above cultural periods).

**Unit III: Neolithic cultures in India.**
Neolithic culture in India (characteristic features, major tool types, important regions and sites, chronology with stratigraphic evidences (some important sites of Odisha may be discussed on above cultural periods).

**Unit IV: Rock art of India.**
Prehistoric Art in India with special reference to Central India and Odisha.

**Practical** **Credit 2**
1. Identification of tools:
(a) Hand axe varieties, chopper/chopping tools

(b) Cleaver varieties
(c) Side scraper varieties
(d) Knives e) Burins(f) End scrapers(g) Borer(h) Microlithic tools
(i) Bone tools
2. Identification of lithic technology.

**Suggested Reading:**


1. Agarwal, D. P.1984, *Archaeology of India*. New Delhi: Select Book Services Syndicate.
2. Allchin, Briget. and Raymond Allchin,1982. *The Rise of Civilization in India and Pakistan.Cambridge*: Cambridge University Press.
3. Allchin, B. and R. Allchin, 1997. *Origins of Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi. Viking by Penguin Books India (P) Ltd.
4. Bhattacharya, D. K.1990, *An Introduction to Prehistoric Archaeology*. Delhi; Hindustan Publishing Corporation
5. Bhattacharya, D. K.2001. *AnOutline of Indian Prehistory*. Delhi: Palaka Prakashan.
6. Chakrabarti, D.K. 2001. *India: An Archaeological History: Palaeolithic Beginning to Early Historic Foundation*. New Delhi: Oxford University press.
7. Jain, V.K.2009, *Prehistory and Protohistory of India*. New Delhi: D.K. Printworld (P) Ltd.
8. Paddayya, K. (Ed.), 2002, *Recent Studies in Indian Archaeology*. New Delhi.
9. Pappu R. S.2001, *Aheulian Culture in Peninsular India-- An Ecological Perspective*, New Delhi: D.K. Printworld (P) Ltd.
10. Rammi Reddy, V.1987, *Elements of Prehistory*. New Delhi: Mittal Publications.
11. Rammi Reddy, V.1989, *Palaeolithic and Mesolithic Cultures*. New Delhi: Mittal Publications.
12. Rammi Reddy, V.1991, *Neolithic and Post-Neolithic Cultures*. New Delhi: Mittal Publications.
13. Sankalia, H.D.1974. *Prehistory and Protohistory of India and Pakistan*. Pune: Deccan College.
14. Sankalia (1982) Stone Tool Type and Technology. Delhi, B.R.Publication.
15. Settar, S. and R. Korisettar (Ed), 2001, *Indian Archaeology in Retrospect*, Vol.1: PREHISTORY Archaeology of South Asia. New Delhi: Manohar in association with Indian Council of Historical Research.


**C12. Anthropology in Practice**

**Theory** **Credit- 4**

**Unit I:** Academic Anthropology; Academics and Practitioners: Differences, Structure, Activities, Controversies and Issues: Applied Anthropology, Action Anthropology and Development Anthropology.

**Unit II:** Role of Anthropology in Development; Anthropology and Public Policy, Need Assessment and Community Development, Anthropology of NGO's, Business Anthropology, Environment and Community Health, Social and economic sustainability, Cultural resource management.

**Unit III:** Future Dynamics in Anthropology; Trends in Anthropology: Anthropology of Tourism, Anthropology in Census; Designing And Fashion, Visual Anthropology.

**Unit IV**: Biosocial anthropology in practice; Bio-social elements of human development at national and international level, application of conceptual framework of Forensic Anthropology in judicial settings both criminal and civil, Population Dynamics and relationship between population growth and various aspects of culture such as means of subsistence, kinship, social complexity, social stratification and political organization, Bio-social counselling of an individual or population.

**Practical** **Credit- 2**

1. The students will visit a NGO or corporate office or census office in Odisha and its

adjoining areas and write principal observations on the same.
2. Write a project on constitutional provisions or evaluation of any development project/report.
3. Draw a scene of crime and identify the various evidences in a portrayed crime scene.
4. Write a project on Religious Tourism / Tribal Tourism / Health Tourism / Fashion / Human Rights / Ecotourism.
5. Write a project on the demographic profile from secondary data.
6. Collect data on bio-social problem and design counselling and give the analysis and interpretation.

**Suggested Readings**

1. Arya A and Kapoor AK. (2012). Gender and Health Management in Afro-Indians. Global Vision Publishing House, New Delhi.
2. Kertzer DI and Fricke T. (1997). Anthropological Demography. University of Chicago Press.
3. Basu, A. and P. Aaby (1998). The Methods and the Uses of Anthropological Demography. 329 pp. Oxford, Clarendon Press
4. Carter A. (1998). Cultural Models and Demographic Behavior. In The Methods and the Uses of Anthropological Demography edited by Basu A and Aaby P. Oxford: Clarendon Press. pp 246-268.
5. Census of India (2001, 2011) and National Family Health Survey (2006,2010).
6. Ervic, Alxander M., (2000). Applied Anthropology: Tools and Prespectives for Contemporary Practise, Boston, MA: Allyn and Bacon.
7. Erwin A. (2004). Applied Anthropology Tools and Practice, Allyn and Bacon.
8. Gupta S and Kapoor AK. (2009). Human Rights among Indian Populations: Knowledge, Awareness and Practice. Gyan Publishing House, New Delhi.
9. Willen SS. (2012). Anthropology and Human Rights: Theoretical Reconsiderations and Phenomenological Explorations. Journal of Human Rights. 11:150–159.
10. Goodale M. (2009). Human Rights: An Anthropological Reader. Wiley Blackwell.
11. Gupta S and Kapoor AK. (2007). Human Rights, Development and Tribe. In : Genes, Environment and Health – Anthropological Prespectives. K. Sharma, R.K. Pathak, S. Mehra and Talwar I (eds.). Serials Publications, New Delhi.
12. Margaret AG. (2003). Applied Anthropology: A Career-Oriented Approach, Boston, MA: Allyn and Bacon.
13. Halbar BG and Khan CGH. (1991). Relevance of Anthropology – The Indian Scenario. Rawat Publications, Jaipur.
14. Kapoor AK (1998). Role of NGO's in Human Development : A Domain of Anthropology. J Ind Anthrop Soc; 33:283-300.
15. Kapoor AK and Singh D. (1997). Rural Development through NGO's. Rawat Publications, Jaipur.
16. Klepinger LL (2006). Fundamentals of Forensic Anthropology. Wiley-Liss Publications
17. Kumar RK and Kapoor AK. (2009). Management of a Primitive Tribe: Role of Development Dynamics. Academic Excellence, Delhi.
18. Mehrotra N and Patnaik SM. (2008). Culture versus Coercion: The Other Side of Nirmal Gram Yojna, Economic and Political weekly. pp 25-27.
19. Mishra RC (2005). Human Rights in a Developing Society, Mittal Publications, Delhi.
20. Noaln RW. (2002). Anthropology in Practice: Building a Career outside the Academy. Publishing Lynne Reinner.
21. Patnaik SM (1996). Displacement, Rehabilitation & Social Change. Inter India Publications, New Delhi.
22. Patnaik SM (2007). Anthropology of Tourism: Insights from Nagaland. The Eastern Anthropologist. 60(3&4):455-470
23.Srivastav OS (1996). Demographic and Population Studies. Vikas Publishing House,

India
24. Vidyarthi LP and BN Sahay (2001). Applied Anthropology and Development in India, National Publishing House, New Delhi.
25. Vidyarthi LP. (1990). Applied Anthropology in India – Principles, Problems and Case Studies. Kitab Mahal, U.P.
26. Vidyarthi V (1981). Tribal Development and its Administration. Concept Publishing Company, New Delhi.

**C13. Forensic Anthropology**

**Theory** **Credit- 4**

**Unit-I:** Introduction to Forensic Anthropology: Definition, Brief History, Scope, Applications and Integration of Forensic Anthropology.

**Unit-II:** Basic Human Skeletal Biology, Identification of Human and Non-Human Skeletal Remains, Ancestry, age, sex and stature estimation from bones, Discovery and Techniques for recovering skeletal Human Remains.

**Unit-III:** Personal Identification, Complete and Partial Identification, Methods of Identification in Living Persons: Somatometry, Somatoscopy, Occupational Marks, Scars, Bite Marks, Tattoo Marks, Fingerprints, Footprints, Lip Prints, Nails, Handwriting, Deformities and Others.

**Unit-IV:** Serology: Identification and Individualization of bloodstain, urine, semen and saliva. Patterns of Bloodstains; Individualization: Forensic Odontology-Tooth Structure and Growth, Bite Marks, Facial Reconstruction, DNA Profiling.

**Practical** **Credit- 2**

1. Study of Human Long Bones. Estimation of age, sex and stature from bones.
2. Somatometric and Somatoscopic Observation on living persons.
3. Identification of bloodstain, urine, semen and saliva.
4. Examination of Fingerprints and Handwriting.

**Suggested Readings:**

1. Bass W.M. (1971). Human Osteology: A Laboratory and Field manual of the Human Skeleton. Columbia: Special Publications Missouri Archaeological Society.
2. Black S. and Ferguson E. (2011). *Forensic Anthropology 2000 to 2010.* CRC Press, London.
3. Byers, S. N. (2008). Forensic Anthropology. Boston: Pearson Education LTD.
4. Gunn A. (2009) *Essential Forensic Biology* (2nd ed). Chichester: Wiley-Blackwell
5. Modi, R. B. J. P. (2013). *A Textbook of Medical Jurisprudence and Toxicology*. Elsevier.
6. Reddy V. R. (1985). Dental Anthropology, Inter-India Publication, New Delhi.
7. Spencer, C. (2004). Genetic Testimony: A Guide to Forensic DNA Profiling, Pearson, New Delhi.
8. Vats Y., Dhall J.K. and Kapoor A.K. (2011). Gender Variation in Morphological Patterns of Lip Prints among some North Indian Population. *J. Forensic Odontology*, 4: 11-15.
9. Wilkinson, C. (2004). *Forensic facial reconstruction*. Cambridge University Press.

**C 14. Anthropology of India**

**Theory** **Credit- 4**

**Unit I:**Origin, history and development of Anthropology in India, approaches to study Indiansociety and culture- traditional and contemporary Racial and linguistic elements in Indian populationUnderstanding the diversity of Indian social structure - concept of Varna, Jati, Caste, Ashram or purusharatha, gender hierarchies - their economic and cultural impact, origin and evolution of social structures andtheir underlying philosophies; Contribution of contemporary biological, social and archaeologicalanthropologists in India.

**Unit II:** Aspects of Indian Village –social organisation, agriculture and impact of marketeconomy on villages**;** Tribal situation in India- biogenetic variability, linguistic and socio-economiccharacteristics; Problems of tribal peoples, land-alienation, indebtedness, lack ofeducational facilities, shifting-cultivation, migration, forests and tribal unemployment,health and nutrition, tribal movement and quest for identity

**Unit-III:** Developmental projects- tribal displacements and rehabilitation problem; Impact of culture-contact, urbanization and industrialization on tribal and rural Population ; Basic concepts -Great tradition and little tradition, sacred complex, Universalization andparochialization, Sanskritization and Westernization, Dominant caste, Tribe-caste; continuum, Nature-Man-Spirit complex, pseudotribalism.

**Unit IV:** Problems of exploitation and deprivation of scheduled caste/ tribe and Other Backward Classes. Constitutional Provisions for the Scheduled caste and scheduled tribes, Evaluation and Development of Indian Population; Human Rights, Protection and enforcement of human rights, Human rights of special category and marginal groups, Emerging trends of human rights with respect to terrorism, globalization and environment.

**Practical** **Credit- 2**

1. Identify various traits/variables which can be used in racial classification and comment on its relevance.
2. Review a book/edited volume on Indian social structure such as caste, religion, tribe or rural population and give its salient features.
3. Explore the biological diversity of any population group considering a minimum of five genetic traits.
4. Highlight the contributions of any two contemporary Indian anthropologists.

**Suggested Reading**

1. Nicholas D. (2001). Castes of Mind: Colonialism and the Making of Modern India. Princeton University Press.
2. Bernard CS. (2000). India: The Social Anthropology of Civilization. Delhi: Oxford University Press.
3. Bhasin MK, Watter H and Danker-Hopfe H. (1994). People of India – An Investigation of Biological variability in Ecological, Ethno-economic and Linguistic Groups. Kamla Raj Enterprises, Delhi
4. Lopez DS. (1995). Religions of India in Practice. Princeton University Press
5. Gupta D. Social Stratification. Delhi: Oxford University Press.
6. Karve I. (1961). Hindu Society: An Interpretation. Poona : Deccan College
7. Guha BS. (1931). The racial attributes of people of India. In: Census of India, 1931, vol I, Part III (BPO, Simla)
8. Trautmann TR (2011). India: Brief history of Civilization. Oxford University Press : Delhi
9. Vidyarthi LP and Rai BK. (1976). The tribal culture of India. Concept Publishing Co,Delhi.
10. Haddon AC. (1929). Races of man. Cambridge University, London.
11. Kapoor A.K. (1992). Genetic Diversity among Himalayan Human Populations. M/S Vinod Publishers, Jammu
12. Majumdar DN. (1901). Races and Culture of India. Asia Publishing House, Bombay

13. Dube SC. (1992). Indian Society. National Book Trust, India : New Delhi.
14. Dumont L. (1980). Homo Hierachicus. University of Chicagon Press.
15. Guha B.S. (1931). The racial attributes of people of India. In : Census of India, 1931, vol I, Part III (BPO, Simla)
16. Malhotra K.C. (1978). Morphological Composition of people of India. J. Human Evolution.

## ELECTIVE COURSES (DSE)

**Credits: Any four papers = Theory +Practical = (4+2)*4 = 24**
**(Including one Project Report)**

### DSE1. Physiological Anthropology

**Theory** **Credit- 4**

**Unit I:** Fundamentals of work physiology- homeostasis; metabolism and energy and systems; exercise, respiratory system and haemodynamics (blood pressure, pulse rate, heart rate and oxygen- transporting system, blood flow ,Hb, heamatocrit etc).

**Unit II:** Acute physiological adjustments during transition from resting homeostasis to sub-maximal and maximal exercise; chronic physiological adaptations to exercise training; age, sex and population variation in the physiological characteristics.

**Unit III:** Cardio-vascular and respiratory endurance, physical working capacity and physical fitness-evaluation of response and assessment; relationship of body measurements with cardio-vascular and respiratory functions, aerobic and anaerobic exercise training, health related fitness in gender and ethnic group; Principles of effective physical conditioning techniques.

**Unit IV:** Impact of smoking, alcohol, drug, pollution and occupation on cardio-respiratory functions; physical performance and environmental stress, chronic diseases, malnutrition, lifestyle disease Factors affecting physical performance and capacity, relation between physique, body composition, nutrition and performance; Ageing and health related aspects of exercise.

**Practical (Any two)** **Credit- 2**

1. Cardiovascular function (Blood pressure, heart rate, pulse rate)
2. Respiratory function (Tidal volume, vital capacity, forced vital capacity, minute ventilation etc.)
3. Haemoglobin estimation
4. Step-test
5. Treadmill test

**Suggested Readings:**

**1.** McArdle WD, Katch FI and Katch VL. (2010). Exercise Physiology: Nutrition, Energy, and Human Performance. Lippincott Williams & Wilkins**.**

2. Powers SK and Howley ET. (2007). Exercise Physiology: Theory and Application to Fitness and Performance. McGraw-Hill.

3. Sherwood L. (2008). Human Physiology: From Cells to Systems. Brooks Cole.

4. Case RM. (1985). Variations in Human Physiology. Manchester University Press.

5. Vander AJ, Sherman JH ad Dorothys L. (1978). Human Physiology: The Mechanisms of Body Functions. Mc Graw-Hill Education.

6. Nageswari KS and Sharma S. (2006).Practical workbook of Human Physiology. Jaypee Brothers, Medical Publisher.

7. Wildmaier EP, Raff H, Strang KT. (2014). Vander's Human Physiology: The Mechanisms of Body. Mc Graw Hill Education.

8. Hale T. (2003). Exercise Physiology. England :John Wiley & Sons Inc.

**DSE 2. Sports and Nutritional Anthropology**

**Theory** **Credit- 4**

**Unit I:** Anthropology of sports- Physical fitness, component of physical fitness.

**Unit II:** Physical conditioning, training-techniques and physiological effects, environmental effects on physical performance: effect of heat stress, cold stress and high altitude on physiological response and performance.

**Unit III**: Body composition and Athletes, sports selection and monitoring.

**Unit IV**: Human biological variability, health and nutrition; doping and performance; cultural constructions and physiologic implications of food across time, space and society; an integrated bio-behavioural perspective towards food preference.

**Practical (Any two)** **Credit-2**

1. Assessment of daily nutrient intake (Weighing method)
2. Evaluate association of nutritional status and physical performance
3. Demonstrate cultural perspective for preference of specific food of a population

**Suggested Readings**

1. Stinson S. (1992). Nutritional Adaptation. Annual Review of Anthropology 21:143- 170.
2. Brughart R. (1990). The Cultural Context of Diet, Disease and the Body. In Diet and Disease in Traditional and Developing Societies. GA Harrison and JC Waterlow, eds. P. 307-325. Cambridge University Press. Cambridge.
3. Rozin P. (1987). Psychobiological Perspectives on Food Preferences. In Food and Evolution: Toward a Theory of Food Habits. M. Harris and EB Ross (eds.). Temple University Press. Philadelphia, pp. 181-205.
4. Quandt SA. (1987). Methods for Determining Dietary Intake. In Nutritional Anthropology. FE Johnston, ed. Pp. 67-84. Liss. NY.
5. Ulijasek SJ and Strickland SS. (1993). Introduction. In Nutritional Anthropology: Prospects and Perspectives. Pp. 1-5. Smith Gordon. London.

**DSE 3. Human Genetics**

**Theory** **Credit- 4**

**Unit I:** Structure, Function and Inheritance of the human genome- gene, DNA structure and replication, DNA repair and recombination, gene expression, coding and non-coding region.

**Unit II:** Expression of genetic information: from Transcription to Translation – the relationship between genes and protein, transcriptions; transcription and RNA processing, encoding genetic information, decoding the codons: the role of transfer RNAs.

**Unit III:** Methods of Genetic Study in Human: Pedigree analysis and expressivity; Chromosomal Basis of Genetic Disorders (Karyotypes and identification of chromosome variation; Nucleic Acid Hybridization Assays, cytogenetic mapping), Genetic mapping (Microsatellite and other DNA polymorphisms), LOD score; sequencing strategies (PCR based Sanger sequencing to Exome sequencing), concept of non-

mendelian inheritance and complex diseases.

**Unit IV:** Genomic Diversity & Human Evolution Genomic Variation: Genomic Polymorphisms (SNPs, VNTR, CNVs, etc); haplotypes and haplogroups; genotype-phenotype correlations, epigenetics Peopling of the Indian Subcontinent: Evidence from mtDNA and Y-chromosome; evolutionary genetics; Molecular evolution; DNA sequence variation and human origins.

**Practical (Any two)** **Credit-2**

1. Blood Collection, transportation and storage in field
2. DNA Extraction from whole blood
3. DNA Quantification, Aliquoting and sample preparation
4. PCR and electrophoresis
5. Gel Documentation

**Suggested Readings:**


1. Strachan T and Read AP. (2004). Human Molecular Genetics. Garland Science
2. Brown TA. (2007). Genomes. Garland Science.
3. Griffiths AJF. (2002). Modern Genetic Analysis: Integrating Genes and Genomes. WH Freeman Press.
4. Griffiths AJF, Wessler SR, Carroll SB, Doebley J. (2011). An Introduction to Genetic Analysis. Macmillan Higher Education.
5. Cavalli-sforza LL, Menozzi P, Piazza A (1994). History and Geography of Human Genes. Princeton University.
6. Cummings Michael R. (2009). Human Genetics. Cengage Learning India Pvt. Ltd, Delhi.
7. Cummings MR (2011). Human Heredity: Principles and Issues. Brooks/Cole, Cengage Learning
8. Giblett, ER. (1969). Genetic Markers in Human Blood. Blackwell Scietific, Oxford.
9. Jobling M, Hurls M and Tyler-Smith C. (2004). Human Evolutionary Genetics: Origins, Peoples & Disease. New York: Garland Science.
10. Lewis R. (2009). Human Genetics: Concepts and Application. The McGraw−Hill Companies, Inc.
11. Patch C. (2005). Applied Genetics in Healthcare. Taylor & Francis Group
12. Snustad .D.P. and Simmons M.J. (2006). Principles of Genetics, Fourth Edition, John Wiley & Sons USA
13. 14. Verma, P.S. and V.K. Aggarwal (1974). Cell Biology, Genetic, Molecular Biology, Evolution and Ecology. S.Chand and Company Pvt. Ltd., New Delhi.
14. Vogel F. and Motulsky A.G. (1996). Human Genetics. Springer, 3rd revised edition**.**


**DSE 4. Neuro Anthropology**

**Theory** **Credit- 4**

Unit 1: Enculturation and Behaviour; Neuroanthropology Holism, The Basics of Neuroanthropology; The Nature of Variation; Overview of Brain, Neural Systems & Their Interconnections; Niche construction Theory; Evolution and the Brain, Social Cognitive Development, Culture and Socialization.

Unit 2: Balancing Between Cultures; Human Capacities, Skills and Variation; Male embodiment in subsistence societies; Overcoming Mind/Body Dualism;

Unit 3: War and Dislocation: Neuroanthropological model of trauma; Autism,theory of mind and religious development; Cultural consonance, Consciousness and Depression. Neuroconstructivism and Embodied Learning; Human Development: A Biocultural Process; Enculturation and Memory; The Neuroanthropology of Stress; The Neuroanthropology of PTSD (Post traumatic stress disorder); Psychiatry in Neuroanthropological Perspective. Addiction and Neuroanthropology

Unit 4: Neurological and Anthropological Methods; Neuroanthropology Applied; Critical Neuroscience; The Social and Personal Uses of Neuroscience.

**Practical (Any two)** **Credit-2**

1.Case Studies on Human behavior, Capacities, Skills, and Variation (or, a case study report on understanding addiction using neuroanthropology)
2. Prepare a report on socio-cultural and biological perspective of human behaviour and inter-individual variation.
3. Somatometric measurements of human skull and relation with neural activity.
4. Class blog participation :Once every week, each student will be responsible for finding one source in the popular/lay press that's related to the topic for that week (e.g., from newspapers, news magazines, science magazines), and introducing a brief online discussion about what it says and why it's relevant
5. A report on Disorder, and its case study on any disorder and a report in neuroanthropological perspective.

**Suggested Reading:**

Downey,(2008) Balancing between Cultures, in The Encultured Brain.J. of Neuroanthropology

Downey,(2010) 'Practice without Theory': A Neuroanthropological Perspective on Embodied Learning.JRAI

Miller & Kinsbourne,(2011) Culture and Neuroscience in Development Psychology: Contributions and Challenges. Child Development perspectives. http://onlinelibrary.wiley.com/doi/10.1111/j.1750-8606.2011.00188.x/abstract

Worthman,(2010) The Ecology of Human Development: Evolving Models for Cultural Psychology *[Required for 500 level, optional for 400 level]*http://jcc.sagepub.com/content/41/4/546.abstract

Davidson & McEwen,(2012) Social Influences in Neuroplasticity: Stress and Interventions to Promote Well-Being.J.of Nature Neuroscience. http://www.nature.com/neuro/journal/v15/n5/full/nn.3093.html

Bonanno et al.,(2011) Weighing the Costs of Disaster: Consequences, Risks, and Resilience in Individuals, Families, and Communities. Association for psychological science. Luhrmann, (2012) Beyond the Brain http://www.wilsonquarterly.com/article.cfm?AID=2196

Kirmayer & Gold,(2012). Re-Socializing Psychiatry: Critical Neuroscience and the Limits of Reductionism, in Critical Neuroscience. Blackwell Reference online.

Lende and Downey, (2012) The Encultured Brain: An introduction to Neuroanthropology. Cambridge: Massachusetts Institute of Technology Press.

Goldin&Merrick,(2012)Neuroscience or Neurobabble. http://www.stats.org/stories/2012/Neuroscience_Or_Neurobabble_jul16_12.html

Margulies,(2011) The Salmon of Doubt, in Critical Neuroscience.

Lende,(2012).Neuroanthropology, Applied Research, and Developing Interventions.http://blogs.plos.org/neuroanthropology/2012/05/10/neuroanthro ology- applied-research-and-

developing-interventions/

Buchowski et al.,(2011) Aerobic Exercise Training Reduces Cannabis Craving and Use in Non-Treatment Seeking Cannabis-Dependent Adults http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0017465
http://www.mc.vanderbilt.edu/news/releases.php?release=2044

Xue et al.,(2012) A Memory Retrieval-Extinction Procedure to Prevent DrugCravingandRelaps.http://www.sciencemag.org/content/336/6078/241.full

**DSE 5. Forensic Dermatoglyphics**

**Theory** **Credit- 4**

**Unit-I:** Introduction to Dermatoglyphics: History and Development, scope and Applications.

**Unit-II**: Formation of fingerprint ridges, pattern types and patterns area. Classification of Fingerprints- Henry Classification, Vucetich System, Single-Digit Classification.

**Unit-III:** Types of Fingerprints: Plastic, Visible and Latent Prints. Conventional and Modern methods for development of latent fingerprints- Silver Nitrate, Ninhydrin, Iodine Fuming, Powder Methods, Metal Deposition Method, Small Particle Reagent and Laser Techniques.

**Unit-IV:** Basis of Fingerprint Comparison: Class Characteristics and Individual Characteristics, Determination of Identity. Other Dermatoglyphic Patterns: Palm Print, Sole Prints and Toe Prints. Recent advances: Fingerprint and Palmprint Recognition, Automated Fingerprint Identification System.

**Practical (Any two)** **Credit-2**

1. Recording and Study of Finger and Palm Prints
2. Determination of palmar main line formula, Ridge count and indices
3. Comparison of Fingerprints and Palmprints on the basis of class and individual ridge Characteristics
4. Development of latent fingerprints using different chemical and powder methods.

**Suggested Readings:**

Cowger, J. F. (1992). *Friction ridge skin: comparison and identification of fingerprints* (Vol. 8) CRC Press.
Cummins, H., & Midlo, C. (1961). *Finger prints, palms and soles: An introduction to dermatoglyphics* (Vol. 319). New York: Dover Publications.
Jain, A. K., Flynn, P., & Ross, A. A. (2007). *Handbook of biometrics*. Springer Science & Business Media.
Lee, H. C., Ramotowski, R., & Gaensslen, R. E. (Eds.). (2001). *Advances in fingerprint technology*. CRC press.
Berry, J., & Stoney, D. A. (2001). The history and development of fingerprinting. *Advances in fingerprint Technology*, *2*, 13-52.
Mehta, M. K. (1980). Identification of thumb impression and cross examination of fingerprints. N. M. Tripathi Publication, Bombay.

**DSE 6. Paleoanthropology**

**Theory** **Credit- 4**

**Unit I:** Dating methods, geological time scale, taphonomy and interpretation of the paleontological and archaeological records, taxonomic and chronological problems of fossils records.
Evolutionary biology: Origins and evolution of stone age technology (Human origins: Development, distribution and fossilized evidence of Australopithecines, Paranthropus (Zinjanthropus), Homo habilis, Homo erectus, Archaic H. sapiens, prehistoric hunter-gatherers, modern pastoral communities, emergence of prehistoric people in Africa).

**Unit II:** Primate and Non-Primate Models for Early Hominid Behaviour; hominization process- Evolution of hominid-human bipedalism; Primate speciation and extinctions: a geological perspective, adaptive primate radiation, differential rate of somatic evolution.

**UnitIII:** Palaeodemography- reconstruction of population patterns from skeletal analysis, determination of demographic variables in prehistoric populations and post-neolithic population growth, theory and techniques in paleodemography, methodological issues for reconstructing demographic structure, demographic models of mortality and their interpretation.

**Unit IV.** Palaeopathology- bioarchaeological approach of disease; effects of agriculture, urbanization and slavery on health and disease; colonization and disease with special emphasis on the New World; dispersion of modern humans - molecular and morphological patterns of relationship.

**Practical** **Credit-2**

1. Comparative primate osteology
2. Description and identification of the disarticulated skeleton of non-human primates
3. Identification and description of fossil casts
4. Excursion to a site for seven days for collection of fossil material and its report

**Suggested readings**

1. Napier JR and Napier PH. (1985). The Natural History of the Primates. Cambridge, MA: The MIT Press
2. Boyd R and Silk JB. (2009). How Humans Evolved. London: WW Norton.
3. Tattersall I. (2009). The Fossil Trail: How We Know What We Think We Know about Human Evolution. New York: Oxford University Press.
4. Waldron T. (2008): Palaeopathology. Cambridge University Press.
5. Cela-conde CJ and Frisancho J. (2007). Human Evolution: Trails from the past. Ayala Oxford University Press.
6. Barnes E. Diseases and Human Evolution. (2005). University of New Mexico Press.
7. Pinhasi R and Mays S (2008). Advances in Human Palaeopathology. Chichester: JohnWiley & Sons, Inc. (PM).
8. Hoppa RD and Vaupel JW. (2002). Paleodemography: Age Distributions from Skeletal Samples. Cambridge University Press.
9. Lansen CS, Matter RM and Gebo DL. (1998). Human Origin: The fossil Record. Waveland Press.
10. Cameron DW and Colin P. Groves CP. (2004). Bone, Stones and Molecules: “Out of Africa” and Human Origins. Elsevier Inc.
11. Stringer C. (2011). The Origin of Our Species. London: Allen Lane.
12. Conroy GC. (2005). Reconstructing Human Origins. WW Norton and Company.

**DSE 7. Anthropology of Religion, Politics and Economy**

**Theory** **Credit- 4**

**Unit I:** Anthropological approaches to understand religion- magic, animism, animatism,totemism, naturism; witchcraft and sorcery; Religious specialists: shaman, priests,mystics; Overview of Anthropological Theories of Religion; Religion as the sacralityof ecological adaptation and socialness

**Unit II:** Economic institutions: principles of production, distribution, and consumption insimple and complex societies; critical examination of relationship between economyand society through neo-classical, substantivist, and neo-marxist approaches, variousforms of exchange: barter, trade and market; Forms of currencies; reciprocities:generalized, balanced and negative.

**Unit III:** Political institutions: concepts of power and authority; types of authority; state andstatelesssocieties; law and justice in simple and complex societies; the prospects fordemocracy and tolerance among and within the world's diverse civilizations; themeaning and sources of identity in complex contemporary societies; the origins ofmodern politics, its institutions, and cultures, both Western and non-Western.

**Unit IV:** Interrelationship between religion, politics and economy; religious conversion andmovements, emergence of new religious sects in the global order.

**Practical** **Credit-2**

1. Case study of any of the social institute (religion, economic, political) with respect to culture perspective

**Suggested Readings:**

2. Durkheim E. (1986). The elementary forms of the religious life, a study in religious sociology. New York:Macmillan.
3. Benedict A. (2006). Imagined Communities: Reflections on the Origin and Spread ofNationalism. Verso
4. Gledhill J. (2000). Power and Its Disguises: Anthropological Perspectives on Politics. 2nd ed. London: Pluto Press.
5. Ellis F. (2000). A framework for livelihood analysis. In Rural Livelihoods and Diversity in Developing Countries . Oxford: Oxford University Press.
6. Henrich J, Boyd R, Bowles S, Camerer C, Fehr E, Gintis H, McElreath R, Alvard M et al. (2005). 'Economic Man' in cross-cultural perspective: Behavioral experiments in 15 small-scale societies. Behavior and Brain Science. 28(6):795-815;
7. Henrich J. (2002). Decision-making, cultural transmission, and adaptation in economic anthropology. In: J. Ensminger (Ed.), Theory in Economic Anthropology (pp. 251-295). Walnut Creek, CA: Altamira Press.
8. Lambek. M. (2008) A Reader in the Anthropology of Religion.
9. Eller JD. (2007). Introducing Anthropology of Religion. New York: Routledge.
10. Glazier SD. (1997). Anthropology of Religion: A Handbook. Westport, CT: Greenwood Press.
11. Frick GD and Langer R. (2010). Transfer and Spaces. Harrassowitz (Germany).
12. Evans-Pritchard EE. (1937). Witchcraft, Oracles and Magic among the Azande, Oxford: Clarendon Press.
13. Frazer JG. (1978). The Illustrated Golden Bough, London: Macmillan.
14. Barbara M. (2011). Cultural Anthropology. New Jersey: Pearson Education.
15. Ember CR. (2011). Anthropology. New Delhi: Dorling Kinderslay.
16. Herskovits MJ. (1952). Economic Anthropology: A Study in Comparative Economics. New York: Alfred A Knopf Inc.

17. Malinowski B. (1922) Argonauts of the Western Pacific. London: Routledge.
18. Polyani K. et al (1957), Trade and Market in the Early Empires. Chicago: Henry Regnery Company.
19. Balandier G. (1972). Political Anthropology. Middlesex: Penguine.

**DSE 8. Tribal cultures of India**

**Theory** **Credit- 4**

**Unit I**: Concept of tribes and its problematic nature, General and specific characteristics of tribes, Classification and distribution of tribes based on their economy, occupation and religion, Racial elements among the tribes, Scheduled and non-scheduled categories of tribes, Particularly Vulnerable Tribal Groups (PVTGs).

**Unit II**: Tribe- caste continuum, Gender and Tribe, Distribution of tribes in India.

**Unit III**: Tribes: Nomenclature- emic and etic differences; Tribal movements, Problems of tribal development.

**Unit IV**: Forest policies and tribes, Migration and occupational shift, Tribal arts and aesthetics Displacement, rehabilitation and social change Globalization among Indian tribes.

**Practical**

**Credit-2**

1. Distribution of Indian Tribes: PVTGs, ST
2. Location of different tribes on the map of India
3. Write an annotated bibliography on any one tribe
4. Write the social structure of any one tribe of India

**Suggested Readings:**

1. Behera, D.K and Georg pfeffer. Contemporary Society Tribal Studies, Volume I to VII. New Delhi: Concept Publishing Company
2. Georg Pfeffer. Hunters, Tribes and Peasant: Cultural Crisis and Comparison. Bhubaneswar: Niswas.
3. Vidarthy, L.P. and Rai. Applied Anthropology in India.
4. Vidarrthy.L.P. and B.N. Sahay . Applied Anthropology and Development in India. New Delhi: National Publishing House

**DSE 9. Human Population Genetics**

**Theory** **Credit- 4**

**Unit-I** Hardy-Weinberg principle; Genotypic and allelic frequencies, assumptions of Hardy-Weinberg equilibrium, its applications and exceptions. Mechanism for dynamics in Gene Frequency mutation, selection (pattern and mechanism), Genetic drift (bottle neck and founder effect), Gene flow/migration, inbreeding (inbreeding co-efficient and its genetic consequences).

**Unit II**. Ecological Genetics and Polymorphism; phenotypic & genotypic polymorphisms, transient polymorphism, balanced polymorphisms, models explaining the maintenance of genetic polymorphism (Relationship between sickle cell and malaria, X-linked polymorphism, selection due to infectious diseases and its association with blood groups and other).

**Unit III:** Population structure and admixture in human populations random & non-random mating (positive and negative assortative mating), heritability, linkage disequilibrium, genetic markers utility of genetic markers in forensic, population and disease association studies.

**Unit IV**: Human evolutionary genetics From Mendel to molecules: A brief history of evolutionary genetics, Epistasis and the conversion of genetic variances, Human-Ape comparisons.

**Practical (Any Two)** **Credit-2**

1. Blood group typing-A1, A2, B, O, MN and Rh (D) blood groups
2. Color Blindness
3. Glucose-6-phosphate dehydrogenase deficiency(G6PD)
4. PTC tasting ability
5. Biochemical markers-DNA isolation and polymerase chain reaction (PCR)

**Suggested Readings**


1. Brooker R.J. (2012). Genetics: analysis & principles. The McGraw-Hill Companies, Inc 4th ed.
2. Cavalli-Sforza, L.L. and Bodmer, W.F (1971). The Genetics of Human Population. San Francisco: Freeman
3. Cooper DN and Kehrer-Sawatzki H. (2008). Handbook of Human Molecular Evolution. John Wiley & Sons, volume-2.
4. Crawford MH (2007). *Anthropological Genetics Theory, Methods and Applications*. Cambridge University Press
5. Cummings M.R. (2011). Human Heredity: Principles and Issues. Ninth Edition. Brooks/Cole, Cengage Learning
6. Jobling, M.A. Hurls M. and Tyler-Smith C. (2004). *Human Evolutionary Genetics: Origins, Peoples & Disease*. GS. NY
7. Lewis R. (2009). *Human Genetics: Concepts and Applications* 9th Edition. The McGraw−Hill Companies, Inc.
8. Patch C. (2005). *Applied Genetics in Healthcare*. Taylor & Francis Group
9. Relethford J.H. (2012). *Human Population Genetics*. Wiley-Blackwell, USA
10. Snustad .D.P. and Simmons M.J. (2006). *Principles of Genetics*, Fourth Edition, John Wiley & Sons USA, Hoboken NJ
11. Strachan T, Read A.P. (2004). *Human Molecular Genetics*. Garland Science/Taylor & Francis Group.
12. Vogel F. and Motulsky A.G. (1996). *Human Genetics*. Springer, 3rd revised edition.


**DSE 10. Visual Anthropology**

**Theory** **Credit- 4**

**UNIT 1:** Introduction to Visual Anthropology. Visual Culture. Photographic and Digital Media: Still, Interactive and Moving. Theory and Representation. Anthropology and Images: Ethnophotography and ethnographic films and mass media.
**UNIT 2:** Early Ethnographic Photography: Contexts and Trends. Anthropology of Art and Aesthetics; Ethnographic Photography: Conventions and Methodologies.
**UNIT 3:** Ethnographic Films: Theoretical issues concerning ethnographic film, ethical dimensions of ethnographic film, Interdependency of technology and culture.
**UNIT 4:** Cinema Studies with emphasis on key feature, documentary and ethnographic films with a focal theme - the examination of the ‘language of film'.

**Practical** **Credit-2**

This paper deals with analysis of visuals such as photographs and films pertaining to cultural practices dealing with institutions of religion, economy and politics.

**Theory and Representation:** Anthropology and Images: Ethnophotography and ethnographic films and mass media. Theories of representation, modern media and political advocacy.

**Anthropology of Art and Aesthetics:** Critical reflection on the relation of images, objects and persons. Objects and images from other societies valued as 'art'.

**Ethnographic Film and Cinema Studies:** This unit consists of screenings followed by seminars. The emphasis will be on key feature, documentary and ethnographic films with a focal theme- the examination of the 'language of film'.

**Practical Implications:** Explore traditional and experimental means of using visual and audiovisual media to research, represent and produce anthropological knowledge. Critical engagement with policy and the use of audio-visual and internet based media in advocacy and activism. The students are required to do the following exercises:

1. Basic principles of producing ethnographic films: text and its focus, camera angles, lighting and decision making behind the camera.
2. Analyze the visual data from classical ethnographies signifying how 'otherness' is constituted.
3. A gendered analysis of visuals produced during colonial and postcolonial times.
4. Hypertext and multimedia as analytic end points.
5. Collection, reporting and analysis of photo-ethnographic data.
6. Digital mirror: computer assisted exercises leading to production of ethnographic text.

**Suggested Readings**

1. Marcus Banks and Howard Morphy, 1998, Rethinking Visual Anthropology
2. David MacDougall Transcultural Cinema, (Princeton, 1999)
3. Ruby, Jay. 1996. "Visual Anthropology." In Encyclopedia of Cultural Anthropology, David Levinson and Melvin Ember, editors. New York: Henry Holt and Company, vol. 4: 1345-1351.
4. Ch. 1, "Reading Pictures," pp. 1-12 [From: Banks, Marcus. 2001. Visual Methods in Social Research. London: Sage.]
5. Ember C.R. et al (2011). Anthropology. New Delhi: Dorling Kinderslay. [Unit II, III, IV (Page: 282-321, 430-438, 464, 469-471)]
6. Banks M. and Ruby J. (2011). Made do Be Seen. Perspecitves on the History of Visual Anthropology.University of Chicago Press [Practical]
7. Schneider A. and Wright C. (2010) Between Art and Anthropology: Contemporary Ethnographic Practice.Berg Publishers[Practical]
8. Henley P. (2010). The Adventure of the Real. Jean Rouch and the Craft of ethnographic Cinema.Chiacago University Press [Practical]
9. Pink S. (2010). Doing Sensory Ethnography. Sage Publications [Practical]
10. Grimshaw A. and Ravetz A. (2009). Observational Cinema. Anthropology, Film, and the Exploration of Social Life.Indiana University Press [Practical]

**DSE 11. Fashion Anthropology**

**Theory** **Credit- 4**

Unit I: Theoretical and Ethnographic Approaches to Understanding Fashion and Consumer Society; Colonialism, Dress, and Identity : Colonialism, Consumption, and Civilizing Fashion Anti-colonial Dress,

Clothing Debates in Burma and Africa.
Unit II: Race and Fashion: The 1980s "Japanese Invasion" and 1990s "Asian Chic" Alternative Approaches to Consumerism
Unit III: Gender, Fashion and Consumption in different Human societies, application of fashion in traditional and modern societies, role of religion in fashion.
Unit IV: Globalization and Dress, leather cosmetic relationships, relationship of tribal clans with reference to embroidery color and designs in ethnic group of India.

**Practical** **Credit-2**

1.Identification of Pattern making Garment construction and color dynamics.

2.Sewing and Clothing manufacture practical.

3.Surface ornamentation, Textile crafts and Accessories Design in different ethnic group

4. A comparison of Computer aided design versus traditional designs

**Suggested Readings**


1. Allman, Jean. Fashioning Power: Clothing, Politics and African Identities. Bloomington: Indiana University Press, 2004.
2. Aronson, Lisa. “Body Modification and Art”, in the Berg Encyclopedia of World Dress and Fashion, Volume 1, Africa. Berg Fashion Library, 2010.
3. Bachu, Parmindar. Dangerous Designs: Asian Women Fashion the Diaspora Economies. New York: Routledge, 2004.
4. Bradley Foster, Helen, and Johnson, Donald Clay. Wedding Dress Across Cultures. Berg Fashion Library, 2003.
4. Eicher, Joanne B., and Roach-Higgins, Mary Ellen. “Definition and Classification of Dress: Implications for Analysis of Gender Roles.” In Dress and Gender: Making and Meaning. Oxford: Berg, 1992, 8–28.
5. Eicher, Joanne B., and Sumberg, Barbara. “World Fashion, Ethnic and National Dress”, in Dress and Ethnicity: Change Across Space and Time. Berg Fashion Library, 1995.
6. El Guindi, Fadwa. Veil: Modesty, Privacy and Resistance. Berg Fashion Library, 2003 [1999].
7. Fair, Laura. “Veiling, Fashion, and Social Mobility: A Century of Change in Zamzibar”, in Veiling in Africa. Bloomington: Indiana University Press, 2013, 15–33.
8. Fee, Sarah. “Anthropology and Materiality.” In The Handbook of Fashion Studies. London: Bloomsbury, 2013, 301–324.
9. Gott, Suzanne, and Loughran, Kristyne. Contemporary African Fashion. Bloomington: Indiana University Press, 2010.
10. Hansen, Karen Tranberg. “The World in Dress: Anthropological Perspectives on Clothing, Fashion, and Culture” in Annual Review of Anthropology, 34 (2004): 369–392.
11. Hebdige, Dick. Subculture: The Meaning of Style. Routledge, 1979. ISBN: 0415039495
12. Hansen, Karen Tranberg. Salaula: The World of Secondhand Clothing and Zambia. Chicago, 2000. ISBN: 0226315819
13. Rooks, Noliwe. Hair Raising: Beauty, Culture, and African American Women. Rutgers, 1996. ISBN: 9780813523125
14. Miller, Daniel and Sophie Woodward, eds. Global Denim. Berg, 2011. ISBN: 9781847886316
15. Mangieri, Tina. “Fashion, Transnationality, and Swahili Men”, in African Dress: Fashion, Agency, Performance. London: Bloomsbury, 2013, 153–167.
16. Schneider, Jane. “The Anthropology of Cloth”, in Annual Review of Anthropology, 16 (1987): 409–448.
17. Smith, Fred T. “Archaeological Evidence”, in the Berg Encyclopedia of World Dress and Fashion,

Volume 1, Africa. Berg Fashion Library, 2010.
18. Tarlo, Emma, and Moors, Annelies. Islamic Fashion and Anti-Fashion: New Perspectives from Europe and America. London: Bloomsbury, 2013.
19. Tarlo, Emma. Clothing Matters: Dress and Identity in India. Chicago: University of Chicago Press, 1996.
20. Tarlo, Emma. Visibly Muslim: Fashion, Politics, Faith. Berg Fashion Library, 2010.

**DSE 12. Demographic Anthropology**

**Theory** **Credit- 4**

**Unit I:** Demographic Anthropology; Introduction, definition and basic concepts Relationship between demography, population studies and anthropology Population Theories: John Graunt, Thomas R. Malthus; Biological theory of population; Theory of demographic transition.

**Unit II:** Tools of Demographic Data; Measures of population composition, distribution and growth; Measures of fertility; Measures of mortality; Measures of migration.

**Unit III:** Population of India; Sources of demographic data in India; Growth of Indian population; Demography of Indian tribal and non-tribal groups; Anthropological determinants of population growth; Impact of urbanization on the migration of tribal groups.

**Unit IV:** National policies; National Population Policy; National Health Policy; National Policy on Reproductive Health Care.

**Practical** **Credit-2**

A student will collect and compile demographic data from different secondary sources on any given topic by the concerned teacher and a project report will be submitted for its evaluation.

**Suggested Readings**

1. Bhende A. and Kaniikar, T. (2010) *Principles of Population Studies. Himalaya Publishing House.* Mumbai (All Units, It covers most topics)
2. Caldwell J.C. (2006). *Demographic Transition Theory*. Springer.
3. Census of India (2001,2011), SRS bulletin (2013), NFHS (2006 ), CRS, NSSO ( Can be seen from browsing net)
4. Gautam R.K., Kshatriya, G.K. and Kapoor A.K. (2010) *Population Ecology and Family Planning*. Serials publications. *New* Delhi.
5. Howell N. (1986) Demographic Anthropology. Ann. Rev. Anthropol. 15: 219-246
6. Kshatriya G.K. (2000). Ecology and health with special reference to Indian tribes. *Human Ecology special volume 9:229-245*.
7. Kshatriya G.K., Rajesh,G. and Kapoor , A.K. (2010) Population Characteristics of Desert Ecology.VDM Verlag Dr. Muller Gmbh and Co., Germany.
8. Misra BD (1982). *An introduction to the study of population. South Asia publ. ltd. New Delhi.*
9. National Population Policy http://populationcommission.nic.in/npp.htm
10. Park K. (2000) *Text book of Preventive and Social Medicine*. Banarsidas Bhanot, Jabalpur.
11. Patra P.K. and Kapoor, A.K. (2009*) Demography And Development Dynamics in a Primitive Tribe of Himalayas.* International Book Distributors, Dehradun
12. Riley N.E. and Mc Carthy, J. (2003) *Demography in the Age of the Postmodern*. Cambridge University press. UK. Pages 1-13 and 32-98

13. Sharma A.K. (1979) Demographic transition: A Determinant of Urbanization. *Social Change* 9: 13-17.
14. Srivastava O.S. (1996) *Demographic and Population Studies*. Vikas Publishing House, India
15. Zubrow E.B.W. (1976) *Demographic anthropology. Quantitative approaches.* University of New Mexico Press, Albuquerque.
16. http://human-nature.com/dm/chap3.html
17. http://biography.yourdictionary.com/john-graunt
18. http://www.marathon.uwc.edu/geography/demotrans/demtran.htm

**DSE 13. Urban Anthropology**

**Theory**

**Credit- 4**

**Unit 1 :** Emergence of urban anthropology**;** Introduction, Extension of the anthropological interest in peasants and rural areas, Originsof Cities and Early Sociological Approaches, Urban planning and design
**Unit 2:** Political economy**;** Rural-urban migration, kinship in the city, problems that arise from urbanism, povertyand social stratification
**Unit 3:** Class approach; Culture of Poverty and the Underclass Approach, Comparison between relations function inan urban setting versus function in a rural setting, Race and Class in Urban Ethnography,Urban Dystopia
**Unit 4:** Urban Inequality and Disasters**;** Poverty, extended family for urban natives versus migrants , Global Cities and theProduction of Space, Community study and urban ecology, Urban Space, Postmodern andHypermodern City; Contemporary urban issues: Suburbs, Exurbs and Urban Decline.

**Practical** **Credit-2**

1.Visit city life among business community and appreciate the role of culture with politics and economics.
2. Media-popular culture behaviour
3. Photo shoot in any city life, Creating captions and texts relating to urban anthropology findings.

**Suggested readings**

1. http://www.oxfordbibliographies.com/
2. Cities, classes and the social order. Anthony Leeds, Roger Sanjek
3. Childe, V. Gordon. 1950. " Urban Revolution." Town Planning Review
4. Low Reader Part V: "The Postmodern City" in Low pp. 317-377;
5. Dear and Flusty ."Anthropological Fieldwork in Cities", "The anthropology of Cities: Some Methodological Issues".

**DSE 14. Anthropology of Health**

**Theory**

**Credit- 4**

**Unit-1:** Defining Health and Illness in Cross-Cultural Perspective; Looking at "health," "illness," and related concepts in Western culture, including sociological "sick role" models, Some important variations in the process of seeking health careMorbidity, Mortality, Epidemiology: Meaning, scope and methods. Epidemiology of common communicable diseases: Malaria, Tuberculosis, Leprosy, Diabetes, Cardiovascular disease and Sexually Transmitted Diseases (STDs), HIV/AIDS.

**Unit – 2:** Women's Health, Sex, Family Planning, and Maternal-Infant Health; Reproductive life, child Birth, Family planning adoption, male dominance, Nursingand early nurture, hyper-menstruation and its corollaries; Chronic Disease, Injury, Stress, and Mental Health; Relationship between mental health, chronic disease, and injury, Understanding Stress and Its Effects Cross-Culturally, Mental Disorders and Related Phenomena, diseases associated with specific socioculturaland environmental contexts: Kuru, osteomalacia, sickle cell anaemia. Adaptations toHealth Threats: Genetic Vulnerability and Resistance & Environment,Developmental and Cultural Adaptations to adverse Conditions.

**Unit – 3**: Variations in Health Care Systems: A Comparative Perspective; Health promotion and health care delivery programmes; Family welfareprogrammes. Child health and nutrition programmes. Reproductive health awareness; Healing and Healers in Cross-Cultural Perspectives; Shaman, Magic, Witchcraft and Sorcery; Folk healers and alternative medicine: Types of healers and healing, Problems in evaluating efficacy, Sources of dissatisfaction with mainstream medicine.

**Unit – 4**: Legal Aspects & Future Prospects for Health; Rules and regulations of international health policy, Medico- Legal Problems in relation tohealth administration, International health organization / NGOs, Medical Ethics, Criticalissues in global health.

**Practical** **Credit-2**

1. Make a Schedule on Health and Demography.
2. Calculation of Infant Sex ratio, Fertility rate, Total fertility rate, Mortality rate, Birth rate,crude birth rate, crude death rate, Mortality rate, life expectancy, immigration rate, population growth rate.
3. Identification and Characteristics of Various diseases.
4. Case Studies of Traditional and Modern healers.

**Suggested Readings**

Rajesh Khanna and A.K. Kapoor. 2007. Ethnic Groups and Health Dimensions. Discovery Publishing House, New Delhi.

Chin, James, M.D., M.P.H. (ed.) 2000. Control of Communicable Diseases Manual. 17th Edition. American Public Health Association. *Anyone interested in field work inless developed areas should own this book for reference.*

Helman, Cecil G. 2001. Culture, Health, and Illness. 4th ed. London: Arnold. *This book is written for health care practitioners and clearly explains the relevance of culture to health.*

Mann, Jonathon M.,et al. (eds.) 1999. Health and Human Rights. New York: Routledge.

Albrecht, Gary L., Ray Fitzparick, and Susan C. Scrimshaw (eds.) 2000. The Handbook of Social Studies in Health and Medicine, SAGE.Publications.

Bannerman, Robert, J. Burton, and Ch'en Wen-Chieh (eds.) 1983. Traditional Medicine and Health Care Coverage. Geneva: World Health Organization.

Chen, Lincoln C. Arthur Kleinman, and Norma C. Ware 1994. Health and Social Change in International Perspective. Harvard University Press.

Coreil, Jeannine and J. Dennis Mull (eds.) 1990. Anthropology and Primary Health Care, Boulder: Westview Press.

Hahn, Robert A. 1999. Anthropology in Public Health. Bridging Differences in Culture and Society. New York: Oxford University Press.

Helman, Cecil G. 1994. Culture, Health, and Illness. 3rd ed. Oxford: Butterworth- Heinemann.

Inhorn, Marcia C. and Peter J. Brown 1997. The Anthropology of Infectious Disease. International health Perspectives. Gordon and Breach Publishers.

Koop, C. Everett, Clarence E. Pearson, and M. Roy Schwartz (eds.) 2001. Critical Issues in Global Health. San Francisco: Jossey-Bass. A Wiley Company.

Mayer, Kenneth H. and H.F. Pizer (eds.) 2000. The Emergence of AIDS. The Impact on Immunology, Microbiology, and Public Health. Washington, D.C.: American Public Health Association.
Nichter, Mark and Mimi Nichter 1996. Anthropology and International Health. Asian Case Studies. Gordon and Breach Publishers.
Paul, Benjamin D. (ed.) 1955. Health, Culture, and Community. Case Studies of Public Reactions to Health Programs.
Williams, Cicely D., Naomi Baumslag, and Derrick B. Jelliffe 1994. Mother and Child Health. Delivering the Services. 3rd Edition. New York: Oxford University Press Basch, Paul F. Textbook of International Health 1999. New York: Oxford University Press.
Tsui, Amy O., Judith N. Wasserheit, and John G. Haaga (eds.) 1997. Reproductive Health in Developing Countries. Washington, D.C.: National Academy Press.

## DSE 15. Linguistic Anthropology

**Theory** **Credit- 4**

**Unit-1:** Concept and Scope of Linguistic Anthropology; Linguistic Anthropology and other Behavioural Sciences; Universals of Language, Types: Descriptive and Historical Linguistic; Origin and Evolution of Language; Language, Dialect and Idiolects: Definitions and Interrelations; Socio-Linguistics.

**Unit-2:** Language as a System: Phonetic Sub System, Morphophonemic Sub System, Syntactic Sub System and Semantic Sub System; Language and Culture: Cultural Influence on Language and Linguistic; Influence on Culture Sapir–Whorf Hypothesis; Linguistic and Culture Change.

**Unit-3:** Classification of Languages: Typological and Genealogical; Functional study of Languages; India as a Linguistic Area; Standard languages and Nationalism; speech variation and the study of Indian civilization.

**Unit-4:** Languages and the Analysis of Social Laws; Language and Social Structure; Structural Analysis in Linguistics and Anthropology; Language and Communication: Verbal and Non-Verbal (Signs and Symbols); Communication and Sociability; Language and Speech.

**Practical** **Credit-2**

**Report writings**

Education policies in India
Multilingual Education
Tribal Languages

**Suggested Readings**

1. Ardver ,E.(ed) Social Anthropology and Language
2. Bloomfield, L. Language
3. Bright, W. Socio-linguistics
4. Burling, R. Man’s Many voices-Language in its Cultural Context
5. Gleason, H.A. An Introduction to Descriptive Linguistics
6. Gumperz and The Ethnography of Communication Hymas(eds.)
7. Hockett,C.F. A Course in Modern Linguistics
8. Hoijer, H. (ed) Language in Culture
9. Hymes, D.(ed) Language in Culture and Society

10. Lehmann, H.P. Historical Linguistics
11. Levi Strauss,C. Structural Anthropology (Selected chapters)
12. Mishra, K.K. Anthropological Linguistics
13. Sapir, E. Language

**Note*: Student will write dissertation on the basis of 20 days Field Work in the nearby locality on any branch of Anthropology in 6th Semester. She/ He will be supervised by one Teacher/ teachers.***

## Generic Elective Course (GE)

**Credits: Any four papers = Theory +Practical = (4+2)*4 = 24**

**For B.Sc. in Anthropology, a student shall have the option to choose from the following subjects:** Chemistry,Botany, Zoology, Geology, Geography, Bio-Technology, Environmental Science, Psychology, Statistics, Marine Science, BCA

**For B.A. in Anthropology, a student shall have the option to choose from the following subjects:** History, Political Science, Economics, Psychology, Geography, Sociology, Home Science, Sanskrit, Odia, Philosophy, BBA and BBA (Health Care management), Tourism Administration

## Ability Enhancement (Compulsory Course)
## Credits: Two Papers = 2*4=8
## Ability enhancement elective (skill based) Course
## Credits: Any two papers = Theory +Practical = 2*4= 8

**SEC 1. Public health and epidemiology**

**Theory** **Credit- 2**

Unit I: Principles of Epidemiology in Public Health: Public health and Anthropology; Overview of epidemiology methods used in research studies to address disease patterns in community and clinic-based populations, distribution and determinants of health-related states or events in specific populations, and strategies to control health problems

Unit II: Environmental Health; Effects of biological, chemical, and physical agents in environment on health (water, air, food and land resources); ecological model of population health; current legal framework, policies, and practices associated with environmental health and intended to improve public health. Psychological, Behavioural, and Social Issues in Public Health: behavioural science theory and methods to understanding and resolving public health problems

Unit III: Management of Health Care Program and Service Organizations; Techniques and procedures for monitoring achievement of a program's objectives, generating evidence of program effectiveness, assessing impacts in public health settings; evaluate framework that leads to evidence-based decision-making in public health.

Unit IV: Epidemiology of disease; Contemporary methods for surveillance, assessment, prevention, and control of infectious and chronic diseases, disabilities, HIV/AIDS; understanding etiology; determining change in trend over time; implementation of control measures

**Practical** **Credit-2**

1. Draw appropriate inferences from provided epidemiologic data through statistical analysis
2. Assesses the health status of populations and their related determinants

3. Analyzes information relevant to specific public health policy issues
4. Development of health promotion model for health problem

**Suggested reading**

1. Gordis L. (2004). Epidemiology. Third edition. Philadelphia: Elsevier Saunders.
2. Remington PL, Brownson RC, and Wegner MV. (2010). Chronic Disease Epidemiology and Control. American Public Health Association.
3. Pagano M and Gauvreau K. (2000). Principles of Biostatistics. Belmont, CA: Wadsworth.
4. Turnock B. (2011). Public health. Jones & Bartlett Publishers.
5. Edberg M. (2013). Essentials of Health Behavior. Social and Behavioral Theory in Public Health. Second Edition, Jones and Bartlett Publishers.
6. Griffith JR and White KR. (2010). The Well-Managed Healthcare Organization. Health Administration Press: Chicago, IL.
7. Kovner AR, McAlearney AS, Neuhauser D. (2013). Health Services Management: Cases, Readings, and Commentary. 10th Ed. Chicago, IL: Health Administration Press.
8. Lee LM. (2010). Principles and Practice of Public Health Surveillance. Oxford University Press
9. Turnock B. (2011). Essentials of Public Health. Jones & Bartlett Publishers
10. Merson M, Black RE, Mills A. (2006). International Public Health: Diseases, Programs, Systems and Policies. Jones & Bartlett Learning.
11. Aschengrau A and Seage GR. (2008). Essentials of Epidemiology in Public Health. Boston, Massachusetts.

**SEC 2. Business and Corporate Anthropology**

**TheoryCredit-2**

**Unit 1**: History of Business and corporate Anthropology; Subject Matter of Business Anthropology: Organizational Anthropology, Marketing and Consumer Behaviour, Design Anthropology, Globalization and International communication.

**Unit 2:** Applied anthropology in industry; application of the ethnography in business Management: organizational ethnography, stages and advantages of ethnographic approach, ethical issues in ethnographic research.

**Unit 3**: Anthropology and consumer behaviour: cultural meaning to consumer behaviour; Anthropological approach to consumer behaviour: values and consumer behaviour, Heros and consumer behaviour, Rituals and consumer behaviour, Symbols and consumer behaviour.

**Unit 4**: Globalization, Regional Cooperation, and International Business: Cultural dimensions in international business: Hofstede and Ferraro; Cross-cultural Business Etiquette and Sensitivity in international communication

**Practical**

**Credit-2**

1. Visit a corporate sector and write a short report Case study
2. Study of interaction pattern in corporate sector with reference to ethnicity
3. Make a schedule on the structure of the corporate/MNC
4. Make a brief report only on one dimension of the corporate sector and give your assessment

**Suggested Readings**

1. Jordan, Ann T. Business Anthropology. Waveland Press, Long Grove, Illinois.
2. Whyte, W.F. 1948 Incentives for Productivity: The Case of the Bundy Tubing Company Applied Anthropology 7(2):1-16
3. Gardner, Burleigh B. 1978 Doing Business with Management. In Applied Anthropology in America, Elizabeth M. Eddy and William Partridge (Eds.).New York: Columbia University Press. Pp.245- 260.
4. Handbook of Anthropology in Business byRita M Denny.
5. Advanced reading in Business Anthropology edited by Robert Guang Tian, Daming Zhu, Alfons van Marrewijk.

**SEC 3. Media Anthropology**

**TheoryCredit-2**

**Unit 1**: Introduction to Media Anthropology; Audiences, Consumption and Identity Formation: The Social and Material Life of Cinema; Television and the Cultural Politics of Nation, Media as Material Objects.

**Unit 2**: The Cultural Work of Mass Media Production: Producing "Bollywood".

**Unit 3**: Producing Reality – Journalism and Advertising; News as Social Practice; the Local and the Global in Advertising.

**Unit 4**: Small Media: Materiality, Circulation, Everyday Life & Social Transformations; Indigenous Media and Cultural Activism; The Social and Material Lives of Cell Phones; Media as Social Infrastructure – The Case of Facebook; Learning from New Media; The Possibilities & Constraints of YouTube.

**Practical** **Credit-2**

1. Visit to Mass Media Company and submit a report on any one dimension.
2. Making a schedule and testing the same in the field with focus on either cinema or television
3. Describe the components of mass media in its different parts
4. Submit a report on the behavioural pattern of media people.

**Suggested readings**

1.Rothenbuhler, Eric W; Coman, Mihai. Media Anthropology. 2005. California, Sage.
2.Askew, K and R.R. Wilk (Eds.). 2002. The Anthropology of Media- a Reader. Blackwell Publishers Ltd, USA.
3. Brauchler, B and J. Postill (Eds.). 2010. Theorising Media and Practice. Berghahn Books.

**SEC 4. Tourism Anthropology**

**Theory** **Credit-2**

**Unit I:** Tourism- anthropological issues and theoretical concerns, tourist as ethnographer; pilgrimage and Authenticity Issues.

**Unit II:** Interconnections between tourism history and the rise of the socio-cultural study of tourism including temporary migration, colonial exploration, pilgrimage, visiting relatives, imagined and remembered journeys, and tourism.

**Unit III:** understand the implications of tourism as a major mechanism of cross-cultural interaction; role of

symbolism, semiotics, and the imagination in tourism; tourism and the commodification of culture or cultural degradation.

**Unit IV:** understand the global and local political economy of contemporary tourism, particularly in relation to international development; explore dynamic relationships betweenheritage-making enterprises, revival and preservation projects, the international flow ofcapital; role of museums and other branches of the cultural industries" (including music, art,and food) in tourism economies; tourism and global mobility; Ecotourism and sustainable development.

**Practical** **Credit-2**

1. Visit a place, identify a population and write a short report Case study
2. Make a brief report only on one dimension of the tourism sector and give your assessment

**Suggested Readings**


1. Chambers E. (2000). Native Tours: The Anthropology of Travel and Tourism. Prospect Heights: Waveland.
2. Crick M. (1995). The Anthropologist as Tourist: An Identity in Question. In Lanfant MF, Allcock JB, Bruner EM (eds.)International Tourism: Identity and Change. London:Sage. pp. 205-223.
3. Dann GMS, Nash D and Pearce PL. (1988). Methodology in Tourism Research. Annals of Tourism Research. 15:1-28.
4. Gmelch SB. (2004). Tourists and Tourism: A Reader. Long Grove: Waveland.
5. Graburn NHH. (1977). Tourism: The Sacred Journey. Hosts and Guests: The Anthropology of Tourism. Valene L. Smith, ed. Philadelphia: University of Pennsylvania Press. Pp. 33-47.
6. Dann G. (2002). The Tourist as a Metaphor of the Social World. Wallingford: CAB International.
7. Nash D. (1996). Anthropology of Tourism. New York: Pergamon.
8. Kirshenblatt-Gimblett B.(1998). Destination Culture: Tourism, Museums, and Heritage. University of California Press.
9. Lippard LR. (1999). On the Beaten Track: Tourism, Art and Place. New Press.
10.Picard M and Wood R. (1997). Tourism, Ethnicity, and the State in Asian and Pacific Societies.University of Hawai Press.
11. Crick M. (1994). Anthropology and the Study of Tourism: Theoretical and Personal Reflections. In Crick M (eds.). Resplendent Sites, Discordant Voices: Sri Lankans and International Tourism. Chur, Switzerland: Harwood Publishers.
12. Wood R. (1997). Tourism and the State: Ethnic Options and the Construction of Otherness. In Picard and Wood Tourism, Ethnicity and the State in Asian and Pacific Societies. University of Hawai Press. Otherness. In Picard and Wood Tourism, Ethnicity and the State in Asian and Pacific Societies. University of Hawai Press.
13.Richard B. (1992). Alternative Tourism: The Thin Edge of the Wedge. In Valene Smith and Eadington Tourism (eds.). Alternatives: Potentials and Problems in the Development of Tourism . University of Pennsylvania Press.
14.Hitchcock. (1997). Cultural, Economic and Environmental Impacts of Tourism Among the Kalahari. In Chambers E (eds.) Tourism and Culture: An Applied Perspective. SUNY Press.


**SEC5. Museology and Cultural Resource Management**

**Theory** **Credit-2**

**Unit-I Museum, Museology and New Museology**

Museum and Museology: Meaning, Definition, Nature and Scope; Classification of Museums in India--National Museum, State Museum, University Museum, Specialized Museums in India. New Museology: Concept and scope, New Museum Movement

**Unit-II Museum Administration**, **Acquisition, Display and Documentation:**

Museum Administration: Staff

**Acquisition and Arrangement of Specimens:** Modes and ways of Acquisition of Museum Specimens, Principles of Display and Arrangement in Museums(including lighting)

**Documentation and Labels of Museum Specimens:** Methods of Documentation, Documentation of Ethnographic and Archaeological Specimens,

**Unit-III Management of Cultural Resources in Museum (Storage, Security and Conservation)**

**Museum Storage:** Location of the storage, Storage Furniture, Lighting and Ventilation in Storage, Methods of Storage, Visual Storage.

**Security in Museum:** Security Risks of Museum Objects, Preventive Measures.

**Conservation of Cultural Resources in Museum:** Causes of Decay and Deterioration, Care and Handling, Cleaning and Repairing, Packing and Shifting of Museum Objects; Preservation of Organic and Inorganic Objects in Museums.

**Unit-IV Educational and Extension Activities of Museum**

Museum Education, Tourism and Museums, Travelling Exhibition, Museum Library and Publication, Public Relations, Museum and Communities

**Practical** **Credit-2**

1. Development of Computer based Documentation; Museum Labels; Dioramas, Models and Charts; Museum Photography.
2. Cleaning and Repairing, Packing and Shifting of Museum Objects; Preservation of Organic and Inorganic Objects in Museums.

**Suggested Readings:**


1. Agrawal, O. P. and Shashi Dhawan 1985 Control of Biodeterioration in Museums. National Research Laboratory for Conservation of Cultural Property, Lucknow.
2. Agrawal, O. P. and Mandana Barkeshli 1997 Conservation of Books, Manuscripts and Paper Documents. INTACH, Indian Council of Conservation Institutes, Lucknow.
3. Aiyappan, A. and S.T. Satyamurti (Ed), 1960, Handbook of Museum Technique, Government Museum, Madras.
4. Banerjee, N. R. 1990, Museum and Cultural Heritage in India. Agamkala Prakashan, Delhi.
5. Basa, K.K., Md. Rehan, R.K. Gupta 2007, Museology A Comprehensive Bibliography and Webliography, Serial Publications, New Delhi.
6. Basa, K. K. 2010 Museums in India: From Colonial Constructs to Post-Colonial Engagements. Jhargram: INCAA Publications
7. Behera, B.K. and S.K. Mohanty, 2007, Museology and Museum Management in India, Mayur Publications, Bhubaneswar, Orissa.
8. Bhatnagar, A.1999, Museum, Museology and New Museology, Sandeep Prakashan, New Delhi.
9. Diwvedi, V. P. and G.N. Pant(Ed) 1980, Museum and Museology: New Horizon, Agam Kala Prakashan, New Delhi.
10. Ghoshmaulik, S.K. and K. K. Basa (Ed) 2001, Understanding Heritage: Role of Museum, Academic staff Collage, Utkal University, Bhubaneswar, India.
11. Nair, S. M., 1970. Bio-Deteriorations of Museum Materials, Agam Kala Prakashan, New Delhi.
12. Nigam, M. L., 1985 Fundamentals of Museology, Deva Publications, Hyderabad.

13. Sarkar, H.1981, Museums and Protection of Monuments and Antiquities in India, Sandeep Prakashan, New Delhi.
14. Stone, P.G. and B. L. Molyneaur1994, The Present Past: Heritage Museums and Education, Routledge, London.
15. Thompson, J.M. (Ed.) 1992, Manual of Curatorship: A Guide to Museum Practice, Butterworth-Heinemean Ltd. Oxford.

# CBCS: BA, B.Sc (Regular/Pass) in Anthropology

**Core courses =** 14 papers of 6 Credit each: 100 marks each (5 Units in each course) 1400

**Ability Enhancement Compulsory Course (AECC) =** 2 papers of 4 credit each: 50 marks each 100
(English Communication / MIL / Environmental Science)
**Skill Enhancement Courses (SEC) =** 2 papers of 4 credit each: 50 marks each 100

**Discipline Specific Elective (DSE) =** 3 papers of 6 credit each: 100 marks each
(5 Units in each course) And Project Report of 6 Credit: 100 Marks (Project 75 + Viva 25) 400
**Generic Electives (GE) =** 4 papers of 6 credit each: 100 marks each (5 units in each course) 400

**Sem I:** 2 Core Courses, 1 AECC, 1 GE= 4 papers= 350 marks

**Sem II:** 2 Core Courses, 1 AECC, 1 GE= 4 papers= 350 marks

**Sem III:** 3 Core Courses, 1 SEC, 1 GE= 5 papers= 450 marks

**Sem IV:** 3 Core Courses, 1 SEC, 1 GE= 5 papers= 450 marks

**Sem V:** 2 Core Courses, 2 DSE = 4 papers= 400 marks

**Sem VI:** 2 Core Courses, 1 DSE, Project Report = 4 papers= 400 marks

**Total = 26 papers = 2400 marks (148 Credits)**
**For papers with Practical Component:** Theory - 70 (Mid Sem 20 + End Sem 50) ;
Practical - 30 (End Sem). There will be no mid sem exam. in practical papers.

**For papers with no Practical:** 100 marks paper = 20 (Mid Sem) +80 (End Sem); 50 marks Paper = 10 (Mid Sem) + 40 (End Sem)

**Subjects with Practical:**
Each of the 14 core courses, 4 Discipline specific elective courses And 4 Generic Elective papers will have minimum 40 Theory classes (Lectures) of 1 hour duration and minimum 20 Practical classes (normally practical classes at Hons level are of 2 hours duration each).

**Subjects without Practical:**
Each of the 14 core courses, 4 Discipline specific elective courses and 4 Generic Elective papers (100 marks each) will have minimum 50 Theory classes (Lectures) of 1 hour duration and minimum 10 tutorial classes. Ability enhancement (compulsory) and 2 Ability enhancement (Skill based) papers will have minimum 20 classes (Lectures) each of 1 hour duration.

## CBCS: BA (Pass.) Anthropology

Core Courses = 12 papers, AECC= 2 papers, SEC = 4 papers, DSE = 4 papers, GE= 2 papers: 24 papers (2100 Marks - 132 credits)

To complete this programme, a student has to take 4 Core Courses each in 2 disciplines of choice and two core papers each in English and MIL respectively.

## CBCS: B.Sc (Pass) Anthropology

Core Courses = 12 papers, AECC= 2 papers, SEC = 4 papers, DSE = 6 papers: 24 papers (2100 Marks- 132 credits)
To complete this programme, a student has to take 4 Core papers each in 3 disciplines of choice.

## B.A./B.Sc. in Anthropology

| S.No. | Core Paper | Theory | Practical |
|---|---|---|---|
| C1. | Introduction to Biological Anthropology | √ | √ |
| C2. | Introduction to Socio-cultural Anthropology | √ | √ |
| C3. | Archaeological Anthropology | √ | √ |
| C14. | Anthropology of India | √ | √ |

| S.No. | Elective courses | Theory | Practical |
|---|---|---|---|
| DSE3. | Human Genetics | √ | √ |
| DSE7. | Anthropology of Religion, Politics and Economy | √ | √ |
| DSE8. | Tribal Cultures of India | √ | √ |
| DSE12. | Demographic Anthropology | √ | √ |
| DSE13. | Urban Anthropology | √ | √ |
| C11. | Prehistoric Archaeology of India | √ | √ |

**Generic Elective (GE)**

**For B.Sc. in Anthropology:** Chemistry,Botany, Zoology, Geology, Geography, Bio-Technology, Environmental Science, Psychology, Statistics, Marine Science, BCA

**For B.A. in Anthropology**: History, Political Science, Economics, Psychology, Geography, Sociology, Home Science, Sanskrit, Odia, Philosophy, BBA, (Health Care management), Tourism Administration

**Ability enhancement Elective (skill based) (SEC)**

SEC1. Public Health and Epidemiology
SEC 2. Business and Corporate Anthropology
SEC 3. Media Anthropology
SEC 4. Tourism Anthropology
SEC 5. Museology and Cultural Resource Management

# CORE PAPRES

## C 1. Introduction to Biological Anthropology

**Theory** **Credit- 4**

**Unit I**: History and development of understanding human variation and evolutionary thought; Theories of evolution; Human variation and evolution in ancient times pre-19th and post-19th Century; Theories of evolution. Lamarckism, Neo Lamarckism, Darwinism, Synthetic theory, Mutation and Neo-Mutation theory.

**Unit II**: History of Physical Anthropology and development of Modern Biological anthropology, aim, scope and its relationship with allied disciplines; Difference in the approaches of modern and traditional Biological Anthropology, with emphasis on human evolution.

**Unit III**: Non human primates in relation to human evolution Classification and characteristics of living primates; Comparative anatomy and behaviour of human and non-human primates; Significance of non-human primate study in Biological Anthropology.

**Unit IV:** Structure and function of an animal cell; cell theory and cell division. Essentials of Genetics; Landmarks in the history of genetics, principles in human genetics Mendel's Laws of inheritance and its application to man; Concept of race & UNESCO Statement on Race; A comparative account of various races of the world.

**Practical** **Credit-2**

Somatometry

1. Maximum head length
2. Maximum head breadth
3. Minimum frontal breadth
4. Maximum bizygomatic breadth
5. Bigonial breadth
6. Nasal height
7. Nasal length
8. Nasal breadth
9. Physiognomic facial height
10. Morphological facial height
11. Physiognomic upper facial height
12. Morphological upper facial height
13. Head circumference
14. Stature
15. Sitting height
16. Body weight

Somatoscopy

| | | | |
|---|---|---|---|
| 1. Head form | 2. Hair form | 3. Facial form | 4. Eye form |
| 5. Nose form | 6. Hair colour | 7. Eye colour | 8. Skin colour |

**Suggested Readings**

1. Jurmain R., Kilgore L., Trevathan W., Ciochon R.L. (2012). Introduction to Physical Anthropology Wadsworth Publ., USA
2. Krober A. L. (1948). Anthropology. Oxford & IBH Publishing Co., New Delhi.
3. Stanford C., Allen J.S. and Anton S.C. (2010). Exploring Biological Anthropology. The Essentials. Prentice Hall Publ, USA.
4. Statement on Race: Annotated Elaboration and Exposition of the Four Statements on Race (1972). Issued by UNESCO. Oxford University Press.
5. Stein P.L. and B.M. Row. 1974. Physical Anthropology. McGraw-Hill Inc., USA
6.Singh I.P. and M.K. Bhasin. 1989. A Laboratory Manual on Biological Anthropology: Anthropometry. Kamal-Raj Entreprises, Delhi.

## C 2. Introduction to Socio-cultural Anthropology

**Theory** **Credit- 4**

**Unit I:**Anthropological perspective and orientation; Scope and relevance of Social Anthropology;Relationship of Social Anthropology with other disciplines.

**Unit II:** Concepts of society and culture; status and role; groups and institution, social stratification,and civil society.

**Unit III:** Social organization; social structure; social function; social system.

**Unit IV:** Theory and practice of ethnographic fieldwork; survey method; comparative and historical Methods.

**Practical** **Credit- 2**

Methods and Techniques of Social Anthropology: The practical will include the following techniques and methods in collection of data in Social Anthropology.
1. Observation
2. Interview
3. Questionnaire and Schedule
4. Case study
5. Life history

**Suggested Readings**

1. Beattie J. (1964). Other Cultures. London: Cohen & West Limited.
2. Bernard H.R. (1940). Research Methods in Cultural Anthropology. Newbury Park: Sage Publications.
3. Davis K. (1981). *Human Society.* New Delhi: Surjeet Publications.
*4.* Delaney C. (2004). *'Orientation and disorientation' In Investigating Culture: An Experiential Introduction to Anthropology.* Wiley-Blackwell.
5. Ember C. R. et al. (2011). *Anthropology.* New Delhi: Dorling Kindersley.
*6.* Ferraro G. and Andreatta S. (2008). In *Cultural Anthropology: An Applied Perspective.* Belmont: Wadsworth.
7. Haviland, Prins, Walrath, McBride (2007). Introduction to Anthropology. Cengage Learning India Pvt. Ltd., New Delhi
8. Haviland, Prins, Walrath, McBride (2008).Cultural Anthropology. Cengage Learning India Pvt. Ltd., New Delhi
9. Karen O'reilly. (2012). *'Practical Issues in Interviewing' Ethnographic Methods.* Abingdon: Routledge
10. Lang G. (1956). 'Concept of Status and Role in Anthropology: Their Definitions and Use. *The American Catholic Sociological Review.*17(3): 206-218
11. O'reilly K. (2012). *Ethnographic Methods.* Abingdon: Routledge.
12. Parsons T. (1968). *The Structure of Social Action*. New York: Free Press
13. Rapport N. and Overing J. (2004). *Key Concepts in Social and Cultural Anthropology.* London: Routledge.
13. Royal Anthropological Institute of Great Britain and Ireland (1971). *'Methods' In Notes and Queries on Anthropology*. London: Routledge & Kegan Paul Ltd.

## C3. Archaeological Anthropology

**Theory** **Credit- 4**

**Unit I:** Introduction, Definition and scope of archaeological anthropology; Relation with other disciplines; Methods of studying archaeological anthropology.

**Unit II:** Methods of Estimation of Time and Reconstruction of the Past; Absolute dating methods: Radiocarbon$^{14}$ dating ($C^{14}$), Potassium-Argon, Fission Track Dating; Relative dating methods: Stratigraphy, Palaeontology, Palynology.

**Unit III:** Geochronology of Pleistocene Epoch; Glacial and Interglacial; Pluviation and Inter Pluviation; Different types of geoclimatic events.

**Unit IV:** Understanding Culture; Technique of tool manufacture and estimation of their relative efficiency; Classification of tools: primary and combination fabrication techniques; Earliest evidence of culture in the world: Konso, Olorgesaille, Olduvai Gorge Pirro Nord, Damanisi, Attirampakkam, Isampur, Kuliana.

**Practical** **Credit- 2**

Typo-technological Analysis of Prehistoric Tools: Identification, Interpretation and Drawings of the tool Types
1. Core Tool Types
2. Flake Tool Types
3. Blade Tool Types
4. Microlithic Tool Type
5. Neolithic Tool Type

**Suggested Readings**


1. Allchin and Allchin (1993). *The Rise of Civilization of India and Pakistan*. Cambridge University Press
2. Bhattacharya D.K. (1978). *Emergence of Culture in Europe*, Delhi, B.R. Publication.
3. Bhattacharya D.K. (1979). *Old Stone Age Tools and Techniques*. Calcutta, K.P. Bagchi Company
4. Bhattacharya D.K. (1996). *Palaeolithic Europe*. Netherlands, Humanities Press.
5. Champion et al. (1984). *Prehistoric Europe.* New York, Academic Press.
6. Fagan B.M. (1983). *People of Earth: An Introduction*. Boston, Little, Brown & Company.
7. Phillipson D. W. (2005). *African Archaeology*. Cambridge, Cambridge University Press.
8. Sankalia H.D. (1964). *Stone Age Tools.* Poona Deccan College
9. Basa, K.K. and P.K. Mohanty (Ed) 2000, Archaeology of Orissa, Delhi: Pratibha Prakashan.


## C 14. Anthropology of India

**Theory** **Credit- 4**

**Unit I:**Origin, history and development of Anthropology in India, approaches to study Indiansociety and culture- traditional and contemporary Racial and linguistic elements in Indian populationUnderstanding the diversity of Indian social structure - concept of Varna, Jati, Caste, Ashram or purusharatha, gender hierarchies - their economic and cultural impact, origin and evolution of social structures andtheir underlying philosophies; Contribution of contemporary biological, social and archaeologicalanthropologists in India.

**Unit II:** Aspects of Indian Village –social organisation, agriculture and impact of marketeconomy on

villages**;** Tribal situation in India- biogenetic variability, linguistic and socio-economiccharacteristics; Problems of tribal peoples, land-alienation, indebtedness, lack ofeducational facilities, shifting-cultivation, migration, forests and tribal unemployment,health and nutrition, tribal movement and quest for identity

**Unit-III:** Developmental projects- tribal displacements and rehabilitation problem; Impact of culture-contact, urbanization and industrialization on tribal and rural Population ; Basic concepts -Great tradition and little tradition, sacred complex, Universalization andparochialization, Sanskritization and Westernization, Dominant caste, Tribe-caste; continuum, Nature-Man-Spirit complex, pseudotribalism.

**Unit IV:** Problems of exploitation and deprivation of scheduled caste/ tribe and Other Backward Classes. Constitutional Provisions for the Scheduled caste and scheduled tribes, Evaluation and Development of Indian Population; Human Rights, Protection and enforcement of human rights, Human rights of special category and marginal groups, Emerging trends of human rights with respect to terrorism, globalization and environment.

**Practical** **Credit- 2**

1. Identify various traits/variables which can be used in racial classification and comment on its relevance.
2. Review a book/edited volume on Indian social structure such as caste, religion, tribe or rural population and give its salient features.
3. Explore the biological diversity of any population group considering a minimum of five genetic traits.
4. Highlight the contributions of any two contemporary Indian anthropologists.

**Suggested Reading**

1. Nicholas D. (2001). Castes of Mind: Colonialism and the Making of Modern India. Princeton University Press.
2. Bernard CS. (2000). India: The Social Anthropology of Civilization. Delhi: Oxford University Press.
3. Bhasin MK, Watter H and Danker-Hopfe H. (1994). People of India – An Investigation of Biological variability in Ecological, Ethno-economic and Linguistic Groups. Kamla Raj Enterprises, Delhi
4. Lopez DS. (1995). Religions of India in Practice. Princeton University Press
5. Gupta D. Social Stratification. Delhi: Oxford University Press.
6. Karve I. (1961). Hindu Society: An Interpretation. Poona : Deccan College
7. Guha BS. (1931). The racial attributes of people of India. In: Census of India, 1931, vol I, Part III (BPO, Simla)
8. Trautmann TR (2011). India: Brief history of Civilization. Oxford University Press : Delhi
9. Vidyarthi LP and Rai BK. (1976). The tribal culture of India. Concept Publishing Co,Delhi.
10. Haddon AC. (1929). Races of man. Cambridge University, London.
11. Kapoor A.K. (1992). Genetic Diversity among Himalayan Human Populations. M/S Vinod Publishers, Jammu
12. Majumdar DN. (1901). Races and Culture of India. Asia Publishing House, Bombay
13. Dube SC. (1992). Indian Society. National Book Trust, India : New Delhi.
14. Dumont L. (1980). Homo Hierachicus. University of Chicagon Press.
15. Guha B.S. (1931). The racial attributes of people of India. In : Census of India, 1931, vol I, Part III (BPO, Simla)
16. Malhotra K.C. (1978). Morphological Composition of people of India. J. Human Evolution.
17. Bailey, F.G. 1960. *Tribe, Caste and Nation: A Study of Political Activity and Political Change in Highland Orissa*, UK: Manchester University Press.

## ELECTIVE COURSES (DSE)

**DSE 3. Human Genetics**

**Theory** **Credit- 4**

**Unit I:** Structure, Function and Inheritance of the human genome- gene, DNA structure and replication, DNA repair and recombination, gene expression, coding and non-coding region.

**Unit II:** Expression of genetic information: from Transcription to Translation – the relationship between genes and protein, transcriptions; transcription and RNA processing, encoding genetic information, decoding the codons: the role of transfer RNAs.

**Unit III:** Methods of Genetic Study in Human: Pedigree analysis and expressivity; Chromosomal Basis of Genetic Disorders (Karyotypes and identification of chromosome variation; Nucleic Acid Hybridization Assays, cytogenetic mapping), Genetic mapping (Microsatellite and other DNA polymorphisms), LOD score; sequencing strategies (PCR based Sanger sequencing to Exome sequencing), concept of non-mendelian inheritance and complex diseases.

**Unit IV:** Genomic Diversity & Human Evolution Genomic Variation: Genomic Polymorphisms (SNPs, VNTR, CNVs, etc); haplotypes and haplogroups; genotype-phenotype correlations, epigenetics Peopling of the Indian Subcontinent: Evidence from mtDNA and Y-chromosome; evolutionary genetics; Molecular evolution; DNA sequence variation and human origins.

**Practical (Any two)** **Credit-2**

1. Blood Collection, transportation and storage in field
2. DNA Extraction from whole blood
3. DNA Quantification, Aliquoting and sample preparation
4. PCR and electrophoresis
5. Gel Documentation

**Suggested Readings:**

1. Strachan T and Read AP. (2004). Human Molecular Genetics. Garland Science
2. Brown TA. (2007). Genomes. Garland Science.
3. Griffiths AJF. (2002). Modern Genetic Analysis: Integrating Genes and Genomes. WH Freeman Press.
4. Griffiths AJF, Wessler SR, Carroll SB, Doebley J. (2011). An Introduction to Genetic Analysis. Macmillan Higher Education.
5. Cavalli-sforza LL, Menozzi P, Piazza A (1994). History and Geography of Human Genes. Princeton University.
6. Cummings Michael R. (2009). Human Genetics. Cengage Learning India Pvt. Ltd, Delhi.
7. Cummings MR (2011). Human Heredity: Principles and Issues. Brooks/Cole, Cengage Learning
8. Giblett, ER. (1969). Genetic Markers in Human Blood. Blackwell Scietific, Oxford.
9. Jobling M, Hurls M and Tyler-Smith C. (2004). Human Evolutionary Genetics: Origins, Peoples & Disease. New York: Garland Science.
10. Lewis R. (2009). Human Genetics: Concepts and Application. The McGraw−Hill Companies, Inc.
11. Patch C. (2005). Applied Genetics in Healthcare. Taylor & Francis Group
12. Snustad .D.P. and Simmons M.J. (2006). Principles of Genetics, Fourth Edition, John Wiley & Sons USA
13. 14. Verma, P.S. and V.K. Aggarwal (1974). Cell Biology, Genetic, Molecular Biology, Evolution and Ecology. S.Chand and Company Pvt. Ltd., New Delhi.

14. Vogel F. and Motulsky A.G. (1996). Human Genetics. Springer, 3rd revised edition.

**DSE 7. Anthropology of Religion, Politics and Economy**

**Theory** **Credit- 4**

**Unit I:** Anthropological approaches to understand religion- magic, animism, animatism,totemism, naturism; witchcraft and sorcery; Religious specialists: shaman, priests,mystics; Overview of Anthropological Theories of Religion; Religion as the sacralityof ecological adaptation and socialness

**Unit II:** Economic institutions: principles of production, distribution, and consumption insimple and complex societies; critical examination of relationship between economyand society through neo-classical, substantivist, and neo-marxist approaches, variousforms of exchange: barter, trade and market; Forms of currencies; reciprocities:generalized, balanced and negative.

**Unit III:** Political institutions: concepts of power and authority; types of authority; state andstatelesssocieties; law and justice in simple and complex societies; the prospects fordemocracy and tolerance among and within the world's diverse civilizations; themeaning and sources of identity in complex contemporary societies; the origins ofmodern politics, its institutions, and cultures, both Western and non-Western.

**Unit IV:** Interrelationship between religion, politics and economy; religious conversion andmovements, emergence of new religious sects in the global order.

**Practical** **Credit-2**

1. Case study of any of the social institute (religion, economic, political) with respect to culture perspective

**Suggested Readings:**

2. Durkheim E. (1986). The elementary forms of the religious life, a study in religious sociology. New York:Macmillan.
3. Benedict A. (2006). Imagined Communities: Reflections on the Origin and Spread ofNationalism. Verso
4. Gledhill J. (2000). Power and Its Disguises: Anthropological Perspectives on Politics. 2nd ed. London: Pluto Press.
5. Ellis F. (2000). A framework for livelihood analysis. In Rural Livelihoods and Diversity in Developing Countries . Oxford: Oxford University Press.
6. Henrich J, Boyd R, Bowles S, Camerer C, Fehr E, Gintis H, McElreath R, Alvard M et al. (2005). 'Economic Man' in cross-cultural perspective: Behavioral experiments in 15 small-scale societies. Behavior and Brain Science. 28(6):795-815;
7. Henrich J. (2002). Decision-making, cultural transmission, and adaptation in economic anthropology. In: J. Ensminger (Ed.), Theory in Economic Anthropology (pp. 251-295). Walnut Creek, CA: Altamira Press.
8. Lambek. M. (2008) A Reader in the Anthropology of Religion.
9. Eller JD. (2007). Introducing Anthropology of Religion. New York: Routledge.
10. Glazier SD. (1997). Anthropology of Religion: A Handbook. Westport, CT: Greenwood Press.
11. Frick GD and Langer R. (2010). Transfer and Spaces. Harrassowitz (Germany).
12. Evans-Pritchard EE. (1937). Witchcraft, Oracles and Magic among the Azande, Oxford: Clarendon Press.
13. Frazer JG. (1978). The Illustrated Golden Bough, London: Macmillan.
14. Barbara M. (2011). Cultural Anthropology. New Jersey: Pearson Education.
15. Ember CR. (2011). Anthropology. New Delhi: Dorling Kinderslay.
16. Herskovits MJ. (1952). Economic Anthropology: A Study in Comparative Economics. New York:

Alfred A Knopf Inc.
17. Malinowski B. (1922) Argonauts of the Western Pacific. London: Routledge.
18. Polyani K. et al (1957), Trade and Market in the Early Empires. Chicago: Henry Regnery Company.
19. Balandier G. (1972). Political Anthropology. Middlesex: Penguine.

**DSE 8. Tribal cultures of India**

**Theory** **Credit- 4**

**Unit I**: Concept of tribes and its problematic nature, General and specific characteristics of tribes, Classification and distribution of tribes based on their economy, occupation and religion, Racial elements among the tribes, Scheduled and non-scheduled categories of tribes, Particularly Vulnerable Tribal Groups (PVTGs).

**Unit II**: Tribe- caste continuum, Gender and Tribe, Distribution of tribes in India.

**Unit III**: Tribes: Nomenclature- emic and etic differences; Tribal movements, Problems of tribal development.

**Unit IV**: Forest policies and tribes, Migration and occupational shift, Tribal arts and aesthetics Displacement, rehabilitation and social change Globalization among Indian tribes.

**Practical**

**Credit-2**

1. Distribution of Indian Tribes: PVTGs, ST
2. Location of different tribes on the map of India
3. Write an annotated bibliography on any one tribe
4. Write the social structure of any one tribe of India

**Suggested Readings:**

1. Behera, D.K and Georg pfeffer. Contemporary Society Tribal Studies, Volume I to VII. New Delhi: Concept Publishing Company
2. Georg Pfeffer. Hunters, Tribes and Peasant: Cultural Crisis and Comparison. Bhubaneswar: Niswas.
3. Vidarthy, L.P. and Rai. Applied Anthropology in India.
4. Vidarrthy.L.P. and B.N. Sahay . Applied Anthropology and Development in India. New Delhi: National Publishing House

**DSE 12. Demographic Anthropology**

**Theory** **Credit- 4**

**Unit I:** Demographic Anthropology; Introduction, definition and basic concepts Relationship between demography, population studies and anthropology Population Theories: John Graunt, Thomas R. Malthus; Biological theory of population; Theory of demographic transition.

**Unit II:** Tools of Demographic Data; Measures of population composition, distribution and growth; Measures of fertility; Measures of mortality; Measures of migration.

**Unit III:** Population of India; Sources of demographic data in India; Growth of Indian population; Demography of Indian tribal and non-tribal groups; Anthropological determinants of population growth; Impact of urbanization on the migration of tribal groups.

**Unit IV:** National policies; National Population Policy; National Health Policy; National Policy on Reproductive Health Care.

**Practical** **Credit-2**

A student will collect and compile demographic data from different secondary sources on any given topic by the concerned teacher and a project report will be submitted for its evaluation.

**Suggested Readings**

1. Bhende A. and Kaniikar, T. (2010) *Principles of Population Studies. Himalaya Publishing House.* Mumbai (All Units, It covers most topics)
2. Caldwell J.C. (2006). *Demographic Transition Theory*. Springer.
3. Census of India (2001,2011), SRS bulletin (2013), NFHS (2006 ), CRS, NSSO ( Can be seen from browsing net)
4. Gautam R.K., Kshatriya, G.K. and Kapoor A.K. (2010) *Population Ecology and Family Planning*. Serials publications. *New* Delhi.
5. Howell N. (1986) Demographic Anthropology. Ann. Rev. Anthropol. 15: 219-246
6. Kshatriya G.K. (2000). Ecology and health with special reference to Indian tribes. *Human Ecology special volume 9:229-245*.
7. Kshatriya G.K., Rajesh,G. and Kapoor , A.K. (2010) Population Characteristics of Desert Ecology.VDM Verlag Dr. Muller Gmbh and Co., Germany.
8. Misra BD (1982). *An introduction to the study of population. South Asia publ. ltd. New Delhi.*
9. National Population Policy http://populationcommission.nic.in/npp.htm
10. Park K. (2000) *Text book of Preventive and Social Medicine*. Banarsidas Bhanot, Jabalpur.
11. Patra P.K. and Kapoor, A.K. (2009*) Demography And Development Dynamics in a Primitive Tribe of Himalayas.* International Book Distributors, Dehradun
12. Riley N.E. and Mc Carthy, J. (2003) *Demography in the Age of the Postmodern*. Cambridge University press. UK. Pages 1-13 and 32-98
13. Sharma A.K. (1979) Demographic transition: A Determinant of Urbanization. *Social Change* 9: 13-17.
14. Srivastava O.S. (1996) *Demographic and Population Studies*. Vikas Publishing House, India
15. Zubrow E.B.W. (1976) *Demographic anthropology. Quantitative approaches.* University of New Mexico Press, Albuquerque.
16. http://human-nature.com/dm/chap3.html
17. http://biography.yourdictionary.com/john-graunt
18. http://www.marathon.uwc.edu/geography/demotrans/demtran.htm

**DSE 13. Urban Anthropology**

**Theory**

**Credit- 4**

**Unit 1 :** Emergence of urban anthropology**;** Introduction, Extension of the anthropological interest in peasants and rural areas, Originsof Cities and Early Sociological Approaches, Urban planning and design

**Unit 2:** Political economy**;** Rural-urban migration, kinship in the city, problems that arise from urbanism, povertyand social stratification

**Unit 3:** Class approach; Culture of Poverty and the Underclass Approach, Comparison between relations function inan urban setting versus function in a rural setting, Race and Class in Urban Ethnography,Urban Dystopia

**Unit 4:** Urban Inequality and Disasters**;** Poverty, extended family for urban natives versus migrants , Global Cities and theProduction of Space, Community study and urban ecology, Urban Space, Postmodern andHypermodern City; Contemporary urban issues: Suburbs, Exurbs and Urban Decline.

**Practical** **Credit-2**

1.Visit city life among business community and appreciate the role of culture with politics and economics.
2. Media-popular culture behaviour
3. Photo shoot in any city life, Creating captions and texts relating to urban anthropology findings.

**Suggested readings**

1. http://www.oxfordbibliographies.com/
2. Cities, classes and the social order. Anthony Leeds, Roger Sanjek
3. Childe, V. Gordon. 1950. " Urban Revolution." Town Planning Review
4. Low Reader Part V: "The Postmodern City" in Low pp. 317-377;
5. Dear and Flusty ."Anthropological Fieldwork in Cities", "The anthropology of Cities: Some Methodological Issues".

**DSE . Prehistoric Archaeology of India**

**Theory** **Credit- 4**

**Unit I: Pleistocene chronology of India; Palaeolithic cultures in India.**
Palaeolithic cultures in India: Lower Palaeolithic cultures – evidences from Kashmir Valley and Peninsular India), Middle Palaeolithic culture in India, Upper Palaeolithic culture in India (characteristic features, major type tools, important sites, chronology with stratigraphic evidences). Some important sites of Odisha may be discussed on above cultural periods.

**Unit II: Mesolithic cultures in India.**
Mesolithic cultures in India (characteristic features, major type tools, important regions and sites, chronology with stratigraphic evidences (some important sites of Odisha may be discussed on above cultural periods).

**Unit III: Neolithic cultures in India.**
Neolithic culture in India (characteristic features, major type tools, important regions and sites, chronology with stratigraphic evidences (some important sites of Odisha may be discussed on above cultural periods).

**Unit IV: Rock art of India.**
Prehistoric Art in India with special reference to Central India and Odisha.

**Practical** **Credit 2**

1. Identification of tools:
(a) Hand axe varieties, chopper/chopping tools
(b) Cleaver varieties
(c) Side scraper varieties
(d) Knives e) Burins
(f) End scrapers
(g) Borer
(h) Microlithic tools
(i) Bone tools
2. Identification of lithic technology.

**Suggested Reading:**


10. Agarwal, D. P.1984, *Archaeology of India*. New Delhi: Select Book Services Syndicate.
11. Allchin, Briget. and Raymond Allchin,1982. *The Rise of Civilization in India and Pakistan.Cambridge*: Cambridge University Press.
12. Allchin, B. and R. Allchin, 1997. *Origins of Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi. Viking by Penguin Books India (P) Ltd.
13. Bhattacharya, D. K.1990, *An Introduction to Prehistoric Archaeology*. Delhi; Hindustan Publishing Corporation
14. Bhattacharya, D. K.2001. *AnOutline of Indian Prehistory*. Delhi: Palaka Prakashan.
15. Chakrabarti, D.K. 2001. *India: An Archaeological History: Palaeolithic Beginning to Early Historic Foundation*. New Delhi: Oxford University press.
16. Jain, V.K.2009, *Prehistory and Protohistory of India*. New Delhi: D.K. Printworld (P) Ltd.
17. Paddayya, K. (Ed.), 2002, *Recent Studies in Indian Archaeology*. New Delhi.
18. Pappu R. S.2001, *Aheulian Culture in Peninsular India-- An Ecological Perspective*, New Delhi: D.K. Printworld (P) Ltd.

10.Rammi Reddy, V.1987, *Elements of Prehistory*. New Delhi: Mittal Publications.
11.Rammi Reddy, V.1989, *Palaeolithic and Mesolithic Cultures*. New Delhi: Mittal Publications.
12.Rammi Reddy, V.1991, *Neolithic and Post-Neolithic Cultures*. New Delhi: Mittal Publications.
13.Sankalia, H.D.1974. *Prehistory and Protohistory of India and Pakistan*. Pune: Deccan College.
14.Sankalia (1982) Stone Tool Type and Technology. Delhi, B.R.Publication.
15.Settar, S. and R. Korisettar (Ed), 2001, *Indian Archaeology in Retrospect*, Vol.1: PREHISTORY Archaeology of South Asia. New Delhi: Manohar in association with Indian Council of Historical Research.


## Generic Elective Course (GE)

**Credits: Any four papers = Theory +Practical = (4+2)*4 = 24**

**For B.Sc. in Anthropology, a student shall have the option to choose from the following subjects:** Chemistry,Botany, Zoology, Geology, Geography, Bio-Technology, Environmental Science, Psychology, Statistics, Marine Science, BCA

**For B.A. in Anthropology, a student shall have the option to choose from the following subjects:** History, Political Science, Economics, Psychology, Geography, Sociology, Home Science, Sanskrit, Odia, Philosophy, BBA and BBA (Health Care management), Tourism Administration

## Ability Enhancement (Compulsory Course)
## Credits: Two Papers = 2*4=8
## Ability enhancement elective (skill based) Course
## Credits: Any two papers = Theory +Practical = 2*4= 8

**SEC 1. Public health and epidemiology**

**Theory** **Credit- 2**

Unit I: Principles of Epidemiology in Public Health: Public health and Anthropology; Overview of epidemiology methods used in research studies to address disease patterns in community and clinic-based populations, distribution and determinants of health-related states or events in specific populations, and strategies to control health problems

Unit II: Environmental Health; Effects of biological, chemical, and physical agents in environment on health (water, air, food and land resources); ecological model of population health; current legal framework, policies, and practices associated with environmental health and intended to improve public health. Psychological, Behavioural, and Social Issues in Public Health: behavioural science theory and methods to understanding and resolving public health problems

Unit III: Management of Health Care Program and Service Organizations; Techniques and procedures for monitoring achievement of a program's objectives, generating evidence of program effectiveness, assessing impacts in public health settings; evaluate framework that leads to evidence-based decision-making in public health.

Unit IV: Epidemiology of disease; Contemporary methods for surveillance, assessment, prevention, and control of infectious and chronic diseases, disabilities, HIV/AIDS; understanding etiology; determining change in trend over time; implementation of control measures

**Practical** **Credit-2**

1. Draw appropriate inferences from provided epidemiologic data through statistical analysis
2. Assesses the health status of populations and their related determinants
3. Analyzes information relevant to specific public health policy issues
4. Development of health promotion model for health problem

**Suggested reading**

1. Gordis L. (2004). Epidemiology. Third edition. Philadelphia: Elsevier Saunders.
2. Remington PL, Brownson RC, and Wegner MV. (2010). Chronic Disease Epidemiology and Control. American Public Health Association.
3. Pagano M and Gauvreau K. (2000). Principles of Biostatistics. Belmont, CA: Wadsworth.
4. Turnock B. (2011). Public health. Jones & Bartlett Publishers.
5. Edberg M. (2013). Essentials of Health Behavior. Social and Behavioral Theory in Public Health. Second Edition, Jones and Bartlett Publishers.
6. Griffith JR and White KR. (2010). The Well-Managed Healthcare Organization. Health Administration Press: Chicago, IL.
7. Kovner AR, McAlearney AS, Neuhauser D. (2013). Health Services Management: Cases, Readings, and Commentary. 10th Ed. Chicago, IL: Health Administration Press.

8. Lee LM. (2010). Principles and Practice of Public Health Surveillance. Oxford University Press
9. Turnock B. (2011). Essentials of Public Health. Jones & Bartlett Publishers
10. Merson M, Black RE, Mills A. (2006). International Public Health: Diseases, Programs, Systems and Policies. Jones & Bartlett Learning.
11. Aschengrau A and Seage GR. (2008). Essentials of Epidemiology in Public Health. Boston, Massachusetts.

**SEC 2. Business and Corporate Anthropology**

**TheoryCredit-2**

**Unit 1**: History of Business and corporate Anthropology; Subject Matter of Business Anthropology: Organizational Anthropology, Marketing and Consumer Behaviour, Design Anthropology, Globalization and International communication.

**Unit 2:** Applied anthropology in industry; application of the ethnography in business Management: organizational ethnography, stages and advantages of ethnographic approach, ethical issues in ethnographic research.

**Unit 3**: Anthropology and consumer behaviour: cultural meaning to consumer behaviour; Anthropological approach to consumer behaviour: values and consumer behaviour, Heros and consumer behaviour, Rituals and consumer behaviour, Symbols and consumer behaviour.

**Unit 4**: Globalization, Regional Cooperation, and International Business; Cultural dimensions in international business: Hofstede and Ferraro; Cross-cultural Business Etiquette and Sensitivity in international communication

**Practical**

**Credit-2**

1. Visit a corporate sector and write a short report Case study
2. Study of interaction pattern in corporate sector with reference to ethnicity
3. Make a schedule on the structure of the corporate/MNC
4. Make a brief report only on one dimension of the corporate sector and give your assessment

**Suggested Readings**

1. Jordan, Ann T. Business Anthropology. Waveland Press, Long Grove, Illinois.
2. Whyte, W.F. 1948 Incentives for Productivity: The Case of the Bundy Tubing Company Applied Anthropology 7(2):1-16
3. Gardner, Burleigh B. 1978 Doing Business with Management. In Applied Anthropology in America, Elizabeth M. Eddy and William Partridge (Eds.).New York: Columbia University Press. Pp.245- 260.
4. Handbook of Anthropology in Business byRita M Denny.
5. Advanced reading in Business Anthropology edited by Robert Guang Tian, Daming Zhu, Alfons van Marrewijk.

**SEC 3. Media Anthropology**

**TheoryCredit-2**

**Unit 1**: Introduction to Media Anthropology; Audiences, Consumption and Identity Formation: The Social and Material Life of Cinema; Television and the Cultural Politics of Nation, Media as Material Objects.

**Unit 2**: The Cultural Work of Mass Media Production: Producing “Bollywood”.

**Unit 3**: Producing Reality – Journalism and Advertising; News as Social Practice; the Local and the Global in Advertising.

**Unit 4**: Small Media: Materiality, Circulation, Everyday Life & Social Transformations; Indigenous Media and Cultural Activism; The Social and Material Lives of Cell Phones; Media as Social Infrastructure – The Case of Facebook; Learning from New Media; The Possibilities & Constraints of YouTube.

**Practical** **Credit-2**

1. Visit to Mass Media Company and submit a report on any one dimension.
2. Making a schedule and testing the same in the field with focus on either cinema or television
3. Describe the components of mass media in its different parts
4. Submit a report on the behavioural pattern of media people.

**Suggested readings**

1.Rothenbuhler, Eric W; Coman, Mihai. Media Anthropology. 2005. California, Sage.
2.Askew, K and R.R. Wilk (Eds.). 2002. The Anthropology of Media- a Reader. Blackwell Publishers Ltd, USA.
3. Brauchler, B and J. Postill (Eds.). 2010. Theorising Media and Practice. Berghahn Books.

**SEC 4. Tourism Anthropology**

**Theory** **Credit-2**

**Unit I:** Tourism- anthropological issues and theoretical concerns, tourist as ethnographer; pilgrimage and Authenticity Issues.

**Unit II:** Interconnections between tourism history and the rise of the socio-cultural study of tourism including temporary migration, colonial exploration, pilgrimage, visiting relatives, imagined and remembered journeys, and tourism.

**Unit III:** understand the implications of tourism as a major mechanism of cross-cultural interaction; role of symbolism, semiotics, and the imagination in tourism; tourism and the commodification of culture or cultural degradation.

**Unit IV:** understand the global and local political economy of contemporary tourism, particularly in relation to international development; explore dynamic relationships betweenheritage-making enterprises, revival and preservation projects, the international flow ofcapital; role of museums and other branches of the cultural industries" (including music, art,and food) in tourism economies; tourism and global mobility; Ecotourism and sustainable development.

**Practical** **Credit-2**

1. Visit a place, identify a population and write a short report Case study
2. Make a brief report only on one dimension of the tourism sector and give your assessment

**Suggested Readings**

1. Chambers E. (2000). Native Tours: The Anthropology of Travel and Tourism. Prospect Heights: Waveland.

2. Crick M. (1995). The Anthropologist as Tourist: An Identity in Question. In Lanfant MF, Allcock JB, Bruner EM (eds.)International Tourism: Identity and Change. London:Sage. pp. 205-223.
3. Dann GMS, Nash D and Pearce PL. (1988). Methodology in Tourism Research. Annals of Tourism Research. 15:1-28.
4. Gmelch SB. (2004). Tourists and Tourism: A Reader. Long Grove: Waveland.
5. Graburn NHH. (1977). Tourism: The Sacred Journey. Hosts and Guests: The Anthropology of Tourism. Valene L. Smith, ed. Philadelphia: University of Pennsylvania Press. Pp. 33-47.
6. Dann G. (2002). The Tourist as a Metaphor of the Social World. Wallingford: CAB International.
7. Nash D. (1996). Anthropology of Tourism. New York: Pergamon.
8. Kirshenblatt-Gimblett B.(1998). Destination Culture: Tourism, Museums, and Heritage. University of California Press.
9. Lippard LR. (1999). On the Beaten Track: Tourism, Art and Place. New Press.
10.Picard M and Wood R. (1997). Tourism, Ethnicity, and the State in Asian and Pacific Societies.University of Hawai Press.
11. Crick M. (1994). Anthropology and the Study of Tourism: Theoretical and Personal Reflections. In Crick M (eds.). Resplendent Sites, Discordant Voices: Sri Lankans and International Tourism. Chur, Switzerland: Harwood Publishers.
12. Wood R. (1997). Tourism and the State: Ethnic Options and the Construction of Otherness. In Picard and Wood Tourism, Ethnicity and the State in Asian and Pacific Societies. University of Hawai Press. Otherness. In Picard and Wood Tourism, Ethnicity and the State in Asian and Pacific Societies. University of Hawai Press.
13.Richard B. (1992). Alternative Tourism: The Thin Edge of the Wedge. In Valene Smith and Eadington Tourism (eds.). Alternatives: Potentials and Problems in the Development of Tourism . University of Pennsylvania Press.
14.Hitchcock. (1997). Cultural, Economic and Environmental Impacts of Tourism Among the Kalahari. In Chambers E (eds.) Tourism and Culture: An Applied Perspective. SUNY Press.

**SEC5. Museology and Cultural Resource Management**

**Theory** **Credit-2**

**Unit-I Museum, Museology and New Museology**

Museum and Museology: Meaning, Definition, Nature and Scope; Classification of Museums in India--National Museum, State Museum, University Museum, Specialized Museums in India.
New Museology: Concept and scope, New Museum Movement

**Unit-II Museum Administration**, **Acquisition, Display and Documentation:**

Museum Administration: Staff
**Acquisition and Arrangement of Specimens:** Modes and ways of Acquisition of Museum Specimens, Principles of Display and Arrangement in Museums(including lighting)
**Documentation and Labels of Museum Specimens:** Methods of Documentation, Documentation of Ethnographic and Archaeological Specimens,

**Unit-III Management of Cultural Resources in Museum (Storage, Security and Conservation)**

**Museum Storage:** Location of the storage, Storage Furniture, Lighting and Ventilation in Storage, Methods of Storage, Visual Storage.
**Security in Museum:** Security Risks of Museum Objects, Preventive Measures.

**Conservation of Cultural Resources in Museum:** Causes of Decay and Deterioration, Care and Handling, Cleaning and Repairing, Packing and Shifting of Museum Objects; Preservation of Organic and Inorganic Objects in Museums.

**Unit-IV Educational and Extension Activities of Museum**

Museum Education, Tourism and Museums, Travelling Exhibition, Museum Library and Publication, Public Relations, Museum and Communities

**Practical** **Credit-2**

3. Development of Computer based Documentation; Museum Labels; Dioramas, Models and Charts; Museum Photography.
4. Cleaning and Repairing, Packing and Shifting of Museum Objects; Preservation of Organic and Inorganic Objects in Museums.

**Suggested Readings:**


1. Agrawal, O. P. and Shashi Dhawan 1985 Control of Biodeterioration in Museums. National Research Laboratory for Conservation of Cultural Property, Lucknow.
2. Agrawal, O. P. and Mandana Barkeshli 1997 Conservation of Books, Manuscripts and Paper Documents. INTACH, Indian Council of Conservation Institutes, Lucknow.
3. Aiyappan, A. and S.T. Satyamurti (Ed), 1960, Handbook of Museum Technique, Government Museum, Madras.
4. Banerjee, N. R. 1990, Museum and Cultural Heritage in India. Agamkala Prakashan, Delhi.
5. Basa, K.K., Md. Rehan, R.K. Gupta 2007, Museology A Comprehensive Bibliography and Webliography, Serial Publications, New Delhi.
6. Basa, K. K. 2010 Museums in India: From Colonial Constructs to Post-Colonial Engagements. Jhargram: INCAA Publications
7. Behera, B.K. and S.K. Mohanty, 2007, Museology and Museum Management in India, Mayur Publications, Bhubaneswar, Orissa.
8. Bhatnagar, A.1999, Museum, Museology and New Museology, Sandeep Prakashan, New Delhi.
9. Diwvedi, V. P. and G.N. Pant(Ed) 1980, Museum and Museology: New Horizon, Agam Kala Prakashan, New Delhi.
10. Ghoshmaulik, S.K. and K. K. Basa (Ed) 2001, Understanding Heritage: Role of Museum, Academic staff Collage, Utkal University, Bhubaneswar, India.
11. Nair, S. M., 1970. Bio-Deteriorations of Museum Materials, Agam Kala Prakashan, New Delhi.
12. Nigam, M. L., 1985 Fundamentals of Museology, Deva Publications, Hyderabad.
13. Sarkar, H.1981, Museums and Protection of Monuments and Antiquities in India, Sandeep Prakashan, New Delhi.
14. Stone, P.G. and B. L. Molyneaur1994, The Present Past: Heritage Museums and Education, Routledge, London.
15. Thompson, J.M. (Ed.) 1992, Manual of Curatorship: A Guide to Museum Practice, Butterworth-Heinemean Ltd. Oxford.

# SYLLABUS FOR
# B.A. HONOURS AND REGULAR/PASS ECONOMICS UNDER CHOICE BASED CREDIT SYSTEM

**Approved by**
**the Board of Studies of Economics held**
**on 24 May 2016**

# UTKAL UNIVERSITY
## VANI VIHAR, BHUBANESWAR – 751 004
## ODISHA, INDIA

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

**Course Structure for B.A. (Honours) Economics**

There are a total of fourteen economics core courses that students are required to take across six semesters. All the core courses are compulsory. In addition to core courses in economics, a student of B.A. (Honours) Economics will choose four Discipline Specific Elective (DSE) Courses. The DSE Courses are offered in the fifth and sixth semesters and two such courses will be selected by a student from a set of courses specified for each of these semesters (Groups I and II in the attached table). It is recommended that each college should offer at least three DSE Courses in the fifth and sixth semesters to allow the students some minimal element of choice.

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

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

# Course Structure for B.A. (Honours) Economics

**Semester I**

1. **Economics Core Course 1**: Introductory Microeconomics
2. **Economics Core Course 2**: Mathematical Methods for Economics I
3. **AECC I:** Environmental Studies
4. Generic Elective Course (**GE**) **I**

**Semester II**

1. **Economics Core Course 3**: Introductory Macroeconomics
2. **Economics Core Course 4**: Mathematical Methods for Economics II
3. **AECC II**: MIL (Odia / AE)
4. Generic Elective Course (**GE**) **II**

**Semester III**

1. **Economics Core Course 5**: Microeconomics I
2. **Economics Core Course 6**: Macroeconomics I
3. **Economics Core Course 7**: Statistical Methods for Economics
4. Skill Enhancement Course (**SEC**) **I**: English
5. **GE III**

**Semester IV**

1. **Economics Core Course 8**: Microeconomics II
2. **Economics Core Course 9**: Macroeconomics II
3. **Economics Core Course 10**: Public Economics
4. Skill Enhancement Course (**SEC**) **II**
5. **GE IV**

**Semester V**

1. **Economics Core Course 11**: Indian Economy I
2. **Economics Core Course 12**: Development Economics I
3. **Discipline Specific Electives (DSE) Course I** (From List of Group I)
4. **Discipline Specific Electives (DSE) Course II** (From List of Group I)

**Semester VI**

1. **Economics Core Course 13**: Indian Economy II
2. **Economics Core Course 14**: Development Economics II
3. **Discipline Specific Electives (DSE) Course III** Dissertation / Project
4. **Discipline Specific Electives (DSE) Course IV** (From List of Group II)

**DSE Group I**

1. Economic History of India (1857-1947)
2. Introductory Econometrics
3. Odisha Economy
4. Research Methodology

**DSE Group II**

1. Environmental Economics
2. International Economics
3. Agricultural Economics

## Skill Enhancement Courses (SEC II)

1. Data Analysis and Computer Application
2. Financial Economics

# Syllabus for BA Economics (Regular)

## Core and Discipline Specific Electives (DSE) Courses

**Semester I**

**Core Economics I**:
Principles of Microeconomics I

**Semester II**

**Core Economics II**:
Principles of Microeconomics II

**Semester III**

**Core Economics III**:
Principles of Macroeconomics I

**Semester IV**

**Core Economics IV**:
Principles of Macroeconomics II

**Semester V**

**Discipline Specific Electives I**
One of the following:

1. **DSE 1**: Economic Development and Policy in India
2. **DSE 2**: Economic History of India 1857-1947

**Semester VI**

**Discipline Specific Electives II**
One of the following:

1. **DSE 3**: Odisha Economy
2. **DSE 4**: Money and Banking

## Core Economics Course 1: INTRODUCTORY MICROECONOMICS

### Course Description

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

**Module 1: Exploring the subject matter of Economics**

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

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

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

**Module 3: The Households**

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

**Module 4: The Firm and Market Structures**

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

**Module 5: The Input Markets**

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

**Readings:**


1. Principles of Economics, Gregory N Mankiw, 6e Cengage Learning India Private Limited, New Delhi
2. William A McEachern and Simrit Kaur (2012): *Micro Econ: A South-Asian Perspective*, Cengage Learning India Private Limited, New Delhi.
3. Karl E. Case and Ray C. Fair (2007): *Principles of Economics*, 8th Edition, Pearson Education Inc.

## Core Economics Course 2: MATHEMATICAL METHODS FOR ECONOMICS I

**Course Description**

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

**Module I**: **Preliminaries**

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

**Module II: Functions of one real variable**

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

**Module III: Derivative of a function**

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

**Module IV: Functions of two or more independent variables**

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

**Module V**: **Matrices and Determinants**

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

**Readings:**


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

## Generic Elective I: Indian Economy

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

**Module I: Introduction to Indian Economy**

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

**Module II: Indian Agriculture**

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

**Module III: Industrial Development in India**

Role of Industrialisation in Indian Economy; Small Scale & Cottage Industries: Meaning, Role, Problems and Remedies; Industrial Policies of 1948, 1956, 1977 and1991; Problems of Industrial Development in India; Industrial Sickness

**Module IV: Service Sector in India**

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

**Module V: Current Challenges facing Indian Economy**

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

**Basic Readings:**


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

## Core Economics Course 3: INTRODUCTORY MACROECONOMICS

**Course Description**

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

**Module I: Basic Concepts**

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

**Module II: Measurement of Macroeconomic Variables**

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

**Module III: Money**

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

**Module IV: Inflation, Deflation, Depression and Stagflation**

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

**Module V: Determination of National Income**

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

**Readings:**


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

## Core Economics Course 4: MATHEMATICAL METHODS FOR ECONOMICS II

**Course Description**

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

**Module I**: **Linear models:**

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

**Module II: Second and higher order derivatives:**

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

**Module III**: **Differentials and total derivatives:**

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

**Module IV: Single and multivariable optimisation:**

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

**Module V: Optimisation with Equality Constraints:**

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

**Readings:**


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

## Generic Elective II: Indian Economy II

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

**Module I: External Sector in India**

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

**Module II: Financial Markets in India**

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

**Module III: Indian Public Finance**

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

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

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

**Module V: Current Challenges Facing Indian Economy**

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

**Basic Readings:**


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

## Core Economics Course 5: MICROECONOMICS I

**Course Description**

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

**Module I: Consumer Theory I**

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

**Module II: Consumer Theory II**

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

**Module III: Production Theory**

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

**Module IV: Cost Functions**

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

**Module V: Profit Maximisation**

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

**Readings:**


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

## Core Economics Course 6: MACROECONOMICS I

**Course Description**

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

### Module I: Consumption Function

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

### Module II: Investment Function

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

### Module III: Demand for and Supply of Money

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

### Module IV: Aggregate Demand and Aggregate Supply

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

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

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

**Readings:**


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

## Core Economics Course 7: STATISTICAL METHODS FOR ECONOMICS

**Course Description**

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

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

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

**Module II: Correlation Analysis**

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

**Module III**: **Regression Analysis**

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

**Module IV: Time Series and Index Number**

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

**Module V: Probability theory**

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

**Recommended books:**


1. Jay L. Devore (2010): *Probability and Statistics for Engineering and the Sciences*, Cengage learning, 2010.
2. S. C. Gupta (): *Fundamentals of Statistics*, Himalaya Publishing House, Delhi
3. Murray R. Speigel (): *Theory & Problems of Statistics*, Schaum's publishing Series.

## Core Economics Course 8: MICROECONOMICS II

**Course Description**

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

**Module I: Firm Supply and Equilibrium**

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

**Module II: General equilibrium, efficiency and welfare**

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

**Module III: Monopoly**

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

**Module IV: Oligopoly**

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

**Module V: Game Theory**

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

**Readings:**


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

## Core Economics Course 9: MACROECONOMICS II

**Course Description**

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

**Module I: Financial Markets and Reforms**

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

**Module II: Open Economy Macroeconomics**

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

**Module III: Modelling Economic Growth**

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

**Module IV: Macroeconomic Policy**

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

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

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

**Readings:**


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

## Core Economics Course 10: Public Economics

**Course Description**

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

**Module I: Introduction to public finance**

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

**Module II: Public Expenditure**

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

**Module III: Public Revenue**

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

**Module III: Public Budget**

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

**Module V: Public Debt**

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

**Readings:**


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

## Core Economics Course 11: INDIAN ECONOMY I

**Course Description**

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

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

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

**Module II: Population and Human Development**

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

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

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

**Module IV: Economic Planning in India**

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

**Module V: Current Challenges**

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

**Readings:**


1. Indian Economy, VK Puri and SK Misra, Himalaya Publishing House, 31st Revised Edition
2. Indian Economy Datt and Sundharam, Gaurav Datt and Ashwani Mahajan, S Chand Publications, 7th Revised Edition
3. Indian Economy Since Independence, ed by Uma Kapila, Academic Foundation, Revised Nineteenth Edition 2008-09
4. The New Oxford Economics Companion to India, ed by K Basu and A Maertens, Oxford University Press, 2012
5. Economic Survey of India 2015-16, Ministry of Finance, GoI
6. NITI Ayog document- (Feb 8, 2015)

# Core Economics Course 12: DEVELOPMENT ECONOMICS I

**Course Description**

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

**Module 1: Study of economic development:**

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

**Module 2: Theories of Economic Growth and Development**

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

**Module 3: Poverty, Inequality and Development**:

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

**Module 4: Institutions and economic development**:

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

**Module 5: Agriculture, Industry and Economic Development**:

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

**Readings:**


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

## Core Economics Course 13: INDIAN ECONOMY II

**Course Description**

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

**Model I: Agricultural Development in India**

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

**Module II: Industrial Development in India**

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

**Module III: Tertiary Sector and HRD**

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

**Module IV: External Sector**

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

**Module IV: Indian Economy and Environment**

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

**Readings:**


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

## Core Economics Course 14: DEVELOPMENT ECONOMICS II

**Course Description**

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

**Module 1: Population and Development**

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

**Module 2: Dualism and economic development**

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

**Module 3: Environment and Development**

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

**Module 4: Financing Economic Development**

Saving, capital formation and economic development; rural financial intermediaries, micro credit and economic development; financial liberalisation, financial inclusion and economic development; taxation, public borrowing and economic development; inflation, saving and growth – the Keynesian approach; foreign finance, investment and aid – controversies and opportunities; private foreign investment and private portfolio investment; growing role of non-governmental organisations

**Module 5: Globalisation, international trade and economic development:**

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

**Readings**


1. Debraj Ray (2009): *Development Economics*, Oxford University Press.
2. Partha Dasgupta (2007): *Economics, A Very Short Introduction*, Oxford University Press.
3. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee (2006): *Understanding Poverty*, Oxford University Press.
4. Thomas Schelling (1978): *Micromotives and Macrobehavior*, W. W. Norton.
5. Albert O. Hirschman (1970): *Exit, Voice and Loyalty: Responses to Decline in Firms, Organizations and States*, Harvard University Press.
6. Elinor Ostrom (1990): *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press.
7. Dani Rodrik (2011): *The Globalization Paradox: Why Global Markets, States and Democracy Can't Coexist*, Oxford University Press.

8. Michael D. Bordo, Alan M. Taylor and Jeffrey G. Williamson (ed.) (2003): *Globalization in Historical Perspective*, University of Chicago Press.
9. Todaro, Michael P and Stephen C Smith (2006): *Economic Development*, 8th Edition, Pearson
10. Thirlwall, A P (2011): *Economics of Development*, 9th Edition, Palgrave Macmillan

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

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

**Module I: Introduction: Colonial India: Background and Introduction**
Overview of colonial economy

**Module II: Macro Trends**
National Income; population; occupational structure

**Module III: Agriculture**
Agrarian structure and land relations; agricultural markets and institutions – credit, commerce and technology; trends in performance and productivity; famines

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

**Module V: Economy and State in the Imperial Context**
The imperial priorities and the Indian economy; drain of wealth; international trade, capital flows and the colonial economy – changes and continuities; government and fiscal policy

**Readings**:

1. Lakshmi Subramanian, *“History of India 1707-1857”,* Orient Blackswan, 2010, Chapter 4.
2. Sumit Guha, 1991, Mortality decline in early 20th century India‘, *Indian Economic and Social History Review (IESHR)*, pp 371-74 and 385-87.
3. Tirthankar Roy, *The Economic History of India 1857-1947*, Oxford University Press, 3rd edition, 2011.
4. J. Krishnamurty, *Occupational Structure*, Dharma Kumar (editor), The Cambridge Economic History of India, Vol. II, (henceforth referred to as CEHI), 2005, Chapter 5.
5. Irfan Habib, *Indian Economy 1858-1914*, A People‘s History of India, Vol.28, Tulika, 2006.
6. Ira Klein, 1984, ―When Rains Fail: Famine relief and mortality in British India‖, *IESHR* 21.
7. Jean Dreze, *Famine Prevention in India in Dreze and Sen (eds.) Political Economy of Hunger*, WIDER Studies in Development Economics, 1990, pp.13-35
8. John Hurd, *Railways*, CEHI, Chapter 8, pp.737-761.
9. Rajat Ray (ed.), *Entrepreneurship and Industry in India*, 1994.
10. AK Bagchi, ―Deindustrialization in India in the nineteenth century: Some theoretical implications, *Journal of Development Studies*, 1976.
11. MD Morris, *Emergence of an Industrial Labour Force in India*, OUP 1965, Chapter 11, Summary and Conclusions.
12. K.N. Chaudhuri, *Foreign Trade and Balance of Payments*, CEHI, Chapter 10.
13. B.R. Tomlison, 1975, *India and the British Empire 1880-1935*, IESHR, Vol.XII.
14. Dharma Kumar, *The Fiscal System*, CEHI, Chapter 12.
15. Basudev Chatterjee, *Trade, Tariffs and Empire*, OUP 1992, Epilogue.

## DSEG 1.2 INTRODUCTORY ECONOMETRICS

**Course Description**

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

**Module I: Introduction**

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

**Module II: Sampling**

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

**Module III: Hypothesis Testing**

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

**Module IV: Linear Regression Analysis**

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

**Module V: Violation of Classical Assumptions**

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

**Reading List:**


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

## DSEG 1.3: Odisha Economy

**Course Description**

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

**Module I: Odisha Economy before 1947**

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

**Module II: Macro Economy of Odisha**

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

**Module III: Agriculture Sector Development in Odisha**

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

**Module IV: Industry, Infrastructure and Environment**

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

**Module V: Social Sector in Odisha**

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

**Reading List:**


1. Nayak, P., Panda, S. C., Pattanaik, P. K. (2016): **The Economy of Odisha: A Profile**, Oxford University Press, New Delhi
2. GoO (2012): **Odisha Economic Survey 2015-16**, Planning and Convergence Department, Directorate of Economics and Statistics, Government of Odisha, Bhubaneswar
3. GoO (2004): *Human Development Report 2004 Orissa*, Planning and Coordination Department, Government of Odisha, Bhubaneswar
4. Mahapatro, S. B. (1980): Inter-Industry Wage Differentials in Orissa: An Empirical Analysis, *Indian Journal of Industrial Relations*, 15(4): 525-536.

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

## DSEG 1.4: Research Methodology

**Course Description**

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

**Module I: Basics of Research**

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

**Module II: Research Problem**

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

**Module III: Measurement and Scaling Technique**

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

**Module IV: Problems in Research**

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

**Module V: Actions in Research**

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

**Basic Readings**


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


**Additional Readings**


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

## DSE Group II
## DSEG 2.1: Environmental Economics

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

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

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

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

**Module IV: Environmental Pollution and Regulation in India**
Causes and effects of water pollution, air pollution, noise pollution, soil pollution, Prevention and control of environmental degradation, Mechanism for environmental regulation in India- Environmental policy and legislations

**Module V: Natural Resources and Sustainable Development**
Environment and sustainable development, Concept and indicators of sustainable development, Resource scarcity, Renewable and exhaustible resources, Optimal use of renewable resources – fishery and forest, Tragedy of commons, People's Participation in the management of common property resources

**Reading List:**

1. Bhattacharya, R. N. (2002): Environmental Economics: An Indian Perspectives, OUP, New Delhi
2. Shankar, U. (Ed.) (2001): Environmental Economics, OUP, New Delhi.
3. Dayal, V. and Chopra, K. (2009): Handbook of Environmental Economics in India, OUP, New Delhi
4. Bromley, D.W (Ed)(1995); Handbook of Environmental Economics, Blackwell, London
5. Fisher, A.C(1981); Resource and Environmental Economics, Cambridge University Press
6. Helfand, G and P. Berck (2011); The Economics of the Environment, PHI Learning Private Limited, New Delhi
7. Hemple Lamont, C (1998); Environmental Economics – the Global Challenge First East West Press
8. Hussen, A.M (1999); Principles of Environmental Economics, Routledge, London
9. Kolstad, C.D (1999); Environmental Economics Oxford University Press, New Delhi
10. Pearce, D.W and R.K Turner (1948); Economics of Natural Resources and the Environment, Harvester Wheatsheaf

11. Perman R.M. and J. McGilvary (1996); Natural Resources and Environmental Economics, Longman, London
12. Tietenberg. T (1994); Environmental Economics Policy, Harper Collings, New York
13. The Economics of Climate Change: The Stern Review by Great Britain Treasury, Cambridge University Press

## DSEG 2.2: International Economics

**Course Description**

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

**Module I: Importance of Trade and Trade Theories**

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

**Module II: Trade and Economic Growth**

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

**Module III: Exchange Rate**

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

**Module IV: Balance of Trade and Payments**

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

**Module V: International Economic Institutions**

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

**Reading List:**


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

## DSEG 2.3: Economics of Agriculture

**Course description**

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

**Module I**

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

**Module II**

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

**Module III**

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

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

**Module IV**

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

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

**Module V**

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

**Reading List:**


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

# SKILL ENHANCEMENT COURSES (SEC)

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

**Course Description:**

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

**Module I: Introduction to computer and Basic data types**

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

**Module II: Basic Word Processing**

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

**Module III: Spreadsheets and Basic Data Analysis**

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

**Module IV: Basic Computer Communication and Internet**

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

**Module V: Basic Presentations**

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

**Reading List:**


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

## SEC II: Financial Economics (Option I)

**Course Description**

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

**Module I: Financial system**

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

**Module II: Interest rate policy**

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

**Module III: Money market**

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

**Module IV: Capital Market**

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

**Module V: Non-Banking Financial Companies**

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

Basic Reading List


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

# BA Economics Regular Under CBCS of Utkal University

## Core Economics I: Principles of Microeconomics I

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

**Module 1: Exploring the subject matter of Economics**
The Ten Principles of Economics: How people make decisions; Working of the economy as a whole; Thinking Like an Economist: The economist as Scientist – The scientific method: Observation, Theory and more observation; Role of assumptions; Economic Models; The economist as a policy advisor; Why economists disagree; Graphs in Economics

**Module 2: Supply and Demand: How Markets Work, Markets and Welfare**
The market forces of demand and supply – Markets and competition; The demand curve – Market vs individual demand curve; Shifts in demand curve; The supply curve – Market vs individual supply curve; Shifts in supply curve; Equilibrium between supply and demand and changes there in; Price elasticity of demand and its determinants; Computing price elasticity of demand; Income and cross elasticity of demand; The price elasticity of supply and its determinants; Computing price elasticity of supply; Consumer Surplus and Producer Surplus; Market efficiency and market failure.

**Module 3: The Households**
The Budget Constraint; Preferences – representing preferences with indifference curves; Properties of indifference curves; Two extreme examples of indifference curves; Optimisation – Equilibrium; Change in equilibrium due to changes in income, changes in price; Income and substitution effect; Derivation of demand curve; Three applications – Demand for giffen goods, wages and labour supply, Interest rate and household saving.

**Module 4: The Firm and Market Structures**
Cost concepts; Production and costs; The various measures of cost – Fixed and variable cost, average and marginal cost; Cost curves and their shapes; Costs in the short run and in the long run; Economies and diseconomies of scale. Firms in competitive markets – What is a competitive market; Profit maximisation and the competitive firm's supply curve; The marginal cost curve and the firm's supply decision; Firm's short-run decision to shut down; Firm's long-run decision to exit or enter a market; The supply curve in a competitive market – short run and long run; Monopoly - Why monopolies arise and public policy towards monopolies

**Module 5: The Input Markets**
The demand for labour – The production function and the marginal product of labour; Value of the marginal product of labour and demand for labour; Shifts in labour demand curve; The supply of labour – the trade-off between work and leisure; Shifts in the labour supply curve; Equilibrium in the labour market; Other factors of production: Land and capital; Linkages among factors of production.

**Readings:**

1. Principles of Economics, Gregory N Mankiw, 6e Cengage Learning India Private Limited, New Delhi
2. William A McEachern and Simrit Kaur (2012): *Micro Econ: A South-Asian Perspective*, Cengage Learning India Private Limited, New Delhi.
3. Karl E. Case and Ray C. Fair (2007): *Principles of Economics*, 8th Edition, Pearson Education Inc.

## Core Economics II: Principles of Microeconomics II

**Course Description**

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

**Module I: Consumer Theory I**

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

**Module II: Consumer Theory II**

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

**Module III: Production Theory**

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

**Module IV: Cost Functions**

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

**Module V: Profit Maximisation**

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

**Readings:**


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

## Core Economics III: Principles of Macroeconomics I

**Course Description**

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

**Module I: Basic Concepts**

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

**Module II: Measurement of Macroeconomic Variables**

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

**Module III: Money**

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

**Module IV: Inflation, Deflation, Depression and Stagflation**

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

**Module V: Determination of National Income**

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

**Readings:**


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

## Core Economics IV: Principles of Macroeconomics II

**Course Description**

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

**Module I: Consumption Function**

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

**Module II: Investment Function**

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

**Module III: Demand for and Supply of Money**

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

**Module IV: Aggregate Demand and Aggregate Supply**

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

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

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

**Readings:**


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

## DSE 1: Economic development and policy in India

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

**Module I: Introduction to Indian Economy**
British Rule: exploitation and under development in India; features of Indian economy – natural resources, infrastructure, population; National income: tends, sectoral composition; Economic planning: Planning Commission and its functions, Planning exercises in India, Objectives, Strategies and achievements; A critique of planned development in India.

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

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

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

**Module V: Current Challenges**
Poverty: definition and estimate, poverty line, poverty alleviation programs; Inequality: income and regional inequality – causes and corrective measures; Unemployment: concepts, measurement, types, causes and remedies; Environmental challenges: Land, water and air

**Recommended books:**


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

## DSE 2: Economic History of India 1857-1947

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

**Module I: Introduction: Colonial India: Background and Introduction**
Overview of colonial economy

**Module II: Macro Trends**
National Income; population; occupational structure

**Module III: Agriculture**
Agrarian structure and land relations; agricultural markets and institutions – credit, commerce and technology; trends in performance and productivity; famines

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

**Module V: Economy and State in the Imperial Context**
The imperial priorities and the Indian economy; drain of wealth; international trade, capital flows and the colonial economy – changes and continuities; government and fiscal policy

**Readings**:


1. Lakshmi Subramanian, *“History of India 1707-1857”,* Orient Blackswan, 2010, Chapter 4.
2. Sumit Guha, 1991, Mortality decline in early 20th century India‘, *Indian Economic and Social History Review (IESHR),* pp 371-74 and 385-87.
3. Tirthankar Roy, *The Economic History of India 1857-1947*, Oxford University Press, 3rd edition, 2011.
4. J. Krishnamurty, *Occupational Structure*, Dharma Kumar (editor), The Cambridge Economic History of India, Vol. II, (henceforth referred to as CEHI), 2005, Chapter 5.
5. Irfan Habib, *Indian Economy 1858-1914*, A People‘s History of India, Vol.28, Tulika, 2006.
6. Ira Klein, 1984, ―When Rains Fail: Famine relief and mortality in British India‖, *IESHR* 21.
7. Jean Dreze, *Famine Prevention in India in Dreze and Sen (eds.) Political Economy of Hunger*, WIDER Studies in Development Economics, 1990, pp.13-35
8. John Hurd, *Railways*, CEHI, Chapter 8, pp.737-761.
9. Rajat Ray (ed.), *Entrepreneurship and Industry in India*, 1994.
10. AK Bagchi, ―Deindustrialization in India in the nineteenth century: Some theoretical implications, *Journal of Development Studies*, 1976.
11. MD Morris, *Emergence of an Industrial Labour Force in India*, OUP 1965, Chapter 11, Summary and Conclusions.
12. K.N. Chaudhuri, *Foreign Trade and Balance of Payments*, CEHI, Chapter 10.
13. B.R. Tomlison, 1975, *India and the British Empire 1880-1935*, IESHR, Vol.XII.
14. Dharma Kumar, *The Fiscal System*, CEHI, Chapter 12.
15. Basudev Chatterjee, *Trade, Tariffs and Empire*, OUP 1992, Epilogue.

## DSE 3: Odisha Economy

**Course Description**

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

**Module I: Odisha Economy before 1947**

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

**Module II: Macro Economy of Odisha**

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

**Module III: Agriculture Sector Development in Odisha**

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

**Module IV: Industry, Infrastructure and Environment**

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

**Module V: Social Sector in Odisha**

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

**Recommended books and articles:**


15. Nayak, P., Panda, S. C., Pattanaik, P. K. (2016): **The Economy of Odisha: A Profile**, Oxford University Press, New Delhi
16. GoO (2012): **Odisha Economic Survey 2015-16**, Planning and Convergence Department, Directorate of Economics and Statistics, Government of Odisha, Bhubaneswar
17. GoO (2004): *Human Development Report 2004 Orissa*, Planning and Coordination Department, Government of Odisha, Bhubaneswar
18. Mahapatro, S. B. (1980): Inter-Industry Wage Differentials in Orissa: An Empirical Analysis, *Indian Journal of Industrial Relations*, 15(4): 525-536.

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

## DSE 4: Money and Banking

**Course description:** This paper intends to explain the ideas and institutions concerning money and banking. It will help the students to understand the meaning, functions and theories of money the working of different types of banks in an economy.

**Module I: Money**

Money: Meaning, functions and classification; Gresham's law; Monetary standards: Metallic and paper systems of note issue; Value of money: (Uses and limitations of index number); Construction of price index number – its limitations.

**Module II: Quantity theory of money**

Quantity theory of money - Cash transaction approach, cash balance approach, Keynesian approach; Inflation: meaning, types, causes – demand pull and cost push, effects, measures to control inflation, Trade-off between inflation and unemployment; Stagflation and deflation: meaning; Phillip's curve.

**Module III: Banking**

Banking: meaning and types; Commercial banks: evolution, functions, the process of credit creation and its limitations, liabilities and assets of banks; A critical appraisal of the progress of commercial banking in India after nationalization; Recent reforms in banking sector in India

**Module IV: Central Bank**

Central Bank: Functions, Quantitative and qualitative methods of credit control - bank rate policy, open market operations, variable reserve ratio and selective methods; Relative efficacy of quantitative and qualitative methods of credit control.

**Module V: Reserve Bank of India**

Reserve Bank of India: Role and functions; Repo rate and reverse repo rate; Components of money supply in India; Objectives and limitations of monetary policy with special reference to India

**Reading list:**


1. Day, A.C.L. – Outline of Monetary Economics, Oxford University Press,
2. De Kock, M.H. – Central Banking, Staples Press London, 1960.
3. Halm, G. N. – Monetary Theory, Asia Publishing House, New Delhi, 1955.
4. Harris, C.L. – Money and Banking, Allyn and Bacon, London, 1961.
5. Laliwala, J.I. – The Theory of Inflation, Vani Educational Book, New Delhi, 1984.
6. Mishra, S. S. – Money Inflation and Economic Growth, Oxford and IBH Publishing Company, New Delhi, 1981.
7. Reserve Bank of India – The Reserve Bank of India, functions and working, Bombay, 1983.
8. Reserve Bank of India, Report of Trend and Progress of Banking in India (various years), Mumbai.
9. Reserve Bank of India: Report on Currency and Finance, Annual, Mumbai.
10. Sayers, R. S. – Modern Banking (7th Ed), Oxford University Press, Delhi, 1978.

## Core Economics Course 1: INTRODUCTORY MICROECONOMICS

### Course Description

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

**Module 1: Exploring the subject matter of Economics**

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

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

The market forces of demand and supply – Markets and competition; The demand curve

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

**Module 3: The Households**

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

**Module 4: The Firm and Market Structures**

Cost concepts; Production and costs; The various measures of cost – Fixed and variable cost, average and marginal cost; Cost curves and their shapes; Costs in the short run and in the long run; Economies and diseconomies of scale. Firms in competitive markets

– What is a competitive market; Profit maximisation and the competitive firm' s supply curve; The marginal cost curve and the firm's supply decision; Firm's short-run decision to shut down; Firm 's long-run decision to exit or enter a market; The supply curve in a competitive market – short run and long run; Monopoly - Why monopolies arise and public policy towards monopolies

**Module 5: The Input Markets**

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

**Readings:**


1. Principles of Economics, Gregory N Mankiw, 6e Cengage Learning India Private Limited, New Delhi
2. William A McEachern and Simrit Kaur (2012): Micro Econ: A South-Asian Perspective, Cengage Learning India Private Limited, New Delhi.
3. Karl E. Case and Ray C. Fair (2007): Principles of Economics, 8th Edition, Pearson Education Inc.

## Core Economics Course 2: MATHEMATICAL METHODS FOR ECONOMICS I

### Course Description

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

### Module I: Preliminaries

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

### Module II: Functions of one real variable

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

### Module III: Derivative of a function

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

### Module IV: Functions of two or more independent variables

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

### Module V: Matrices and Determinants

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

### Readings:


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

## Core Economics Course 3: INTRODUCTORY MACROECONOMICS

### Course Description

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

### Module I: Basic Concepts

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

### Module II: Measurement of Macroeconomic Variables

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

### Module III: Money

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

### Module IV: Inflation, Deflation, Depression and Stagflation

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

### Module V: Determination of National Income

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

### Readings:


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

## Core Economics Course 4: MATHEMATICAL METHODS FOR ECONOMICS II

### Course Description

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

### Module I: Linear models:

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

### Module II: Second and higher order derivatives:

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

### Module III: Differentials and total derivatives:

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

### Module IV: Single and multivariable optimisation:

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

### Module V: Optimisation with Equality Constraints:

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

### Readings:


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

## Core Economics Course 5: MICROECONOMICS I

**Course Description**

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

**Module I: Consumer Theory I**

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

**Module II: Consumer Theory II**

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

**Module III: Production Theory**

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

**Module IV: Cost Functions**

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

**Module V: Profit Maximisation**

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

**Readings:**


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

## Core Economics Course 6: MACROECONOMICS I

**Course Description**

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

### Module I: Consumption Function

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

### Module II: Investment Function

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

### Module III: Demand for and Supply of Money

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

### Module IV: Aggregate Demand and Aggregate Supply

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

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

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

### Readings:


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

## Core Economics Course 7: STATISTICAL METHODS FOR ECONOMICS

**Course Description**

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

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

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

### Module II: Correlation Analysis

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

### Module III: Regression Analysis

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

### Module IV: Time Series and Index Number

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

### Module V: Probability theory

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

### Recommended books:


1. Jay L. Devore (2010): Probability and Statistics for Engineering and the Sciences, Cengage learning, 2010.
2. S. C. Gupta (): Fundamentals of Statistics, Himalaya Publishing House, Delhi
3. Murray R. Speigel (): Theory & Problems of Statistics, Schaum's publishing Series.

## Core Economics Course 8: MICROECONOMICS II

**Course Description**

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

**Module I: Firm Supply and Equilibrium**

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

**Module II: General equilibrium, efficiency and welfare**

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

**Module III: Monopoly**

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

**Module IV: Oligopoly**

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

**Module V: Game Theory**

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

**Readings:**


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

## Core Economics Course 9: MACROECONOMICS II

**Course Description**

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

**Module I: Financial Markets and Reforms**

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

**Module II: Open Economy Macroeconomics**

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

**Module III: Modelling Economic Growth**

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

**Module IV: Macroeconomic Policy**

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

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

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

**Readings:**


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

## Core Economics Course 10: Public Economics

### Course Description

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

### Module I: Introduction to public finance

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

### Module II: Public Expenditure

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

### Module III: Public Revenue

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

### Module III: Public Budget

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

### Module V: Public Debt

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

### Readings:


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

## Core Economics Course 11: INDIAN ECONOMY I

**Course Description**

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

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

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

**Module II: Population and Human Development**

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

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

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

**Module IV: Economic Planning in India**

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

**Module V: Current Challenges**

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

**Readings:**


1. Indian Economy, VK Puri and SK Misra, Himalaya Publishing House, 31st Revised Edition
2. Indian Economy Datt and Sundharam, Gaurav Datt and Ashwani Mahajan, S Chand Publications, 7th Revised Edition
3. Indian Economy Since Independence, ed by Uma Kapila, Academic Foundation, Revised Nineteenth Edition 2008-09
4. The New Oxford Economics Companion to India, ed by K Basu and A Maertens, Oxford University Press, 2012
5. Economic Survey of India 2015-16, Ministry of Finance, GoI
6. NITI Ayog document- (Feb 8, 2015)

## Core Economics Course 12: DEVELOPMENT ECONOMICS I

**Course Description**

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

**Module 1: Study of economic development:**

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

**Module 2: Theories of Economic Growth and Development**

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

**Module 3: Poverty, Inequality and Development:**

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

**Module 4: Institutions and economic development:**

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

**Module 5: Agriculture, Industry and Economic Development:**

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

**Readings:**


1. Debraj Ray (2009): Development Economics, Oxford University Press.
2. Partha Dasgupta (2007): Economics, A Very Short Introduction, Oxford University Press.
3. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee (2006): Understanding Poverty, Oxford University Press.

4. Amartya Sen (2000): Development as Freedom, OUP.
5. Daron Acemoglu and James Robinson (2006): Economic Origins of Dictatorship and Democracy, Cambridge University Press.
6. Robert Putnam (1994): Making Democracy Work: Civic Traditions in Modern Italy, Princeton University Press.
7. Todaro, Michael P and Stephen C Smith (2006): Economic Development, 8th Edition, Pearson
8. Thirlwall, A P (2011): Economics of Development, 9th Edition, Palgrave Macmillan

## Core Economics Course 13: INDIAN ECONOMY II

**Course Description**

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

**Model I: Agricultural Development in India**

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

**Module II: Industrial Development in India**

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

**Module III: Tertiary Sector and HRD**

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

**Module IV: External Sector**

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

**Module IV: Indian Economy and Environment**

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

**Readings:**


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

## Core Economics Course 14: DEVELOPMENT ECONOMICS II

**Course Description**

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

**Module 1: Population and Development**

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

**Module 2: Dualism and economic development**

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

**Module 3: Environment and Development**

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

**Module 4: Financing Economic Development**

Saving, capital formation and economic development; rural financial intermediaries, micro credit and economic development; financial liberalisation, financial inclusion and economic development; taxation, public borrowing and economic development; inflation, saving and growth

– the Keynesian approach; foreign finance, investment and aid – controversies and opportunities; private foreign investment and private portfolio investment; growing role of non-governmental organisations

**Module 5: Globalisation, international trade and economic development:**

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

**Readings**


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

Historical Perspective, University of Chicago Press.
9. Todaro, Michael P and Stephen C Smith (2006): Economic Development, 8th Edition, Pearson
10. Thirlwall, A P (2011): Economics of Development, 9th Edition, Palgrave Macmillan

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

**Course Description**

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

**Module I: Introduction: Colonial India:** Background and IntroductionOverview of colonial economy

**Module II: Macro Trends**

National Income; population; occupational structure

**Module III: Agriculture**

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

**Module IV: Railways and Industry**

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

**Module V: Economy and State in the Imperial Context**

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

**Readings:**

1. Lakshmi Subramanian, “History of India 1707-1857”, Orient Blackswan, 2010, Chapter 4.
2. Sumit Guha, 1991, Mortality decline in early 20th century India‘, Indian Economic and Social History Review (IESHR), pp 371-74 and 385-87.
3. Tirthankar Roy, The Economic History of India 1857-1947, Oxford University Press, 3rd edition, 2011.
4. J. Krishnamurty, Occupational Structure, Dharma Kumar (editor), The Cambridge Economic History of India, Vol. II, (henceforth referred to as CEHI), 2005, Chapter 5.
5. Irfan Habib, Indian Economy 1858-1914, A People‘s History of India, Vol.28, Tulika, 2006.
6. Ira Klein, 1984, ―When Rains Fail: Famine relief and mortality in British India‖, IESHR 21.
7. Jean Dreze, Famine Prevention in India in Dreze and Sen (eds.) Political Economy of Hunger, WIDER Studies in Development Economics, 1990, pp.13-35
8. John Hurd, Railways, CEHI, Chapter 8, pp.737-761.
9. Rajat Ray (ed.), Entrepreneurship and Industry in India, 1994.
10. AK Bagchi, ―Deindustrialization in India in the nineteenth century: Some theoretical implications, Journal of Development Studies, 1976.
11. MD Morris, Emergence of an Industrial Labour Force in India, OUP 1965, Chapter 11, Summary and Conclusions.
12. K.N. Chaudhuri, Foreign Trade and Balance of Payments, CEHI, Chapter 10.
13. B.R. Tomlison, 1975, India and the British Empire 1880-1935, IESHR, Vol.XII.
14. Dharma Kumar, The Fiscal System, CEHI, Chapter 12.
15. Basudev Chatterjee, Trade, Tariffs and Empire, OUP 1992, Epilogue.

## DSEG 1.2 INTRODUCTORY ECONOMETRICS

**Course Description**

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

**Module I: Introduction**

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

**Module II: Sampling**

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

**Module III: Hypothesis Testing**

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

**Module IV: Linear Regression Analysis**

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

**Module V: Violation of Classical Assumptions**

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

**Reading List:**


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

## DSEG 1.3: Odisha Economy

### Course Description

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

### Module I: Odisha Economy before 1947

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

### Module II: Macro Economy of Odisha

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

### Module III: Agriculture Sector Development in Odisha

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

### Module IV: Industry, Infrastructure and Environment

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

### Module V: Social Sector in Odisha

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

### Reading List:


1. Nayak, P., Panda, S. C., Pattanaik, P. K. (2016): The Economy of Odisha: A Profile, Oxford University Press, New Delhi
2. GoO (2012): Odisha Economic Survey 2015-16, Planning and Convergence Department, Directorate of Economics and Statistics, Government of Odisha, Bhubaneswar
3. GoO (2004): Human Development Report 2004 Orissa, Planning and Coordination Department, Government of Odisha, Bhubaneswar
4. 
5. Mahapatro, S. B. (1980): Inter-Industry Wage Differentials in Orissa: An Empirical Analysis, Indian Journal of Industrial Relations, 15(4): 525-536.
6. Vyasulu, V. and Arun, A. V. (1997): Industrialisation in Orissa: Trends and Structure, Economic and Political Weekly, 32(22): M46-M53.
7. 
8. Das, Binod S. (1976a): Orissa's Economy in the Nineteenth Century,

9. Social Scientist, 4(11): 32-46.
10.
11. Das, Binod S. (1976b): Orissa's Economy in the Nineteenth Century: Part Two, Social Scientist, 4(12): 38-50.
12.
13. GoO (2016): Commemorative Volume on 80 Years Odisha Budget: Since 1936-37, CEFT-XIMB and Department of Finance, Government of Odisha
14. Mohanti, K. K. and Padhi, S. (1995): Employment Situation of Tribal Population in Orissa: 1981 Census Data, Economic and Political Weekly, 30(29): 1879-1882.
15.
16. Nair, K. R. G. (1993): New Economic Policy and Development of Backward Regions: A Note on Orissa, Economic and Political Weekly, 28(19): 939-941.
17. Mohanty, B. (1993): Orissa Famine of 1866: Demographic and Economic Consequences, Economic and Political Weekly, 28(1/2): 55-66.
18. Haan, A. de and Dubey, A. (2005): Poverty, Disparities, or the Development of Underdevelopment in Orissa, Economic and Political Weekly, 40(22/23): 2321-2329.
19. Samal, K. C. (1998): Poverty Alleviation after Post-Liberalisation: Study of a Tribal Block in Orissa, Economic and Political Weekly, 33(28): 1846-1851
20. Nayak, P. and Chatterjee, B. (1986): Disguised Unemployment in Agriculture: A Case Study of Rural Orissa, Indian Journal of Industrial Relations, 21(3): 310-334.

## DSEG 1.4: Research Methodology

### Course Description

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

### Module I: Basics of Research

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

### Module II: Research Problem

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

### Module III: Measurement and Scaling Technique

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

### Module IV: Problems in Research

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

### Module V: Actions in Research

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

### Basic Readings


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


### Additional Readings


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

## DSE Group II
## DSEG 2.1: Environmental Economics

**Course Description**

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

**Module I: Economy and Environment**

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

**Module II: The Economics of Pollution and Climate change**

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

**Module III: Valuation of Environmental damage**

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

**Module IV: Environmental Pollution and Regulation in India**

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

**Module V: Natural Resources and Sustainable Development**

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

**Reading List:**


1. Bhattacharya, R. N. (2002): Environmental Economics: An Indian Perspectives, OUP, New Delhi
2. Shankar, U. (Ed.) (2001): Environmental Economics, OUP, New Delhi.
3. Dayal, V. and Chopra, K. (2009): Handbook of Environmental Economics in India, OUP, New Delhi
4. Bromley, D.W (Ed)(1995); Handbook of Environmental Economics, Blackwell, London
5. Fisher, A.C(1981); Resource and Environmental Economics, Cambridge University Press
6. Helfand, G and P. Berck (2011); The Economics of the Environment, PHI Learning Private Limited, New Delhi
7. Hemple Lamont, C (1998); Environmental Economics – the Global Challenge First East West Press
8. Hussen, A.M (1999); Principles of Environmental Economics, Routledge, London
9. Kolstad, C.D (1999); Environmental Economics Oxford University Press, New Delhi
10. Pearce, D.W and R.K Turner (1948); Economics of Natural Resources and the Environment, Harvester Wheatsheaf

11. Perman R.M. and J. McGilvary (1996); Natural Resources and Environmental Economics, Longman, London
12. Tietenberg. T (1994); Environmental Economics Policy, Harper Collings, New York
13. The Economics of Climate Change: The Stern Review by Great Britain Treasury, Cambridge University Press

## DSEG 2.2: International Economics

**Course Description**

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

**Module I: Importance of Trade and Trade Theories**

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

**Module II: Trade and Economic Growth**

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

**Module III: Exchange Rate**

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

**Module IV: Balance of Trade and Payments**

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

**Module V: International Economic Institutions**

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

**Reading List:**

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

## DSEG 2.3: Economics of Agriculture

### Course description

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

### Module I

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

### Module II

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

### Module III

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

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

### Module IV

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

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

### Module V

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

**Reading List:**


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

# SKILL ENHANCEMENT COURSES (SEC)

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

**Course Description:**

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

**Module I: Introduction to computer and Basic data types**

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

**Module II: Basic Word Processing**

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

**Module III: Spreadsheets and Basic Data Analysis**

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

**Module IV: Basic Computer Communication and Internet**

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

**Module V: Basic Presentations**

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

**Reading List:**


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

## SEC II: Financial Economics (Option I)

**Course Description**

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

**Module I: Financial system**

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

**Module II: Interest rate policy**

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

**Module III: Money market**

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

**Module IV: Capital Market**

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

**Module V: Non-Banking Financial Companies**

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

**Basic Reading List**


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

# BA Economics Regular/Pass

## Core Economics I: Principles of Microeconomics I

**Course Description**

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

**Module 1: Exploring the subject matter of Economics**

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

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

The market forces of demand and supply – Markets and competition; The demand curve

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

**Module 3: The Households**

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

**Module 4: The Firm and Market Structures**

Cost concepts; Production and costs; The various measures of cost – Fixed and variable cost, average and marginal cost; Cost curves and their shapes; Costs in the short run and in the long run; Economies and diseconomies of scale. Firms in competitive markets

– What is a competitive market; Profit maximisation and the competitive firm' s supply curve; The marginal cost curve and the firm's supply decision; Firm's short-run decision to shut down; Firm 's long-run decision to exit or enter a market; The supply curve in a competitive market – short run and long run; Monopoly - Why monopolies arise and public policy towards monopolies

**Module 5: The Input Markets**

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

**Readings:**


1. Principles of Economics, Gregory N Mankiw, 6e Cengage Learning India Private Limited, New Delhi
2. William A McEachern and Simrit Kaur (2012): Micro Econ: A South-Asian Perspective, Cengage Learning India Private Limited, New Delhi.

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

## Core Economics II: Principles of Microeconomics II

**Course Description**

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

**Module I: Consumer Theory I**

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

**Module II: Consumer Theory II**

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

**Module III: Production Theory**

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

**Module IV: Cost Functions**

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

**Module V: Profit Maximisation**

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

**Readings:**

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

## Core Economics III: Principles of Macroeconomics I

### Course Description

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

### Module I: Basic Concepts

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

### Module II: Measurement of Macroeconomic Variables

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

### Module III: Money

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

### Module IV: Inflation, Deflation, Depression and Stagflation

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

### Module V: Determination of National Income

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

### Readings:


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

## Core Economics IV: Principles of Macroeconomics II

**Course Description**

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

**Module I: Consumption Function**

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

**Module II: Investment Function**

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

**Module III: Demand for and Supply of Money**

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

**Module IV: Aggregate Demand and Aggregate Supply**

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

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

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

**Readings:**


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

## DSE 1: Economic development and policy in India

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

**Module I: Introduction to Indian Economy**

British Rule: exploitation and under development in India; features of Indian economy – natural resources, infrastructure, population; National income: tends, sectoral composition; Economic planning: Planning Commission and its functions, Planning exercises in India, Objectives, Strategies and achievements; A critique of planned development in India.

**Module II: Agricultural Development in India**

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

**Module III: Industrial Development in India**

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

**Module IV: Tertiary Sector and HRD**

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

**Module V: Current Challenges**

Poverty: definition and estimate, poverty line, poverty alleviation programs; Inequality: income and regional inequality – causes and corrective measures; Unemployment: concepts, measurement, types, causes and remedies; Environmental challenges: Land, water and air.

**Recommended books:**


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

## DSE 2: Economic History of India 1857-1947

**Course Description**

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

**Module I: Introduction: Colonial India:**

Background and IntroductionOverview of colonial economy.

**Module II: Macro Trends**

National Income; population; occupational structure

**Module III: Agriculture**

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

**Module IV: Railways and Industry**

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

**Module V: Economy and State in the Imperial Context**

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

**Readings:**


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

13. B.R. Tomlison, 1975, India and the British Empire 1880-1935, IESHR, Vol.XII.
14. Dharma Kumar, The Fiscal System, CEHI, Chapter 12.
15. Basudev Chatterjee, Trade, Tariffs and Empire, OUP 1992, Epilogue.

## DSE 3: Odisha Economy

**Course Description**

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

**Module I: Odisha Economy before 1947**

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

**Module II: Macro Economy of Odisha**

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

**Module III: Agriculture Sector Development in Odisha**

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

**Module IV: Industry, Infrastructure and Environment**

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

**Module V: Social Sector in Odisha**

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

**Recommended books and articles:**

1. Nayak, P., Panda, S. C., Pattanaik, P. K. (2016): The Economy of Odisha: A Profile, Oxford University Press, New Delhi
2. GoO (2012): Odisha Economic Survey 2015-16, Planning and Convergence Department, Directorate of Economics and Statistics, Government of Odisha, Bhubaneswar
3. GoO (2004): Human Development Report 2004 Orissa, Planning and Coordination Department, Government of Odisha, Bhubaneswar
4. Mahapatro, S. B. (1980): Inter-Industry Wage Differentials in Orissa: An Empirical Analysis, Indian Journal of Industrial Relations, 15(4): 525-536.

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

## DSE 4: Money and Banking

**Course description:**

This paper intends to explain the ideas and institutions concerning money and banking. It will help the students to understand the meaning, functions and theories of money the working of different types of banks in an economy.

**Module I: Money**

Money: Meaning, functions and classification; Gresham's law; Monetary standards: Metallic and paper systems of note issue; Value of money: (Uses and limitations of index number); Construction of price index number – its limitations.

**Module II: Quantity theory of money**

Quantity theory of money - Cash transaction approach, cash balance approach, Keynesian approach; Inflation: meaning, types, causes – demand pull and cost push, effects, measures to control inflation, Trade-off between inflation and unemployment; Stagflation and deflation: meaning; Phillip's curve.

**Module III: Banking**

Banking: meaning and types; Commercial banks: evolution, functions, the process of credit creation and its limitations, liabilities and assets of banks; A critical appraisal of the progress of commercial banking in India after nationalization; Recent reforms in banking sector in India

**Module IV: Central Bank**

Central Bank: Functions, Quantitative and qualitative methods of credit control - bank rate policy, open market operations, variable reserve ratio and selective methods; Relative efficacy of quantitative and qualitative methods of credit control.

**Module V: Reserve Bank of India**

Reserve Bank of India: Role and functions; Repo rate and reverse repo rate; Components of money supply in India; Objectives and limitations of monetary policy with special reference to India.

**Reading list:**


1. Day, A.C.L. – Outline of Monetary Economics, Oxford University Press,
2. De Kock, M.H. – Central Banking, Staples Press London, 1960.
3. Halm, G. N. – Monetary Theory, Asia Publishing House, New Delhi, 1955.
4. Harris, C.L. – Money and Banking, Allyn and Bacon, London, 1961.
5. Laliwala, J.I. – The Theory of Inflation, Vani Educational Book, New Delhi, 1984.
6. Mishra, S. S. – Money Inflation and Economic Growth, Oxford and IBH Publishing Company, New Delhi, 1981.
7. Reserve Bank of India – The Reserve Bank of India, functions and working, Bombay, 1983.
8. Reserve Bank of India, Report of Trend and Progress of Banking in India (various years), Mumbai.
9. Reserve Bank of India: Report on Currency and Finance, Annual, Mumbai.
10. Sayers, R. S. – Modern Banking (7th Ed), Oxford University Press, Delhi, 1978.

# CBCS BA Honours Syllabus in English 2016-17

**CBCS BA Honours Syllabus in English 2016**

**Abstract**

**Credit add-up**

- Core: 70 credits + 14 (Tutorial)
- Discipline Specific Elective: 15 credits + 3 (Tutorial)
- Generic Elective: 20 credits + 4 (Tutorial)
- Ability Enhancement Compulsory Course* 08 credits
- Skill Enhancement Course: 08 credits
- Dissertation (In lieu of 1 DSE paper): 06 credits

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Total: 148 credits

**Marks add-up**

- Core courses: 1400 marks
- Discipline Specific Elective: 300 marks
- Generic Elective: 400 marks
- Ability Enhancement Compulsory Course* 200 (100X2) marks
- Skill Enhancement Course: 200 (100X2) marks
- Project: 100 marks

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Total: 2600 marks

***Ability Enhancement Compulsory Course no longer contains an English component but is nevertheless a part of CBCS BA Honours syllabus in English and has been included here in order to show the total credit for the B.A Honours programme.**

**Core courses**

Credits: 70 credits (05 credits per core X 14 core = 70 credits) + 14 credits (tutorial)

Cores offered:

- Core 1: British Poetry and Drama 14th -17th Century
- Core 2: British Poetry and Drama 17th -18th Century
- Core 3: British Literature: 18th Century
- Core 4: Indian Writing in English
- Core 5: British Romantic Literature
- Core 6: British Literature: 19th Century
- Core 7: American Literature
- Core 8: British Literature: Early 20th Century
- Core 9: European Classical Literature
- Core 10: Women's Writing
- Core 11: Modern European Drama
- Core 12: Indian Classical Literature
- Core 13: Postcolonial Literature
- Core 14: Popular Literature

**Discipline Specific Elective (DSE):**
Credits: 05 credits per elective + 03 tutorial credits per elective= 18 credits

Discipline SpecificElectives offered:

- DSE 1: Literary Theory
- DSE 2: Reading World Literature
- DSE 3: Research Methodology

**Generic Elective (GE):**
Credits: 05 credits per elective+ 04 credits per tutorial= 24 credits

**Generic Electives offered:**

- GE 1: Academic Writing & Composition
- GE 2: Modern Indian Literature
- GE 3: Language, Literature & Culture
- GE 4: Language and Linguistics

**Ability Enhancement Compulsory Course (AECC):**

Credits: 04 credits per elective=08 credits

Ability Enhancement Compulsory Courses offered:

- AECC 1: MIL Communication
- AECC 2: Environmental Study

**Skill Enhancement Course (SEC):**

Credits:04 credits per elective=08 credits

Skill Enhancement Courses offered:

- SEC 1: Soft Skills
- SEC 2: Translation and Principles of Translation

**Dissertation**
Credits: 06 credits
**Distribution of Courses:**

**Sem I**: 2 Core Courses (Core 1& 2), 1 AECC 1 (M.I.L Oriya/Hindi), 1 GE (Academic Writing & Composition)

**Sem II:** 2 Core Courses (Core 3& 4), 1 AECC 2(Env Study), 1 GE (Modern Indian Literature)

**Sem III:** 3 Core Courses (Core 5, 6, 7), 1 SEC 1(English Comm.), 1 GE (Language, Literature & Culture)

**Sem IV:** 3 Core Courses (Core 8, 9, 10), 1 SEC 2(Soft skills OR Translation & Principles of Translation), 1 GE (Language& Linguistics)

**Sem V:** 2 Core Courses (Core 11, 12), 2 DSE (Literary Theory & Reading World literature)

**Sem VI:** 2 Core Courses (Core 13, 14), 1 DSE (Research Methodology), Project Report

**Scheme of Evaluation**:

**For Core English Honours Papers**

Midterm test: 20 marks

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note /analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: =80 marks

**For Generic Elective paper 1 (Title: Academic Writing and Composition)**

Midterm Test [20 marks]

Using texts (500 – 600 words), students will be tested for

- Vocabulary: synonyms, antonyms, words used as different parts of speech 10 marks
- Word order; subject-predicate; subject-verb agreement 10 marks

Final Semester Examination [80 marks]

Using texts (600 -700 words), students will be tested for

- Use of vocabulary in context 05 bits X 02 marks= 10 marks
- Use of grammar in context 05 bits X 02 marks= 10 marks
- Use of cohesive and transitional devices in one paragraph 10 bits X 02 marks= 20 marks
- Writing two paragraphs (expository/ descriptive/ narrative/argumentative) using topic sentences 2qns x 10 marks= 20 marks
- Correcting in-text citation from given input 05 bits x 02 marks= 10 marks
  Preparing a correct version of Works Cited page from given input 05 bits x 02 marks=10 marks

**ForGeneric Elective Paper 2 (**Title**:** Modern Indian Literature**)**

Midterm test: 20 marks

Unit 1: 02 questions x 10 marks=20 marks

Total: 20 marks

Final Semester Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Total: = 80 marks

**For** Ability **Enhancement Compulsory Course Paper (English/M.I.L Communication)**

| | |
|---|---|
| Midterm test | [10 marks] |
| Writing : 1 question | 04 x 01qn= 04 marks |
| Speaking: 2 questions | 03x02 qns = 06 marks |
| Total | 10 marks |

Final Semester Examination

| | | |
|---|---|---|
| Unit 1 | Reading: 05 questions | 03x 05 qns= 15 marks |
| | (3 prose and two poetry questions) | |
| Unit 2 | Writing: 03 questions | 05 x 03 qns= 15 marks |
| Unit 3 | Grammar & usage: 10 qns | 01x 10 qns = 10 marks |
| Total | | 40 marks |

**CBCS UG SYLLABUS Sem 1**

**Core 1**

## British Poetry and Drama: 14th to 17th Centuries

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

British Poetry and Drama: 14th to 17th Centuries

Unit 1

A historical overview:

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

Unit 2

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

Unit 3

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

"Let me not to the marriage of true minds."

Unit 4

William Shakespeare: *Macbeth* or *Twelfth Night*.

Unit 5

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

**Suggested Readings:**


Weller series: *Macbeth*&*Twelfth Night*

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

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

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

**Scheme of Evaluation**:

**For Core English Honours Papers**

Midterm test: 20 marks

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis/ (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis/ (14+06) =20 marks

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Total: = 80 marks

**CBCS UG SYLLABUS Sem 1**

**Core 2**

## British Poetry and Drama: 17th and 18th Century

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

**Unit 1** A historical overview

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

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

**Unit 2**

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

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

**Unit 3**

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

**Unit 4**

Pope*: Ode on Solitude, Summer, Sound and Sense, The Dying Christian to his Soul*; and

Robert Burns: *A Red Red Rose, A Fond Kiss, A Winter Night, My Heart's in the Highlands*

**Unit 5**

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

**Suggested readings:**


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

**Scheme of Evaluation**:

**For Core English Honours Papers**

Midterm test: 20 marks

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis/ (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis/ (14+06) =20 marks

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Total: = 80 marks

**CBCS UG SYLLABUS Sem 2**

**Core 3**

## British Literature: 18th Century

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

| | | |
|---|---|---|
| **Unit -1** | A historical overview: | |
| | Restoration, Glorious Revolution, Neo-classicism, Enlightenment. | |
| **Unit-2** | Joseph Addison : | On Giving Advice |
| | | Reflections in Westminster Abbey |
| | | Defence and Happiness of Married Life |
| | Richard Steele: | Recollections |
| | | On Long-Winded People |
| **Unit-3** | Daniel Defoe: | *Robinson Crusoe* |
| **Unit-4** | Oliver Goldsmith: | A City Night-Piece |
| | | On National Prejudices |
| | | Man in Black |
| | Samuel Johnson: | Expectations of Pleasure frustrated |
| | | Domestic Greatness Unattainable |

| | | |
|---|---|---|
| | | Mischiefs of Good Company |
| | | The Decay of Friendship |
| **Unit-5** | Thomas Gray: | Elegy written in a country churchyard |

**Suggested Readings:**

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

**Scheme of Evaluation**:

**For Core English Honours Papers**

Midterm test: 20 marks

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: = 80 marks

**CBCS UG SYLLABUS Sem 2**

**Core 4**

**Indian Writing in English**

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

**Unit – 1**

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

**Unit 2**

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

**Unit 3**

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

**Unit 4**

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

**Unit 5**

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

**Suggested Readings:**


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


**Scheme of Evaluation**:

**For Core English Honours Papers**

Midterm test: 20 marks

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: =80 marks

**CBCS UG SYLLABUS Sem 3**

**Core 5**

## British Romantic Literature

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

### UNIT I: A Historical Overview:

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

### UNIT-II

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

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

### UNIT-III

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

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

### UNIT-IV

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

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

### UNIT-V:

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

**OR**

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

### Suggested Reading:

*The Routledge History of Literature in English*
*History of English Literature: Traversing the Centuries* – Chowdhury & Goswami
*Romantic Imagination* by C. M. Bowra
*Pelican Guide to English Literature*. Vol.5. Edited by Boris Ford

Midterm test: 20 marks

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: = 80 marks

**CBCS UG SYLLABUS Sem 3**

**Core 6**

**19th Century British Literature**

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

**Unit 1**

**A Historical Overview**

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

**Unit 2 : Essays**

Charles Lamb: "Old China"

William Hazlitt: "On Going Journey"

Leigh Hunt: "A Few Thoughts on sleep"

R L Stevenson: "Walking Tours"

**Unit 3: Novels**

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

**Unit 4: Novel**

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

**Unit 5 : Criticism**

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

**OR**

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

**Suggested Reading:**

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

Midterm:

Unit 1: 02 questions x 10 marks=20 marks
Total: 20 marks

Final Examination: 80 marks
Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: =80 marks

**Core 7**

## American Literature

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

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

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

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

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

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

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

**Suggested Reading**


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


Midterm:
Unit 1: 02 questions x 10 marks=20 marks
Total: 20 marks
Final Examination: 80 marks
Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note /analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: =80 marks

**CBCS UG SYLLABUS Sem 4**

**Core 8**

## British Literature: Early 20th Century

**British Literature: Early 20th Century**

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

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

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

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

**Unit 3** **War Poetry** : Wilfred Owen "Dulce Et Decorumest"

Siegfred Sassoon "Suicide in the Trenches"

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

Stephen Spender "An Elementary Classroom in a Slum"

Louis MacNeice "Prayer before Birth"

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

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

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

**Suggested Readings:**


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

Midterm:

Unit 1: 02 questions x 10 marks=20 marks

Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note /analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Total: =80 marks

**CBCS UG SYLLABUS Sem 4**

**Core 9**

## European Classical Literature

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

**Unit-1** A historical overview:

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

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

**Unit-2** Epic poetry:

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

Virgil *Aeneid* (Book I)

**Unit-3** Tragedy:

Sophocles *Oedipus the King* **OR**

Aeschylus *Prometheus Bound*

**Unit-4** Comedy:

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

**Unit-5** Criticism:

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

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

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

Longinus *On the Sublime*, Chapter 7, 39

**Suggested Readings:**

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

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

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

Midterm:
Unit 1: 02 questions x 10 marks=20 marks

Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note /analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Total: =80 marks

**CBCS UG SYLLABUS Sem 4**

**Core 10**

## Women's writing

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

### Unit 1: In Defence of A Literature of Their Own

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

**OR**

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

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

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

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

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

Krupabai Satthianadhan: *Saguna* or *Kamala*

**OR**

Prativa Ray: *Yajnaseni*

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

***Any Four Poets to be read**

Kamala Das "An Introduction" & "The Sunshine Cat"

Shanta Acharya "Homecoming", "Shringara"

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

Tishani Doshi "Ode to the Walking Woman" & "What the Body Knows"

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

Sylvia Plath "Mirror" & "Barren Woman"

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

**Unit 5: Discoursing at Par: Literary Criticism by Women**

Virginia Woolf: "Chapter 1" from *A Room of One's Own*

**OR**

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

**Web Resources:**

- Virginia Woolf, A Room of One's Own
  https://victorianpersistence.files.wordpress.com/2013/03/a-room- of-ones- own-virginia-woolf-1929.pdf
- Mary Wollstonecraft, *A Vindication of the Rights of Women*: Introduction
  http://pinkmonkey.com/dl/library1/vindicat.pdf
- Maya Angelou's Poems
  http://www.poemhunter.com/i/ebooks/pdf/maya_angelou_2012_6.pdf
- Sylvia Plath's Collected Poems
  https://monoskop.org/images/2/27/Plath_Sylvia_The_Collected_Poems_1981.pdf

- Margaret Atwood's Poems
  http://www.poemhunter.com/margaret-atwood/poems/
- Eunice de Souza, "Remember Medusa?" & "Women in Dutch Painting"
  http://www.poetrynook.com/poem/remember-medusa ,
  http://www.gallerie.net/issue14/poetry1.html
- Tishani Doshi's Poems
  http://www.poemhunter.com/i/ebooks/pdf/tishani_doshi_2012_6.pdf
- Simone de Beauvoir *The Second Sex*
  http://burawoy.berkeley.edu/Reader.102/Beauvoir.I.pdf

**Suggested Reading:**

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

Midterm:

Unit 1: 02 questions x 10 marks=20 marks

Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note /analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Total: =80 marks

**Core 11**

## Modern European Drama

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

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

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

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

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

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

### Web Resources

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

### Suggested Reading:


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


Midterm:

| | |
|---|---|
| Unit 1: | 02 questions x 10 marks=20 marks |
| Total: | 20 marks |

Final Examination: 80 marks

| | |
|---|---|
| Unit 2: | 1 long answer question+ 1 short note/analysis (14+06) =20 marks |
| Unit 3: | 1 long answer question+ 1 short note/analysis (14+06) =20 marks |
| Unit 4: | 1 long answer question+ 1 short note/analysis (14+06) =20 marks |
| Unit 5: | 1 long answer question+ 1 short note/analysis (14+06) =20 marks |
| Total: | = 80 marks |

**Core 12**

## Indian Classical Literature

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

### Unit 1: Vedic Literature

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

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

### Unit 2: Selections from Epic Lit.

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

### Unit 3: Sanskrit Drama

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

### Unit 4: Sanskrit Drama

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

### Unit 5: Aesthetics and Maxims

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

### Suggested Reading:


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

Midterm:

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: = 80 marks

**Core 13**

## Postcolonial Literature

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

### Unit 1: Concept

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

**Prescribed Reading:**

Achebe, Chinua *"An image of Africa: Racism in Joseph Conrad's Heart of Darkness," Research in African Literatures, Vol. 9, No.1, Special Issue on Literary Criticism. (Spring, 1978), pp. 1-15.*

### Unit 2: Indian

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

### Unit 3: Caribbean and African

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

### Unit 4: South African

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

### Unit 5: Criticism

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

**Web Resources**

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

**Suggested Reading:**


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


Midterm:

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: =80 marks

**Core 14**

## Popular Literature

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

**Unit 1: Introduction to the concept**

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

Essays for discussion:

- Lev Grossman: "Literary Revolution in the Supermarket Aisle: Genre Fiction is Disruptive Technology"
  http://entertainment.time.com/2012/05/23/genre-fiction-is-disruptive-technology/
- Arthur Krystal: "Easy Writers: Guilty pleasures without guilt"
  http://www.newyorker.com/magazine/2012/05/28/easy-writers
- Joshua Rothman: "A Better Way to Think About the Genre Debate"
  http://www.newyorker.com/books/joshua-rothman/better-way-think-genre-debate
- Stephen Marche: How Genre Fiction Became More Important than Literary Fiction"
  http://www.esquire.com/entertainment/books/a33599/genre-fiction-vs-literary-fiction/

**Unit 2: Detective Fiction**

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

**Unit 3: Romance**

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

**Unit 4: Campus Fiction**

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

**Unit 5: Rewriting Mythology**

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

**Suggested Reading**

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

Midterm:

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: = 80 marks

**CBCS UG SYLLABUS SEM 5**

**Discipline Specific Course**

## 1. Literary Theory

**Objective**

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

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

**Unit 1: Overview**

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

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

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

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

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

**Unit 4: Marxism and New Historicism:** with an emphasis on main critical concepts of Marxism such as base, superstructure, ideology, commodification, determination and of New Historicism such as power, resistance, high-low dialectic

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

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

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

**Suggested Reading**:

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

David Robey and Anne Jefferson, *Modern Literary Theory*

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

Richard Barry, *Beginning Theory*

Tony Bennett, *Formalism and Marxism*

Terence Hawkes, *Structuralism and Semiotics*

Christopher Norris, *Deconstruction*: *Theory and Practice*

Veeser H. Aram (ed), *The New Historicism Reader*

Greg Gerrard, *Eco-Criticism*

Midterm:

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: = 80 marks

**Discipline Specific Course**

## 2: Reading World Literature

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

### Unit 1: Concept

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

### Unit 2: European

Albert Camus *The Outsider*
**OR**
Fyodor Dostoevsky*Notes from Underground*

### Unit 3: Caribbean and African

V S Naipaul*In a Free State*
**OR**
Chimamanda Ngozi Adichie *Purple Hibiscus*

### Unit 4: Canadian Short Fiction

Margaret Atwood *Stone Mattress&Pretend Blood*
**OR**
Alice Munro *The Bear Came Over the Mountain&Face*

### Unit 5: Latin American Poetry

Pablo Neruda "Death Alone", "Furies and Suffering", "There's no Forgetting", "Memory"
**OR**
Octavio Paz "from San Ildefenso Nocturne", "Between Going and Staying the Day Wavers", "Humayun's Tomb", "Motion"

### Web Resources:

- The Complete Stories by Franz Kafka http://www.vanderbilt.edu/olli/class-materials/Franz_Kafka.pdf
- What is world Literature? (Introduction) David Damrosch http://press.princeton.edu/chapters/i7545.html
- Tagore's comparative world literature https://www.academia.edu/4630860/Rabindranath_Tagores_Comparative_World_Literature
- Dostoevsky's *Notes from Underground*http://www.gutenberg.org/files/600/600-h/600-h.htm
- Margaret Atwood's Stone Mattress http://www.newyorker.com/magazine/2011/12/19/stone-mattress

- Margaret Atwood's Pretend Blood http://www.independent.co.uk/arts-entertainment/books/features/first-lives-club-pretend-blood-a-short-story-by-margaret-atwood-1779529.html
- Alice Munro's short Stories http://www.newyorker.com/magazine/2013/10/21/the-bear-came-over-the-mountain-2, http://www.newyorker.com/magazine/2008/09/08/face
- Poems of Octavio Paz http://www.poetrysoup.com/famous/poems/best/octavio_paz

**Suggested Reading:**

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

Midterm:

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: 80 marks

**Discipline Specific Course**

## 3: Research Methodology

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

### Unit 1 Research and the Initial Issues

- Research as systematic investigation
- Searching for and locating research questions; Finding the general background about research problem/question: review of existing literature and applicable theories
- Refining the research problem/question; formulating its rationale and objectives
- Writing a research synopsis

### Unit 2 Literature review

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

### Unit 3 Hypotheses and formulation of research design

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

### Unit 4 Results and documentation

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

### Unit 5 Practical (for Internal Assessment)

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

**Pattern of examination**

**Mid-semester assessment** **[20 marks]**

- **Literature review of 1000 words on a research question** **10 marks**
- **A book review of 500 words** **10 marks**

**Semester final examination** **[80 marks]**

Unit 1: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: 80 marks

**Texts prescribed**

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

**CBCS UG SYLLABUS SEM 1-GE 1**

**Generic Elective**

## Academic Writing and Composition

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

### Unit 1 Instruments of writing I

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

### Unit 2 Instruments of writing II

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

### Unit 3 Academic writing I

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

### Unit 4 Academic writing II

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

### Unit 5 Project writing: (writing projects)

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

### Texts prescribed


1. K Samantray, *Academic and Research Writing: A Course for Undergraduates*, Orient BlackSwan
2. Leo Jones (1998) *Cambridge Advanced English: Student's Book* New Delhi: CUP
3. Stanley Fish (2011) *How to Write a Sentence*

**Pattern of examination**

**Semester 1**

**Mid-semester assessment** **[20 marks]**

Using texts (500 – 600 words), students will be tested for

- Vocabulary: synonyms, antonyms, words used as different parts of speech **10 marks**
- Word order; subject-predicate; subject-verb agreement **10 marks**

**Semester final examination** **[80 marks]**

Using texts (600 -700 words), students will be tested for

- Use of vocabulary in context **05 bits X 02 marks= 10marks**
- Use of grammar in context **05 bits X 02 marks= 10 marks**
- Use of cohesive and transitional devices in one paragraph **10 bits X 02 marks=20 marks**
- Writing two paragraphs (expository/ descriptive/ narrative/argumentative) using topic sentences **2qns x 10 marks= 20marks**
- Correcting in-text citation from given input **05bits x 02 marks= 10 marks**
- Preparing a correct version of Works Cited page from given input **05bits x 02 marks= 10marks**

**CBCS UG SYLLABUS SEM 2-GE 2**

**Generic Elective**

## Modern Indian Literature

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

**Unit-I** **Historical Overview**

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

**Unit-II** **The Modern Indian Novel**

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

**Unit-III** **The Modern Indian Short Story**

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

**Unit-IV** **Modern Indian Life Writing**

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

**Unit-V** **The Modern Indian Essay**

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

**Suggested Readings:**


1. Sisir Kumar Das, *History of Indian Literature1910–1956, Triumph and Tragedy*, Sahitya Akademi, New Delhi, 2000
2. Amit Chaudhuri, *The Vintage Book of Modern Indian Literature*, 2004
3. M.K. Naik, *A History of Indian English Literature*, Sahitya Akademi,2004


Midterm
Unit 1: 02 questions x 10 marks=20 marks

Total: =20 marks
Final Examination: 80 marks
Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks
Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Total: =80 marks

**CBCS UG SYLLABUS SEM 3-GE 3**

**Generic Elective**

## Language, Literature and Culture

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

### Unit 1 Language

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

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

### Unit 2 Language and Literature 1

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

### Unit 3 Language and Literature 2

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

### Unit 4 Language and culture 1

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

### Unit 5 Language and Culture 2

- Intercultural and cross-cultural communications
- Analysis and applications

### Suggested Reading


- Kalyani Samantray, *Pragmatics* (E-Pathsala)
- Bibhudendra Narayan Patnaik & Kalyani Samantray, *Cross-Cultural and Inter-cultural Communications* ((E-Pathsala)
- Brown, G & Yule, G. *Discourse Analysis*. CUP
- **Scaglia, B (ed.)** *Language, Understood: Examining the Linguistics of Discourse Analysis and Studies***.**Webster's Digital Service.
- **Culture and language**
- http://www2.lib.nifs-k.ac.jp/HPBU/annals/an46/46-11.pdf
- http://barthimeous.blogspot.in/2011/03/relationship-between-culture-and.html
- *Companion to Literary Forms* by Padmaja Ashok, Orient BlackSwan.2015
- *Literature and Language* (ed.) Loveleen Mohan, Randep Rana, Jaibir S. Hooda. Orient BlackSwan.

Midterm:

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

---

Total: = 80 marks

**CBCS UG SYLLABUS SEM 4-GE 4**

**Generic Elective**

## Language and Linguistics

**Unit 1:Language and Human Language**

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

**Unit 2 :Linguistics and Language 1**

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

**Unit 3 :Linguistics and Language 2**

- Phonetics and accuracy in pronunciation
- Fluency and contextual speaking

**Unit 4 :Linguistics and Language 3**

- Morphology and Nature of words
- Word formation processes

**Unit 5: Linguistics and Language 4**

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

**Recommended reading**


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


Midterm:

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: = 80 marks

## Skill Enhancement Compulsory Course

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

**SEC 1: Skill Enhancement Compulsory Course for Arts**

**Semester 1**

**Paper: 1 Marks: 100 Credits: 04**

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

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

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

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

**Unit-1 : [20]**

**Introduction**

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

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

http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmljYXRpb25fVGhlb3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563

**Unit-2:Languageof Communication[20]**

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

**Unit-3 :Reading Comprehension [20]**

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

**Unit-4: Writing [20]**

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

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

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

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

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

**Grammar and Usage**

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

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

**Examination pattern**

Each reading and writing question will invite a 200 word response.

Midterm test **[20 marks]**

Unit 1 (preferably short questions on types and uses of communication)

Total 20 marks

Final Semester Examination

| | | |
|---|---|---|
| Unit 2 | One long question with choice | 01x 10 qns= 10 marks |
| | Two short notes with choice | 02x 05 qns= 10 marks |
| Unit 3 | Reading: 04 questions meant to test the given reading skills prescribed under unit 3 (2 prose and 2 poetry questions) | 04 x 05 qns= 20 marks |
| Unit 4 | Writing: 02 questions | 02x 10 qns = 20 marks |
| Unit 5 | Grammar & Usage | 02x10 qns = 20 marks |
| Total | | = 80 marks |

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

**Book Prescribed:**

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

**Texts to be studied**

**Prose**

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

**Poetry**

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

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

**Recommended Reading:**

*Fluency in English – Part II*, OUP, 2006

*Business English*, Pearson, 2008

*Communicative English*. E. Suresh Kumar and P. Sreehari

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

*Soft Skills* Shalini Verma, 2009.

*Language, Literature and Creativity*, Orient BlackSwan, 2013

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

**SEC 1**

**Skill Enhancement Compulsory Course for Science**

**Semester 1**

**Paper: 1 Marks: 100 Credits: 04**

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

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

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

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

**Unit 1 [20]**

**Introduction**

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

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

http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmljYXRpb25fVGhlb3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563

**Unit 2**

**[20]**

**Language of Communication**

1. Verbal: spoken and written

2. Non-verbal
    - Proxemics
    - Kinesics
    - Haptics
    - Chronemics
    - Paralinguistics
3. Barriers to communication
4. Communicative English

**Unit-3** **[20]**

**Reading Comprehension**

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

**Unit 4** **[20]**

**Writing**

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

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

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

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

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

**Grammar and Usage**

1. Phrasal Verbs
2. Collocation
3. Using Modals

4. Use of Prepositions
5. Common Errors in English Usage

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

**Examination pattern**

Each reading and writing question will invite a 200 word response.

| | | |
|---|---|---|
| Midterm test | | **[20 marks]** |
| Unit 1 (preferably short questions on types and uses of communication) | | |
| Total | | 20 marks |
| Final Semester Examination | | |
| Unit 2 | One long question with choice | 01x 10 qns= 10 marks |
| | Two short notes with choice | 02x 05 qns= 10 marks |
| Unit 3 | Reading: 04 questions meant to test the given reading skills prescribed under unit 3 (2 prose and 2 poetry questions) | 04 x 05 qns= 20 marks |
| Unit 4 | Writing: 02 questions | 02x 10 qns = 20 marks |
| Unit 5 | Grammar & Usage | 02x10 qns = 20 marks |
| Total | | = 80 marks |

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

**Book Prescribed:**

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

**Texts to be studied**

**Prose**

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

**Poetry**

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

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

**Recommended Reading:**

*Fluency in English – Part II*, OUP, 2006

*Business English*, Pearson, 2008

*Communicative English*. E. Suresh Kumar and P. Sreehari

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

*Soft Skills* Shalini Verma, 2009.

*Language, Literature and Creativity*, Orient BlackSwan, 2013

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

**SEC 1**

**Skill Enhancement Compulsory Course for Commerce**

**Semester 1**

**Paper: 1 Marks: 100 Credits: 04**

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

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

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

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

**Unit 1** **[20]**

**Introduction**

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

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

http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmljYXRpb25fVGhlb3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563

**Unit 2** **[20]**

**Language of Communication**

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

**Unit--3** **[20]**

**Reading Comprehension**

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

**Unit 4** **[20]**

**Writing**

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

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

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

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

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

**Grammar and Usage**

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

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

**Examination pattern**

Each reading and writing question will invite a 200 word response.

| | | |
|---|---|---|
| Midterm test | | **[20 marks]** |
| Unit 1 (preferably short questions on types and uses of communication) | | |
| Total | | 20 marks |
| Final Semester Examination | | |
| Unit 2 | One long question with choice | 01x 10 qns= 10 marks |
| | Two short notes with choice | 02x 05 qns= 10 marks |
| Unit 3 | Reading: 04 questions meant to test the given reading skills prescribed under unit 3 (2 prose and 2 poetry questions) | 04 x 05 qns= 20 marks |
| Unit 4 | Writing: 02 questions | 02x 10 qns = 20 marks |
| Unit 5 | Grammar & Usage | 02x10 qns = 20 marks |
| Total | | = 80 marks |

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

**Book Prescribed:**

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

**Texts to be studied**

**Prose**

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

**Poetry**

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

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

**Recommended Reading:**

*Fluency in English – Part II*, OUP, 2006

*Business English*, Pearson, 2008

*Communicative English*. E. Suresh Kumar and P. Sreehari

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

*Soft Skills* Shalini Verma, 2009.

*Language, Literature and Creativity*, Orient BlackSwan, 2013

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

**CBCS UG SYLLABUS SEM 3-SEC 2**

**Skill Enhancement Course**

**Credits: 4 Marks: 100**

1. **Soft Skills**

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

**Unit 1**

**Soft skills and why they are important**

What are soft skills?

Soft skills in communication; soft skills and intercultural communication

**Unit 2**

**Soft skills in preparing for a career 1**

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

**Unit 3**

**Soft skills in preparing for a career 2**

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

**Unit 4**

**Soft skills in getting jobs**

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

**Unit 5**

**Soft skills on the job**

Emotional Intelligence; time and stress management; team work and net-working; presentation skills; making meeting work: preparing, executing, following up; negation skills and crisis management

**Prescribed Reading:**

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

**Suggested Reading:**

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

Midterm:

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 4 short notes (4x5) =20 marks

Unit 3: 1 long answer question to be set preferably from the second component of the Unit (1x20) =20 marks

Unit 4: 2 long answer question (sample CV/Resume/job application) (2x10) =20 marks

Unit 5: 1 long answer question (01x10) =10 marks

2 short notes (02x05) =10 marks

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Total: = 80 marks

**CBCS UG SYLLABUS SEM 4-SEC 2**

**Skill Enhancement Course**

**Credits: 2 Marks: 50**

## 2. Translation and Principles of Translation

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

**Unit 1**

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

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

**Unit 2**

Approaches to translation

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

**Unit 3**

How to Translate:

- sense translation based on difference (metaphrase), word-to-word translation based on equivalence (paraphrase), regulated transformation (imitation)

- adaptation

**Unit 4**

Problems of translation

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

**Unit 5**

How to read a translation:

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

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

**Suggested Reading:**

*Translation Studies* by Susan Basnett

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

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

Midterm:

Unit 1: 02 questions x 10 marks=20 marks

Total: 20 marks

Final Examination: 80 marks

| | | | |
|---|---|---|---|
| Unit 2: | 1 long answer question | (1x20) | =20 marks |
| Unit 3: | 1 long answer question | (1x20) | =20 marks |
| Unit 4: | 1 long answer question | (1x20) | =20 marks |
| Unit 5: | 4 short notes (04x05) | | =20 marks |

Total: = 80 marks

**CBCS B.A Syllabus in English 2016**

**Abstract**

**Credit add-up**

- **Core: 08 credits+02 credits (tutorial)**

**Marks add-up**

- **Core Courses 200 marks**

**Core courses**

**Credits: 05 (04+01) credits per paper**

**Papers offered:**

- **English Literature and Language**
- **Writing and Analysis in English**

**Semester 1**

**English Literature and Language**

**BA Pass**

**Paper 1**

This is a reading-based paper aiming to initiate the students into an understanding and appreciation of literary writing available in five recognized forms.

Unit 1: Poetry

| | | |
|---|---|---|
| I. | William Shakespeare | "Sonnet 130" ("My mistress eyes are nothing like the sun") |
| II. | Robert Frost | "The Road Not Taken" |
| III. | Kamala Das | "Punishment in Kindergarden" |
| IV. | John Milton | "On His Blindness" |
| V. | A K Ramanujan | "Self Portrait" |

Unit 2: Short Stories

| | | |
|---|---|---|
| I. | W. S. Maugham | "The Ant and the Grasshopper" |
| II. | Anton Chekhov | "The Bet" |
| III. | R. N. Tagore | "Trust Property" |

Unit 3: Novel

Gopinath Mohanty: *Our Daily Bread* (English Translation of *Danapani*) Trans. Bikram K Das

Unit 4: Drama

G. B. Shaw: *Arms and the Man*

Unit 5: Autobiography

Winston Churchill: *My Early Life* (first Five Chapters)

**Prescribed Textbooks:**

***Melodious Songs and Memorable Tales***. (Ed) by Arun K. Mohanty and A.J. Khan. Bhubaneswar: Gyanajuga, 2015.

**Pattern of Examination**

Midterm Test

Two questions from Unit 1, carrying 10 marks each: 10x2=20 marks

Final semester exam:

1 long question from units 2 to 5, carrying 14 marks+ 1 short note each from units 2 to 5, carrying 6 marks per short note: 56+24=80 marks

**Semester 2**

**BA Pass**

**Writing and Analysis in English**

**Paper 2**

The focus of this writing-based paper is to help students to learn general as well as literary writing skills.

Unit 1: Prose

| | | |
|---|---|---|
| I. | S. Radhakrishnan: | "A Call to Youth" |
| II. | Claire Needle Hollander | "No Learning Without Feeling" |
| III. | Dilip Padgaonkar | "The Idea of Europe" |
| IV. | Dinanath Pathi | "George V High School" |

Unit 2: Critical appreciation of an unseen poem

Unit 3: Expanding an idea into a paragraph

Unit 4: Writing a précis of a passage

Unit 5: Writing an essay

**Prescribed Text:**

**The Widening Arc: A Selection of Prose and Stories.** (Ed) by Asima R. Parhi, S.Deepika and Pulastya Jani. Bhubaneswar: KItab Bhavan, 2016

**Pattern of Examination**

Midterm Test

Comprehension from an unseen prose passage with 10 comprehension questions, each having 2 marks: (10x2) =20 marks

Final Semester Examination

5 task-based questions from 5 units, the first 4 carrying 15 marks each and the essay writing carrying 20 marks: (15x4)+20= 80 marks

**Alternative English for Arts**

**Semester 3**

**Paper 1**

This paper is meant for students who will opt for English in lieu of the modern Indian languages. It has been designed to help them imbibe literary skills and competence through a wide variety of expository, narrative writing as well as some rudimentary dramatic forms.

**Unit 1 Prose**

1. Harold Nicholson: "An Educated Person"
2. C.V Raman: "Water the Elixir of Life"
3. Roger Manvill: "Television and Film"
4. Santosh Desai: "The Emoji Disruption"

**Unit 2 One Act Play**

William Soroyan: *My Heart's in the Highlands*

**Unit 3 Novel**

R.L. Stevenson: *Treasure Island*

**Unit 4 Short Stories**

1. Alexander Baron: *The Man who knew Too Much*
2. Dash Benhur: *The Bicycle*

**Unit 5 Reading Comprehension**

Prescribed Textbooks:

- **The Widening Arc: A Selection Prose and Stories.** (Ed) by Asima R. Parhi, S.Deepika and Pulastya Jani. Bhubaneswar: KItab Bhavan, 2016
- **Spotlight: An Anthology of One Act Plays.** (Ed) by M L Tickoo, Jaya Sasikumar and Paul Gunashekar, Patna: Orient Longman Ltd.

**Alternative English for Arts**

**Semester 4**

**Paper 2**

This is mostly a skill based paper. Students are required to know the basics of expository writing and then go on to develop skills in expository and creative writing.

**Unit 1 Prose**

1. Stephen Harvey "The Empty Page"
2. G. B. Shaw "Miseries of the Rich"
3. Jim Corbett "Fight between the Leopards"
4. Will F Jenkins "Uneasy Homecoming"

**Unit 2 Dialogue Writing**

**Unit 3 Short story writing from an outline**

**Unit 4 Report writing**

**Unit 5 Grammar and Usage**

**Prescribed Textbook**

**The Widening Arc: A Selection Prose and Stories.** (Ed) by Asima R. Parhi, S.Deepika and Pulastya Jani. Bhubaneswar: KItab Bhavan, 2016

**CBCS B.Com Syllabus in English 2016**

**Abstract**

**Credit add-up**

- **Core: 08 credits+02 credits (tutorial)**

**Marks add-up**

- **Core Courses 200 marks**

**Core courses**

**Credits: 05 (04+01) credits per paper**

**Papers offered:**

- **English Literature and Language**
- **Writing and Analysis in English**

**Semester 1**

**English Literature and Language**

**B.Com Pass**

**Paper 1**

This is a reading-based paper aiming to initiate the students into an understanding and appreciation of literary writing available in five recognized forms.

Unit 1: Prose

| | | |
|---|---|---|
| I. | S. Radhakrishnan | "A Call to Youth" |
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| III. | Jim Corbett | "Fight between the Leopards" |
| IV. | Santosh Desai | "The 'emoji' Disruption" |

Unit 2: Short Stories

| | | |
|---|---|---|
| I. | W. S. Maugham | "The Ant and the Grasshopper" |
| II. | Anton Chekhov | "The Bet" |
| III. | R. N. Tagore | "Trust Property" |

Unit 3: Novel

Gopinath Mohanty: *Our Daily Bread* (English Translation of *Danapani*) Trans. Bikram K Das

Unit 4: Drama

G. B. Shaw: *Candida*

Unit 5: Autobiography

Winston Churchill: *My Early Life* (first Five Chapters)

Prescribed Textbooks:

***Melodious Songs and Memorable Tales***. (Ed) by Arun K. Mohanty and A.J. Khan. Bhubaneswar: Gyanajuga, 2015.

***The Widening Arc***: ***A Selection of Prose and Stories***. (Ed) by Asima R. Parhi, S. Deepika and Pulastya Jani. Bhubaneswar: Kitab Bhavan, 2016.

**Pattern of Examination**

Midterm Test

Two questions from Unit 1, carrying 10 marks each: 10x2=20 marks

Final semester exam:

1 long question from units 2 to 5, carrying 14 marks+ 1 short note each from units 2 to 5, carrying 6 marks per short note: 56+24=80 marks

**Semester 2**

**B.Com Pass**

**Writing and Analysis in English**

**Paper 2**

The focus of this writing-based paper is to help students to learn general as well as literary writing skills.

Unit 1: Comprehension of an unseen passage

Unit 2: Writing business letters and business e-mails

Unit 3: Expanding an idea into a paragraph

Unit 4: Writing a précis of a passage

Unit 5: Writing an essay

**Pattern of Examination**

Midterm Test

Comprehension from an unseen prose passage with 10 comprehension questions, each having 2 marks: (10x2) =20 marks

Final Semester Examination

5 task-based questions from 5 units, the first 4 carrying 15 marks each and the essay writing carrying 20 marks: (15x4)+20= 80 marks

**Alternative English for Commerce**

**Semester 3**

**Paper 1**

This paper is meant for students who will opt for English in lieu of the modern Indian languages. It has been designed to help them imbibe literary skills and competence through a wide variety of expository, narrative writing as well as some rudimentary dramatic forms.

**Unit 1 Prose**

5. Harold Nicholson: "An Educated Person"
6. C.V Raman: "Water the Elixir of Life"
7. Roger Manvill: "Television and Film"
8. Santosh Desai: "The Emoji Disruption"

**Unit 2 One Act Play**

William Soroyan: *My Heart's in the Highlands*

**Unit 3 Novel**

R.L. Stevenson: *Treasure Island*

**Unit 4 Short Stories**

1. Alexander Baron: *The Man who knew Too Much*
2. Dash Benhur: *The Bicycle*

**Unit 5 Reading Comprehension**

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**Alternative English for Commerce**

**Semester 4**

**Paper 2**

This is mostly a skill based paper. Students are required to know the basics of expository writing and then go on to develop skills in expository and creative writing.

**Unit 1 Prose**

5. Stephen Harvey "The Empty Page"
6. G. B. Shaw "Miseries of the Rich"
7. Jim Corbett "Fight between the Leopards"
8. Will F Jenkins "Uneasy Homecoming"

**Unit 2 Dialogue Writing**

**Unit 3 Short story writing from an outline**

**Unit 4 Report writing**

**Unit 5 Grammar and Usage**

**Prescribed Textbook**

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# COURSES OF STUDIES

# FOR

# B.A. EDUCATION

# (HONS & ELECTIVE PAPERS)

**(UNDER CBCS PATTERN)**

**FOR ADMISSION BATCH 2016-17**

## UTKAL UNIVERSITY

**BHUBANESWAR**

# COURSE STRUCTURE

## B.A (EDUCATION)

The duration of +3 Course is three Academic Sessions. There will be two Semesters in each Academic Session. In total there will be six semester i.e. I, II, III, IV, V and VI.

**Details of Mark & Course Distribution**

**Education (Core, DSE & GE Papers with Practicals)**

**Semester-I**

**+3 1st Year Education (Honours)**

| **Sl. No.** | **Name of the Paper** | **Credits** | **Mid Sem** | **End Sem** | **Total** | **Page No.** |
|---|---|---|---|---|---|---|
| 1. | C1-Basic in education<br>*C1-Practical-Book Review* | 4<br>2 | 20<br>- | 50<br>30 | 70<br>30 | 1 - 4 |
| 2. | C2-Education and Society<br>*C2-Practical-Field Study* | 4<br>2 | 20<br>- | 50<br>30 | 70<br>30 | 5 – 7 |
| | | | | Total Marks | 200 | |
| **Semester-II** | | | | | | |
| 3. | C3-Learner and Learning<br>*C3-Practical-Administration of Psychological Test* | 4<br>2 | 20<br>- | 50<br>30 | 70<br>30 | 8 - 11 |
| 4. | C4-Pedagogical Skills<br>C4-Practical-Preparation of Lesson Plan | 4<br>2 | 20<br>- | 50<br>30 | 70<br>30 | 12 – 14 |
| | | | | Total Marks | 200 | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **+3 2nd Year Education (Honours)**<br><br>**Semester-III** | | | | | | |
| 5. | C5-Technology and Innovations in Education<br><br>*C5-Pratical-Interaction Analysis* | 4<br><br>2 | 20<br><br>- | 50<br><br>30 | 70<br><br>30 | 15 – 18 |
| 6. | C6-Pedagogy of School Subjects<br><br>C6-Practical-School Internship | 4<br><br>2 | 20<br><br>- | 50<br><br>30 | 70<br><br>30 | 19 – 31 |
| 7. | C7-Statistics in Education<br><br>*C7-Practical-Statistics Analysis of Achievements* | 4<br><br>2 | 20<br><br>- | 50<br><br>30 | 70<br><br>30 | 32 – 34 |
| | | | | Total Marks | 300 | |
| **Semester-IV** | | | | | | |
| 8. | C8-Curriculum Development & Educational Guidance<br><br>*C8-Pratical-Text Book Review* | 4<br><br>2 | 20<br><br>- | 50<br><br>30 | 70<br><br>30 | 35 - 38 |
| 9. | C9-Educational Assessment and Evaluation<br><br>*C-9-Pratical-Achievement Test Construction* | 4<br><br>2 | 20<br><br>- | 50<br><br>30 | 70<br><br>30 | 39 – 41 |
| 10. | C10-Introduction to Educational Research<br><br>*C10-Pratical-Preparation of Project Proposal* | 4<br><br>2 | 20<br><br>- | 50<br><br>30 | 70<br><br>30 | 42 - 44 |
| | | | | Total Marks | 300 | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **+3 3rd Year Education**<br><br>**Semester-V** | | | | | | |
| 11. | C11-History of Indian Education<br><br>*C11-Pratical Case Study* | 4<br><br>2 | 20<br><br>- | 50<br><br>30 | 70<br><br>30 | 45 – 47 |
| 12. | C12-Comparative Education<br><br>*C12-Pratical Term Paper* | 4<br><br>2 | 20<br><br>- | 50<br><br>30 | 70<br><br>30 | 48 – 50 |
| 13 | DSE-1 - Information and Communication Technology in Education<br><br>*DSE-1 – Practical-Internet Search for Study Material* | 4<br><br>2 | 20<br><br>- | 50<br><br>30 | 70<br><br>30 | 51 – 54 |
| 14 | DSE-2 Special Education<br><br>*DSE-2-Pratical – Case Study of a Special Child* | 4<br><br>2 | 20<br><br>- | 50<br><br>30 | 70<br><br>30 | 55 – 57 |
| | | | | Total Marks | 400 | |
| **Semester-VI** | | | | | | |
| 15. | C13-Educational Administration and Management<br><br>*C13-Pratical-Visit to Administrative Unit* | 4<br><br>2 | 20<br><br>- | 50<br><br>30 | 70<br><br>30 | 58 – 60 |
| 16. | C14-Contemporary Concerns in Education<br><br>*C14-Pratical-Education Programme Review* | 4<br><br>2 | 20<br><br>- | 50<br><br>30 | 70<br><br>30 | 61 – 63 |
| 17. | DSE-3 Distance Education<br><br>*DSE-3- Pratical-Preparation of SIM/ Case Study of Distance Education* | 4<br><br>2 | 20<br><br>- | 50<br><br>30 | 70<br><br>30 | 64 – 66 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | *Centre* | | | | | |
| 18. | DSE-4-Project | 6 | - | 100 | 100 | 66 |
| | | | | Total Marks | 400 | |
| | | | | Grand Total Marks (Hons) | 1800 | |

**All Units in a Paper are of equal value / weight / credit**

N.B.-Information Communication Technology in Education Special Education Economics of Education.

**(Out of the above mentioned subjects any two may be opted as DSE in Fifth Semester)**

Distance Education

Environmental Education

Alternative and Innovative Education

Project

**(Out of the above mentioned subjects any two may be opted as DSE in Sixth Semester)**

**Semester-I**

**+3 1st Year Education (Generic Elective)**

| Sl. No. | Name of the Paper | Credits | Mid Sem | End Sem | Total | Page No. |
|---|---|---|---|---|---|---|
| 1. | GE1- Vision of Education in India: Issues and Concerns<br>*GE1-Pratical-Term Paper* | 4<br>2 | 20<br>- | 50<br>30 | 70<br>30 | 67 - 71 |
| | | | | Total marks | 100 | |
| **Semester-II** | | | | | | |
| 2. | GE-2-Assessment and Evaluation Techniques<br>*GE-2-Pratical-Achievement Test Construction* | 4<br>2 | 20<br>- | 50<br>30 | 70<br>30 | 72 – 74 |
| | | | | Total marks | 100 | |
| **Semester-III+3 3rd Year Education (Generic Elective)** | | | | | | |
| 3. | GE-3-Contemporary Pedagogy<br>*GE-3-Pratical-Preparation of Lesson Plan* | 4<br>2 | 20<br>- | 50<br>30 | 70<br>30 | 75 – 77 |
| | | | | Total marks | 100 | |
| **Semester-IV** | | | | | | |
| 4. | GE-4-Early Childhood care and Education<br>GE-4-Pratical- Observation of ECCE Centre | 4<br>2 | 20<br>- | 50<br>30 | 70<br>30 | |
| | | | | Total marks | 100 | |
| | | | | Grand Total Marks (GE) | 400 | |

All Units in a Paper are of equal value / weight / credit

**CORE - 1**

# BASICS IN EDUCATION

**INTRODUCTION :**

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

***Course Objectives***

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

**Unit – 1 Bases of Education**

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

**Unit – 2 Philosophical foundations of education**

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

**Unit – 3 Reflections of Indian schools of Philosophy on education**

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

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

- Idealism
- Naturalism
- Pragmatism

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

- Gandhi
- Sri Aurobindo
- Rousseau
- Dewey

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**C1 Practical**

**Book Review**

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

**CORE – 2**

# EDUCATION AND SOCIETY

## INTRODUCTION

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

***Course Objectives***

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

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

**Unit – 1 Education and society**

- Society : Meaning and characteristics
- Types of society : Agricultural, Industrial, rural and urban
- Interrelationship between education and society
- Views of Indian thinkers on Education and Society : Radhakrishnan and Sri Aurobindo on Education
- Views of Western Thinkers on Education and Society: Dewey and Illich

**Unit – 2 Education and culture**

- Meaning and concept of culture
- Characteristics and types of culture
- Cultural lag and acculteration
- Cultural dimensions of Education
- Inter relationship between education, custom and value system.

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

- Education and socialization
- Education and social change
- Education and social mobility
- Role of Education for the development of the marginalised
- Education and Affirmative action

**Unit – 4 Education and Globalisation**

- Education, Growth and Development
- Globalisation and liberalization
- Educational system in Europe
- Educational system in SAARC countries
- Education in Global context

**Unit – 5 Education and state**

- Concept of Democracy
- Education in totalitarian and welfare state
- Interrelationship of state and education
- Role of education in Nation building
- State Control of Education and Autonomy in Education.

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**C2 Practical**

**Field Study**

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

**CORE – 3**

# THE LEARNER AND LEARNING PROCESS

**INTRODUCTION:**

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

***Course Objectives:***

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

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

**Unit - 1 Educational Psychology**

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

**Unit – 2 Developmental psychology**

- Concept
- Difference between growth and development
- Principles of development
- Areas of development : Physical, social, emotional and intellectual during childhood and adolescence

- Piagetian stages of cognitive development

**Unit – 3 Intelligence, creativity and individual difference**

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

**Unit – 4 Learning and motivation**

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

**Unit – 5 Personality and Mental Health**

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

**REFERNECES**


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**C3 Practical**

**Administration of Psychological Test**

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

**CORE – 4**

# PEDAGOGICAL SKILLS

## INTRODUCTION

It is important to note that 'education' is not synonymous with 'school'. It hasalways been the case that a range of activities that are educational in nature can,indeed should, occur outside the school, even from the earliest age given theeducative role of the parents. The Delors Commission Report on education for the21st century proposed 'learning to live together' as one of the four pillars ofeducation. It advocates learning to live together by developing an understanding ofother people and an appreciation of interdependence – carrying out joint projects andlearning to manage conflicts in a spirit of respect for the values of pluralism, mutualunderstanding and peace (UNESCO, 1996). The policy context in India and around the globe is moving towards recognition of the educational value of newer form of pedagogy in the 21st Century which will enable the children to develop critical reasoning power, justify their views, independent decision making power, expression of thoughts, and empathy to others' feelings. Recently NCERT (2005) and NCTE (2009) have changed their curriculum framework and accordingly revised their text books and teacher orientation process to empower the prospective teachers to cope up with emerging pedagogies and to promote higher order learning of the learners like, creative expression, authenticity, abstraction of ideas, and multiple thinking, etc. This paper is intended to give insight to the students on importance of pedagogy in education.

**Course objectives**

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

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

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

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

**Unit – 2 Task of teaching**

- Meaning and definition of teaching task

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

**Unit – 3 Theories of teaching**

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

**Unit – 4 Principles and Maxims of Teaching**

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

**Unit – 5 Approaches and Methods of Teaching**

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

Shift in focus from teaching to learning – constructivistapproach

Activity based and child centered approach – concept and elements.

**REFERENCES**


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**C-4 Practical**

**Preparation of Lesson Plan**

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

**CORE - 5**

# TECHNOLOGY AND INNOVATIONS IN EDUCATION

## INTRODUCTION

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

***Course Objectives***

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

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

**Unit – 1 Educational Technology**

Meaning, nature and scope

Approaches to Educational Technology : Hardware, software and system approach

Types of Educational Technology

Importance of Educational Technology for the teacher and the student.

**Unit – 2 Communication Process**

Meaning and nature

Process, components and types

Barriers of communication

Study of Classroom Communication through flander's interaction analysis.

**Unit – 3 Innovations in Educational Technology**

Programmed instruction : Concept Basic principles and applications

Microteaching : Concept assumptions, phases and applications.

Simulated Teaching : concept, procedure and applications

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

**Unit – 4 Teaching Models**

Concept attainment model

Advance organizer model

Synetics model

Inductive model

Memory model

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

**Unit – 5 Classroom instructional Aids**

Projected and non projected Aids

ICT – enabled devices

Organisation of school teaching learning

Materials (TLM) Centre: Objective

Procedure

Planning

Application

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

**REFERENCES**


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## C5 Practical

**<u>Classroom Interaction Analysis</u>**

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

**CORE - 6**

# PEDAGOGY OF SCHOOL SUBJECTS

**(Each student is required toselect any one of the following school subjects)**

**METHODS OF TEACHING ODIA**

**Introduction**

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

***Learning Objectives and Expected Outcomes***

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

describe the concept of Mother Tongue;

explain the semantic peculiarity of Odia language

justify the importance and objectives of teaching Mother Tongue (Odia) at Secondary Stage;

describe various pedagogical approaches of language teaching.

prepare subject specific lesson plan for improvement of language skills.

plan and construct test to asses language skills and content areas.

**Unit –1 Conceptual**

Importance of mother tongue in the life and education of the child

Aims and objectives of teaching mother tongue at school level.

Place of mother tongue in the school curriculum.

**Unit – 2 Methods and approaches**

Direct Method

Discussion Method

Discussion cum appreciation method

Inductive and deductive method

**Unit – 3** **Techniques of Teaching**

Teaching of prose and poetry

Teaching of Grammar

Teaching of composition

**Unit – 4** **Teaching Learning Materials for teaching Odia**

Teaching learning materials : Purpose, Types and Use

Language Text Book : Importance, Purpose

Language Laboratory characteristics application

**Unit – 5** **Development of Lesson Plan**

Preparation of Lesson Plan : Herbartian approach

5E Model

Icon Design Model

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# METHOD OF TEACHING ENGLISH

## INTRODUCTION

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

***Learning Objectives and Expected Outcomes***

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

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

**Unit – 1 Teaching / Learning English as a second language**

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

**Unit – 2 Methods and approaches**

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

**Unit – 3 Techniques of teaching**

- Teaching prose and poetry
- Teaching grammar
- Teaching composition

**Unit – 4 Teaching learning materials for teaching English**

- Teaching aids : purpose types and use
- The English test book and work book
- The language laboratory
- Application of ICT in teaching English

**Unit – 5 Developing a lesson plan for teaching English**

- Herbartian approach
- 5 E Model
- ICON Design Model

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# METHODS OF TEACHING MATHEMATICS

## INTRODUCTION

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

**Course Objectives**

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

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

**Unit – 1 Importance and values of teaching mathematics**

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

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

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

**Unit – 3 Methods of teaching mathematics**

- Analytic and synthetic methods
- Inductive and deductive methods
- Project method

**Unit – 4 Teaching learning Materials in Mathematics**

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

**Unit – 5 Developing lesson plan for teaching mathematics.**

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

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# METHOD OF TEACHING HISTORY

## INTRODUCTION

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

## COURSE OBJECTIVES:

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

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

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

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

**Unit – 2 The History curriculum**

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

**Unit – 3 Methods of Teaching History**

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

**Unit – 4** **Teaching learning material (TLM) in history**

- Purpose, types and use
- Time line.
- ICT-enabled teaching aids in History.

**Unit – 5** **Preparation of Lesson Plan in History**

- Herbartian Approach
- 5E Model
- ICON design model

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# METHOD OF TEACHING SCIENCE

**Introduction**

The paper is meant for the students joining Masters Level with B.S background. The

paper intends to develop an insight among the students regarding science as a distinct

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

**Learning Objectives and Expected Outcomes**

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

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

**Unit – 1 Conceptual**

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

**Unit – 2 Methods and approaches**

- Observation method
- Demonstration-cum-Discussion method
- Project method
- Heuristic method
- Laboratory method

**Unit – 3 Science curriculum**

- Principles of curriculum construction in science
- Organisation of curriculum in science
- Pedagogical analysis of contents in science

**Unit – 4 Teaching learning materials (TLM) for teaching science**

- Purpose, type and use
- Application of ICT in teaching science
- The science laboratory : Purpose, Importance and utility

**Unit – 5 Development of Lesson plan for teaching Science**

- Herbartian Approach
- 5 E Model
- ICON Design model

**REFERENCES**


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# METHOD OF TEACHING GEOGRAPHY

## INTRODUCTION

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

**Course Objectives:**

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

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

**Unit – 1 Conceptual**

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

**Unit – 2 Methods and approaches**

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

**Unit – 3 Geography curriculum**

- Principles of curriculum construction in Geography

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

**Unit – 4 Teaching Learning Materials (TLM) for teaching**

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

**Unit – 5 Development of Lesson Plan for teaching Geography**

- Herbartian approach
- 5 E Model
- ICON Design Model

**REFERENCES:**


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**C-6 Practical**

**School Internship**

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

**CORE – 7**

# STATISTICS IN EDUCATION

## INTRODUCTION

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

***Course Objectives***

**After completion of this course students shall be able to:**

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

**Unit – 1 Concept of Statistics**

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

**Unit – 2 Graphical Representation of Data**

- Histogram
- Frequency Polygon
- Pie-Diagram

- Cumulative frequency graph
- Cumulative percentage curve / Ogive

**Unit – 3 Measures of Central Tendency and Dispersion:**

- Mean
- Median
- Mode
- Range
- Average Deviation
- Quartile Deviation
- Standard Deviation

**Unit – 4 Measures of Correlation**

- Concept of Correlation
- Linear and Non-linear correlation
- Rank difference method of correlation
- Product moment correlational method

**Unit – 5 Inferential Statistics**

- Normal Probability curve – Divergence from Normality
- Chi-square test
- t-test

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## C-7 Practical

**Statistical Analysis of Achievement Scores**

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

**CORE – 8**

# CURRICULUM DEVELOPMENT & EDUCATIONAL GUIDANCE

## INTRODUCTION

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

***Course Objectives:***

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

- define and explain the concept of curriculum.
- list different types of curriculum with examples.
- suggest bases of curriculum such as, philosophical, psychological andsociological.
- describe different considerations for curriculum planning;
- elucidate different process of curriculum development;
- explain the role of teacher in curriculum development.
- identify major issues and trends in curriculum;

- Explain National curricular Framework (2005)
- Explain different type of Guidance & Counselling
- List out different type of counseling services and the role of teacher in organizing those services

**Unit – 1 Curriculum**

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

**Unit – 2 Bases of curriculum**

- Philosophical, Sociological & Psychological bases of curriculum,

Principles of curriculum construction:

  - Principles of Activity centredness, Community centeredness
  - Integration, Relevance, Balance, Flexibility, Variety & Plurality, Forward looking, contextuality, ICT – enabled

**Unit – 3 National Curricular Framework (NCF) 2005**

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

**Unit – 4 Guidance and counseling**

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

**Unit – 5 Organisation of Guidance services in school**

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

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## C-8 Practical

### Text Book Review

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

**CORE - 9**

# EDUCATIONAL ASSESSMENT & EVALUATION

## INTRODUCTION

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

***Course Objectives***

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

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

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

- Understanding the meaning of Test, Measurement Evaluation and Assessment
- Scales of Measurement
- Types of measurement, Norm Referenced and Criterion Referenced
- Procedure of Evaluation: Placement, Formative, Diagnostic and Summative
- Concept of continuous and comprehensive evaluation (CCE).

**Unit – 2 Instructional Objectives**

- Taxonomy of Educational objectives with special reference to cognitive domain
- Methods of stating instructional objectives: General instructional objectives and specific learning outcomes.
- Relationship of Evaluation procedure with objectives.
- Construction of objective based and objective type test items: Essay type, Objective type: principles of construction, Advantages and limitations.

**Unit – 3 Techniques of Assessment**

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

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

**Unit – 4 Test construction**

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

**Unit – 5 Characteristics of a Good Test**

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

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**C-9 Practical**

**Construction of an achievement test**

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

**CORE – 10**

# INTRODUCTION TO EDUCATIONAL RESEARCH

INTRODUCTION

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

***Course Objectives***

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

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

**Unit – 1 Introduction to Research**

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

**Unit – 2 Types of studies in Educational Research**

- Descriptive Research
- Experimental Research
- Qualitative Research

- Philosophical and Historical studies

**Unit – 3** **Research Design**

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

**Unit – 4** **Data Analysis and Interpretation**

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

**Unit – 5** **Research reports and application**

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

**REFERENCES**


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**C-10 Practical**

**Preparation of Project proposal**

*Each student will prepare a project proposal.*

**CORE – 11**

# HISTORY OF EDUCATION IN INDIA

## INTRODUCTION

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

***Course objectives***

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

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

**Unit – 1 Education in Ancient India**

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

**Unit – 2 Education in Medieval India**

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

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

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

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

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

**Unit – 5 Education in Independent India**

- Report of the University Education Commission 1948
- Report of the Secondary Education Commission 1952.
- Report of the Indian Education Commission 1966

(Reports of the commissions to be studied with reference to Aims, structure & Curriculum)

- NPE 1986 and the Revised NPE 1992.
  - Essence & the Role of Education
  - National System of Education
  - Reorganisation of Education at different stages.
- Report of NKC with regard to school & higher education

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**C-11 Practical**

**Case Study**

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

**CORE – 12**

# COMPARATIVE EDUCATION

## INTRODUCTION

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

***Course objectives***

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

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

**Unit – 1 Definition and scope of Comparative Education**

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

**Unit – 2 Theory and Methods of comparative Education**

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

**Unit – 3 Factors**

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

**Unit – 4** **Systems of Education**

(Characteristic, structure, curriculum and evaluation system)

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

**Unit – 5** **Systems of Education**

(Characteristic, Structure, Curriculum & Evaluation system)

- China
- Japan

**REFERENCES**


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- Sodhi, T.S., *Comparative Education,* Vikas Publishing House Pvt. Ltd., New Delhi, 1993.


**Core-12** **Practical**

**Term Paper**

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

# DISPLINE SPECIFIC ELECTIVE (DSE) – 1

# ICT IN EDUCATION

## INTRODUCTION

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

***Course Objectives***

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

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

**Unit – 1 Information & Communication Technology : Meaning and importance**

- The ICT infrastructure : computers, telecommunication network, networking.
- Introduction to internet, the World Wide Web, e-mail, and social media.
- ICT potential for improving access, quality and inclusion in education

**Unit – 2** **E- learning : meaning and importance**

E – learning methods and media :

Virtual learning environment

Virtual universities

Massive Open Online Course(MOOCs)

Webiners

Special internet forum / discussion groups

e-tutorials

**Unit – 3** **ICT Resources**

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

**Unit – 4** **ICT in class room**

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

**Unit – 5** **ICT for school improvement**

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

**REFERENCES**

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- Retrieved from http://portal.unesco.


**DSE-1 Practical**

**Internet Search for Study Material**

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

# DISPLINE SPECIFIC ELECTIVE (DSE) – 2

# SPECIAL EDUCATION

## INTRODUCTION

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

***Course Objectives***

On completion of this course, students shall be able to

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

**Unit – 1 Conceptual**

- Exceptional children : Concept and types
- Inter relationship between impairment, disability and handicap.

- Historical development of special education in India.
- Issues and innovations in Education of Exceptional children: Mainstreaming, Labeling and De-institutionalisation.

**Unit – 2 Policies and programmes in the Education of special children**

- Indian Education Commission (1964-66)
- National Policy on Education (1986)
- Report of Rama Murty Committee (1991)
- Programme of Action (1992)
- UN Conventions in Human Rights (1994)

**Unit – 3 Education of the gifted and creative children**

- Concept
- Characteristics
- Identification
- Educational provisions
- Role of Teacher

**Unit – 4 Education of the Educable Mentally Retarded**

- Concept
- Characteristics
- Methods of identification
- Educational Provision
- Role of Teacher

**Unit – 5 Education of Children with Learning Disability**

- Concept
- Characteristics
- Methods of identification
- Role of Special / Resource Teacher

**REFERENCES:**


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


**DSE-2 Practical**

**Case study of Special Child**

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

**CORE – 13**

# EDUCATIONAL PLANNING, ADMINISTRATION AND MANAGEMENT

## INTRODUCTION

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

***Course Objectives***

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

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

**Unit – 1 Educational Planning**

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

**Unit – 2 Educational Administration**

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

**Unit – 3 Educational administration in the state**

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

**Unit – 4 Educational Management**

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

**Unit – 5 Economics of Education**

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

**REFERENCES:**


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## C-13 Practical

### Visit to Administrative Unit

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

**CORE – 14**

# CONTEMPORARY CONCERNS IN INDIAN EDUCATION

**INTRODUCTION:**

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

***Course Objectives***

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

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

Unit – 1 Elementary Education

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

**Unit – 2 Secondary Education**

- Present position of secondary education in India
- Challenges and problems of secondary education.
- Vocationalisation of secondary education

- Rashtriya Madhyamik Sikshya Abhiyan (RMSA)

**Unit – 3** **Higher Education**

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

**Unit – 4** **Social Commitments in Education**

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

**Unit – 5** **Emerging concerns**

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

**REFERENCES**


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**C-14 Practical**

**Educational Programme Review**

Each student is required to collect the perception of students / teachers / community members about the relevance and implementation issues in respect of an educational initiative / programme and prepare a report.

# DISPLINE SPECIFIC ELECTIVE (DSE) – 3

# DISTANCE EDUCATION

**INTRODUCTION:**

Distance education was an educational mode supplementary, Complementary and alternative to conventional/traditional system of education depending on the situation it was practiced. Today it has evolved into an independent system of education, hanks to the growth of communication Technologies and cognitive sciences which are flexible enough to use the technologies for pedagogic purposes. It is an educational innovation to meet the ever increasing and diversified educational needs and demands of the society which are sequal to changing social, economic and other conditions on one hand and technological developments on the other. Distance education is innovative in the sense that it sets up its own norms, approaches and methodology which are different from the face-to-face system of education. It can be non-conformist and non-traditional in nature. It makes adequate provision to impart instruction to learners at a distance by incorporating a variety of means for didactic interaction between its students and the teaches and / or the institution. This paper is an attempt to provide the students of education honours some of the fundamental concepts under the purview of distance education

***Course Objectives***

On completion of this course, students shall be able to

- explain the importance of Distance education in the present context
- describe the historical perspective of distance education
- elaborate the curricular process of Distance education
- understand various modes of student support services
- develop clear idea about different type of Distance education institutions

**Unit – 1 Concept of Distance Education**

- Aims and objectives of Distance Education
- Purposes and functions served by distance education.
- Theories of Distance Education
- Distance education in India : Historical perspective

**Unit – 2 Curricular process in Distance Education**

- Preparing and supplying study material

- ICT support for distance learning
- Personal contact programme in distance learning
- Assignments and projects in distance learning

**Unit – 3** **Development of distance learning material /self – instructional material (SIM)**

- Planning for self instructional material: Importance objectives and learning outcomes
- Preparation of the material
- Context, language and formal editing of self – instructional material
- Self –assessment for self – instructional material

**Unit – 4** **Distance learners**

- Profit of distance learners
- Needs of distance learner
- Problems of distance learner
- Steps for facilitating distance learner
- Student support services

**Unit – 5** **Open and distance learning institutions:**

- Open Universities and open schools : Meaning and Nature
- IGNOU and NIOS
- Other forms of distance education – correspondence courses, Radio TV education
- Virtual universities and Massive Open online courses.

**References**


- Holmberg, B (1981) : Status and Trends of Distance Education, Kogan Page, London.
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**DSE-3 Practical**

**Preparation of Self instructional materials (SIM)**

*Each student is required to prepare a self instructional material (SIM) on any topic.*

**OR**

**Case study of Distance education study centre**

*Each student is required to conduct case study of distance education study centre (IGNOU, NIOS, SOU, etc.) and write a report.*

**Distribution of Marks**

| | | |
|---|---|---|
| Record | - | 20 marks |
| Viva voce | - | 05 marks |
| Total | = | 25 marks |

**DSE – 4 PROJECT**

*Each student is required to prepare a project on educational problem / issue and submit a report. The project shall be evaluated by an external and internal examination.*

**GENERIC ELECTIVE (G.E.) – 1**

# VISION OF EDUCATION IN INDIA : ISSUES AND CONCERNS

## INTRODUCTION

Education is essentially a normative endeavour, hence is intentional. It intends, rather deliberately, to socialize children into a value frame or normative structure. That is why history reveals that every education system, at different historical periods, had been guided by certain value concerns. In contemporary times, the education system in India derives its values from the Constitution of India. While socializing children education has to negotiate within the frame of Constitutional values. Indian Constitution envisioned a humane society based on freedom, equality and justice, and this led to evolving many institutions to realize the vision. In this regard, education has been considered as an agency of social transformation and classroom as the shaper of the envisioned destiny. Since teachers ought to play crucial role in realizing the vision, they are to be informed the Constitutional vision so as to develop normative perspectives regarding education and thereby emerging concerns and issues. This normative perspective a teacher holds in turn guides his/her actions and acquires a meaning to action.

Education being an operational area, every citizen perceives several issues related to it through personal experience. The student-teachers need to understand the main issues that touch their functioning as also situate themselves in context. Such an understanding on at least a few issues and concerns will equip student teachers to be ready for dealing with other issues and concerns in the field. This is very relevant as it may not be possible to bring under scrutiny all issues and concerns.

Since, concerns and issues cannot and should not be 'informed' like 'ready to cook facts', the course is designed in such a fashion that prospective teachers would be encouraged to come to terms with concerns and issues that would emerge out of their reasoned engagement with contemporary educational reality in the light of professed humanistic values,

***Course Objectives***

On completion of the course the students shall be able to:

- explain normative vision of Indian Society
- explain the view points of Indian thinkers on Education

- elaborate the contemporary issues like universalisation of school education,RTEact -2009 and Rastriya Madhyamika sikshya Abhiyan
- identify importance of common school system

**Unit – 1 Normative vision of Indian Education**

- Normative orientation of Indian Education: A historical enquiry.
- Constitutional provisions on education that reflect national ideas : Democracy, Equity, Liberty, Secularism and social justice
- India as an evolving nation state : Vision, nature and salient feature – Democratic and secular polity, federal structure : Implications for educational system .
- Aims and purposes of education drawn from the normative vision.

**Unit – 2 Vision of Indian Education : Four Indian thinkers**

- An overview of salient features of the "Philosophy and Practice" of education advocated by these thinkers.
  - Rabindranath Tagore : Liberationist pedagogy
  - M.K. Gandhi : Basic Education
  - Jiddu Krishnamurty : Education for Individual and social Transformation
  - Sir Aurobindo : integral Education

**Unit – 3 Concern for Equality in Education: Concerns and Issues**

- Universalisation of school education

  (i) Issues of (a) Universal enrollment
  (b) Universal Retention
  (c) Universal success

  (ii) Issues of quality and equity

**Unit – 4 Concern for Equality in Education**

- Equality of Educational opportunity
- Prevailing nature and forms of inequality including Dominant and Minor groups and the related issues.
- Inequality in schooling : Public-private schools, Rural-urban schools, single teachers schools and many other forms of inequalities in school systems and the process leading to disparity.
- Idea of common school system

**Unit – 5 Education and Development – an interface**

- Education for National Development : Education Commission (1964-66)
- Emerging trends in the interface between:
  - Political process and education
  - Economic Development and Education
  - Social cultural – charges in Education

**References**


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- World Bank, (2004). *Reaching The Child: An Integrated Approach to Child Development.* Oxford University Press, Delhi.


**GE-1 Practical**

**Term paper**

*Each student is required to prepare a term paper on the educational ideas of any Indian Thinkers or on any contemporary issues on Education.*

**GENERIC ELECTIVE (G.E.) - 2**

# ASSESSMENT AND EVALUATION TECHNIQUES

## INTRODUCTION

Assessment is considered to be one of the most crucial aspects of any teaching learning process, as it helps the teacher to record the growth of their students,planning for instructional strategy and most importantly helps to assess their owngrowth over the years. An effective method of assessment in the classroom helps to create conducive learning environment and a teacher must have to know different techniques of assessment which may improve students' learning. The key issues that involve in assessment are how to assess, when to assess, and what will be its implication on students learning. The paper outlines the above mentioned questions and different issues that involves in assessment.

***Course Objectives***

After completion of the course the students shall be able to:

- describe the role of assessment in education.
- differentiate measurement, assessment and evaluation.
- establish the relationship among measurement, assessment andevaluation.
- explain different forms of assessment that aid student learning.
- use wide range of assessment tools and techniques and construct theseappropriately.
- classify educational objectives in terms of specific behavioral form
- prepare a good achievement test on any school subject

**Unit – 1 The Measurement, Evaluation and Assessment Process**

- Educational Testing and Assessment : Context, Issues and Trends.
- The Role of Measurement, Evaluation and Assessment in Teaching.
- Instructional Goals and objectives : Foundation for Assessment.
- Types of Assessment: Placement, Formative, Diagnostic and Summative.

**Unit – 2 Classroom tests and Assessment**

- Planning classroom tests and assessment

- Constructing objective test items: simple forms and multiple choice forms.
- Constructing Essay type questions: Form and uses; suggestions for scoring essay questions.

**Unit – 3** **Alternative Techniques of Assessment**

- Observational Technique: Observation schedule, Anecdotal Records, Rating scales, Checklists
- Self – reporting Techniques: Interview, portfolio, questionnaire and inventories.
- Peer – appraisal: "Guess who" technique, sociometric technique.

**Unit – 4** **Processing and Reporting in Assessment**

- Processing qualitative evaluation data: Content Analysis
- Considerations for reporting the performance
- Scheme of reporting: criterion – reformed and non reformed interpretation.
- Combining mark or grades over different subjects and reporting results of assessment to different users.

**Unit – 5** **Contemporary Trends in Assessment**

- Marks vs Grading system
- Credit system
- Concept of Continuous and Comprehensive Evaluation (CCE)
- Computers in student evaluation

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- Banks, S.R. (2005). Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
- Blooms, B.S.(1956). Taxonomy of Educational Objectives. New York: Longman Green and Company

- Cooper, D. (2007). Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson
- Earl, L.M. (2006). Assessment as Learning: Using Classroom Assessment to Maximize Student Learning. Thousand Oaks, California: Corwin Press
- Gronlund, N.E. (2003). Assessment of student Achievement. Boston: Allyn & Bacon.
- Kaplan, R.M. & Saccuzzo. D.P. (2000). Psychological Testing, Principles, Applications & Issues. California: Wordsworth.
- Linn, R.L. & Gronlund, N.E. (2000). Measurement and Assessment in Teaching London: Merrill Prentice Hall.


**GE-2 Practical**

**Achievement Test Construction**

Each student is required to construct 50 objective based objective type test items along with a blue print.

**GENERIC ELECTIVE (G.E.) - 3**

# CONTEMPORARY PEDAGOGY

## INTRODUCTION

It is important to note that 'education' is not synonymous with 'school'. It hasalways been the case that a range of activities that are educational in nature can,indeed should, occur outside the school, even from the earliest age given theeducative role of the parents. The Delors Commission Report on education for the21st century proposed 'learning to live together' as one of the four pillars ofeducation. It advocates learning to live together by developing an understanding ofother people and an appreciation of interdependence – carrying out joint projects and learning to manage conflicts in a spirit of respect for the values of pluralism, mutual understanding and peace (UNESCO, 1996). The policy context in India and around the globe is moving towards recognition of the educational value of newer form of pedagogy in the 21st Century which will enable the children to develop critical reasoning power, justify their views, independent decision making power, expression of thoughts, and empathy to others' feelings. Recently NCERT (2005) and NCTE (2009) have changed their curriculum framework and accordingly revised their text books and teacher orientation process to empower the prospective teachers to cope up with emerging pedagogies and to promote higher order learning of the learners like, creative expression, authenticity, abstraction of ideas, and multiple thinking, etc. This paper is intended to give insight to the students on importance of pedagogy in education.

**Course objectives**

After completion of the course, the students shall be able to:

- explain the concept of pedagogy;
- differentiate pedagogy from other allied concepts;

**Unit – 1 Meaning process and Aims of Education**

- Concept of Teaching and learning
- Nature and characteristics of teaching
- Meaning and characteristics of learning

**Unit – 2 The task of teaching**

- Meaning and definition of teaching task
- Variables involved in teaching task
- Phases of teaching : Pre-active, interactive and post – active
- Levels of teaching : Memory, understanding and reflective
- Lesson plan design : Herbartian steps, ICON Model and 5E Model

**Unit – 3** **Principles and maxims of teaching**

- General principles of teaching
- Psychological principles of teaching
- Maxims of teaching

**Unit – 4** **Approaches and methods of teaching**

- Inductive –Deductive
- Analytic and synthetic
- Problems solving and project method
- Shift in focus from teaching to learning – The constructivist approach.
- Activity based and child centered approach to teaching .

**Unit – 5** **Technology in teaching**

- ICT tools and techniques facilitating teaching : www, internet applications in teaching and learning.
- Teaching Learning Material (TLM) : purpose, types and use
- Role of mass media in teaching learning.

**GE-3** **Practical**

**Preparation of Lesson Plan**

Each student is required to develop 05(Five) lesson plans on any school subject (Odia, English, History, Geography, Math, General Science) based on Herbartion approach / SE Model / Icon design Model.

**REFERENCES**


- Aggarawal, J.C. (1995) Essential of Educational Technology, Vikas Publishing House New Delhi.
- Chauhan S.S. (1995) Innovation of Teaching Learning Process, Vikas Publishing House, New Delhi.
- Kochar, S.K. (2011) Methods and Techniques of Teaching, Sterling Publisher Pvt. Ltd., New Delhi.
- Mangal S.K. and Mangal, UMA (2010), Essentials of Educational Technology, New Delhi, Asok Ghosh PHI Learning Pvt. Ltd.
- Mangal, S.K. (1988) Fundamentals of Educational Technology, Educational Publishers Ludhiana.
- Nageswara Rao, S., Sreedhar, P & Bhaskar Rao (2007) Methods and Techniques of teaching, Sonali Publications, New Delhi
- Oliver, R.A. (1963) effective teaching, J.M. Dent & Sons, Toronto
- Pathak, R.P. & Chaudhary J (2012) Educational Technology, Pearson, New Delhi.
- Rayment, T (1946) Modern Education - - It's Aims and Methods, Longmans, Green Co. London.
- Ryburn, W.M. (1955) Principles of Teaching, Geoffrey Cembridge, OUP
- Sampath, K, Pannir Salvam. A., & Santhanam, S. (1981) introduction to Educational Technology, sterling publishers, New Delhi.
- Sharma, R.A. (1986) Technology of Teaching, International Publishing House, Meerut.

**GENERIC ELECTIVE (G.E.) – 4**

# EARLY CHILDHOOD CARE AND EDUCATON

## INTRODUCTION

This paper will help the students to develop a sensitivity towards the needs and rights of children and will provide an understanding of their development. Students will also acquire skills that will help them to interact with children. Besides orienting the students towards a vocation in childcare, this course will orient the students towards organizing services for children. There services are crèches / day care centres and pre-schools for children upto six years of age. Students will enlighten themselves regarding how the pre-school education prepares the child for schooling which lies ahead. Pre-schools in our country are called by various names: anganwadi, balwadi, nursery school, kindergarden and play center.

**Course Objectives**

On completion of this course, students shall be able to:

- understand the importance of early childhood stage as the formative stage of growth and development
- explain the basic principles of curriculum formulation and their respective growth
- list out the activities for the different type of developmental needs of early child
- elaborate the learning materials needed for their appropriate developmental stage.

**Unit – 1 Introduction to childcare and development**

- Basic concepts in child development : Scope, growth and development, stages of development, areas of development, significance of study of child development.
- Principles of growth and development.

**Unit – 2 Curriculum for ECCE**

- Basic principles of the curricular framework
- Areas: cognitive development, language development, social and emotional development, exploring, the environment, habit formation.

**Unit – 3 Activities for physical development, movement and mobility.**

- Activities for cognitive development

- Activities for language development
- Activities for social and emotional development
- Activities for exploring the environment
- Creative and aesthetic activities.

**Unit – 4 Learning materials for ECCE**

- Principles of selection of materials
- Type of materials
- Specific materials for different activities
- Preparation of teacher made materials
- Concept of toy bank

**Unit – 5 Statutory framework for ECCE**

- Constitutional framework
- National ECCE Policy, 2013
- Rights of the children

**REFERENCES:**


- Aggarawal J.C. and Gupta S. (2013) Early Childhood care and Education New Delhi: Shipra Publications
- Kaul Veneta (2009) Early child hood Education Programme, New Delhi, NCERT
- Soni Romila, Kapoor Rajendra & Vashishitha Krushna Kanta (2008) Early childhood Education an Introduction, New Delhi, NCERT
- NCF Curriculum Framework-2005


**GE-4 Practical**

**Observation of ECCE Centre**

*Each student is required to observe an ECCE centre and prepare a report.*

# Pass Course For Education Under C.B.C.S Pattern

*Following eight (08) Core papers as listed below may be considered as subject for Education (pass)*

Core-1-Basics in Education

Core-2-Education & Society

Core-3-Learner&learning

Core-4-Pedagogical skills

Core-6-Pedagogy of school subjects

Core-11-History of Indian Education

Core-13-Educational Administration & Management

Core-14-Contemporary concerns in Education

# BA (Education) Regular/Pass

## Discipline Specific Core(DSC)

# DSC-1-Basics in Education

## BASICS IN EDUCATION

**INTRODUCTION :**

The Philosophical foundation is a unique educational charity whose aim is to bring philosophy to schools and the wider community. Through doing philosophy in the classroom the primary concern is to improve the educational practices and provide opportunities for the disadvantaged. Philosophical enquiry develops speaking and listening skills vital for literacy and emotional development, helps children who find it difficult to access other classes, and encourages critical and creative thinking essential in the 21st Century. And it will prepare students to apply knowledge, sensibility, skills and dispositions of philosophical inquiry, analysis, and interpretation to educational practices.

***Course Objectives***

- after completion of the paper, students shall be able to:
- explain the concept of education and its relationship with philosophy
- list areas of philosophy and narrate their educational implications.
- describe the contribution of Philosophy to the field of education.
- appreciate the contribution of various Indian Schools of Philosophy to the
- field of education.
- evaluate the impact of Western Philosophies on Indian Education.
- narrate the contribution of the Great Indian Thinkers.

**Unit – 1 Bases of Education**

- Meaning, Nature and purpose of Education
- Aims of Education: Education for individual development and education for social efficiency
- Functions of education

**Unit – 2 Philosophical foundations of education**

- Concept of Philosophy
- Inter dependence of philosophy and education

- Branches of philosophy and their educational implications – Metaphysics, Epistemology and Axiology.

**Unit – 3** **Reflections of Indian schools of Philosophy on education**

- Common characteristics of Indian Philosophy
- Sankhya and Vedanta as Philosophical systems
- Educational implications of Sankhya and Vedanta.

**Unit – 4** - **Western Schools of Philosophy and their educational implication.**

- Idealism
- Naturalism
- Pragmatism

**Unit – 5** **Doctrines of Great Educators of East and West and their influence on the practices of school education with special reference to Aims and ideals of Education, Curriculum, method of teaching and the role of teacher.**

- Gandhi
- Sri Aurobindo
- Rousseau
- Dewey

***REFERENCES***


- Agarwal, J.c. (2010), Teacher and Education in a Developing society, Delhi; Vikash Publishing house.
- Arulsarmy, S (2011), Philosophical and sociological perspectives on Education, New Delhi; Neelkamal Publications Pvt. Ltd.
- Bhatia K.K., (2011), Philosophical and sociological foundations of Education, New Delhi; Kalyani Publishers.
- Bigge, Morris, L. *Educational Philosophies for Teachers.* Columbus, USA: Charies
- Boston, USA: Allyn & Bacon.
- Brubacher, John. S. *Modern Philosophies of Education*. New York, USA: McGraw
- Butler J. Donald, *Four Philosophies and their practices in Education and Religion*.
- Chauhe, S.P. & Chaube, A (2009), Foundation of education , New Delhi; Vikash, Publishing house Pvt. Ltd.
- Dash, B.N. (2011) Foundation of Education, New Delhi; Kalyani Publishers.

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- Jersey, USA: Pearson
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- Mishra, Bhawna (2004), Education Evolution Development and Philosophy, New Delhi; Akanhsa Publishing House.
- Mohanty, Jagannatha (1991), Foundation of Education, Cuttack – 2, Takshashila.
- Nayak, B.K *Text Book of Foundation of Education.* Cuttack, Odisha: Kitab Mhal.
- New York, USA: Harper & Row.
- Ozman, Howard A., & Craver, Samuel M., *Philosophical Foundations of Education*.
- Premnath, *Bases of Educations*. Delhi, India: S. Chand and Co.
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- Ross, James S., *Ground Work of Educational Theory*. London, U.K: Oxford
- Rusk, Robert R., *Philosophical Bases of Education*, London, U.K: Oxford University of London Press Ltd.
- Safaya, R.N. & Shaida, B.D. (2010), Modern Theory and Principles of Education, New Delhi : Dhanpatrai Publishing Company Pvt. Ltd.
- Saiyadain, K.G. *Education and social order*. Bombay: Asia Publishing House.
- Taneja, V. R. (2000). *Educational Thought and Practice*. New Delhi: Sterling
- University of London Press Ltd.
- Wiley and Sons, Inc.
- Wingo, G. Max. *Philosophies of Education*. New Delhi: Sterling Publishers.


## C1 Practical

**Book Review**

*Each Student is required to review a Book / Journal / Educational Article and Write a report.*

# DSC -2-Education & Society

## EDUCATION AND SOCIETY

### INTRODUCTION

Education is a sub-system of the society. The aims of education are determined bythe aims of the society. The relationships between the two concepts i.e., educationand society are so strong that it is not possible to separate them because what happensto one affects the other. It is impossible to think purposefully about manycontemporary problems and issues of education without thinking about the society.Educational institutions are micro-societies, which reflect the entire society. Theeducation system in any given society prepares the child for future life and instils inhim those skills that will enable him to live a useful life and contribute to thedevelopment of the society. Education as a social phenomenon does not take place ina vacuum or isolation; it takes place in the society. This paper will deal with thefunctioning of education vis-a-vis the society. Education as a sub-system of societyand how other sub-systems affect education will be discussed. Various agencieswhich are involved towards promotion of education will be discussed at length.Special emphasis is placed on issues relating to equality of educational opportunitywith specific reference to the Scheduled Castes/Tribes and women. Special attentionis also given how education plays an important role towards social change, nationalintegration and international understanding in a diverse social context.

***Course Objectives***

After completion of this paper, students shall be able to:

- justify education as a social process and explain its function.
- describe the aims of education from sociological perspective.
- list various agencies of education and their function.
- justify education as a sub-system of society and how other sub-systems affecteducation;
- appreciate the importance of education for social change.

**Unit – 1 Education and society**

- Society : Meaning and characteristics

- Types of society : Agricultural, Industrial, rural and urban
- Interrelationship between education and society
- Views of Indian thinkers on Education and Society : Radhakrishnan and Sri Aurobindo on Education
- Views of Western Thinkers on Education and Society: Dewey and Illich

**Unit – 2 Education and culture**

- Meaning and concept of culture
- Characteristics and types of culture
- Cultural lag and acculteration
- Cultural dimensions of Education
- Inter relationship between education, custom and value system.

**Unit – 3 Education, Social process and Institution**

- Education and socialization
- Education and social change
- Education and social mobility
- Role of Education for the development of the marginalised
- Education and Affirmative action

**Unit – 4 Education and Globalisation**

- Education, Growth and Development
- Globalisation and liberalization
- Educational system in Europe
- Educational system in SAARC countries
- Education in Global context

**Unit – 5 Education and state**

- Concept of Democracy
- Education in totalitarian and welfare state
- Interrelationship of state and education
- Role of education in Nation building
- State Control of Education and Autonomy in Education.

**REFERENCES**


- Abraham, M.F. (2008). *Contemporary Sociology*. New Delhi: Oxford UniversityPress.

- Anand, C.L. et.al. (Ed.) (1983). *Teacher and Education in Emerging in IndianSociety*. New Delhi: NCERT.
- Dewey, John (1973). *The School and Society.* Chicago: University of Chicago Press.
- Mathur, S.S. (1966). *A Sociological Approach to Indian Education.* Vinod PustakMandir, Agra.
- Nayak, B.K. *Text Book of Foundation of Education*. Cuttack: Kitab Mahal.
- NCERT (1983). *Teacher and Education in Emerging Indian Society*. New Delhi.
- Ottaway, A.K.C. (1966). *Education and Society*. London: Routledge and Kegan Paul.


## C2 Practical

**Field Study**

*Each student is required to visit a school observe the school functioning and prepare a report*

# DSC -3-Learner&learning

## THE LEARNER AND LEARNING PROCESS

**INTRODUCTION:**

Educational Psychology plays a pivotal role in understanding Childs' uniquecharacter in teaching learning process. No child is alike from physical,psychological, and social point of view. So a classroom teacher must understandunique characteristics of children and the factors affecting children's learning. Thiscourse will enable the learners to understand the Childs' innate potentialities andapply educational psychology in teaching learning process.

***Course Objectives:***

After completion of this paper, students shall be able to:

- establish relationship between education and psychology.
- understand various methods used to study individual behaviour.
- explain the application of educational psychology in teaching learningprocess.
- understand individual difference from intelligence, creativity, and personalitypoint of view
- explain the concept of learning and factors affecting learning.
- reflect the contribution of various learning theories in teaching learningprocess.
- Explain different category of people from different Personality type and the type of adjustment.

**Unit - 1 Educational Psychology**

- Relationship between education and psychology
- Meaning, Nature and scope of educational psychology
- Relevance of educational psychology for teacher
- Methods of studying learner behaviour : Survey, observation case study and experimental

**Unit – 2 Developmental psychology**

- Concept
- Difference between growth and development
- Principles of development
- Areas of development : Physical, social, emotional and intellectual during childhood and adolescence
- Piagetian stages of cognitive development

**Unit – 3 Intelligence, creativity and individual difference**

- Meaning and nature of intelligence
- Theories: Uni-factor, two-factor, multiple factor, Gardner's theory of Multiple Intelligence.
- Measurement of intelligence : individual and group tests, verbal, non-verbal and performance test.
- Individual difference: concept, nature factors and Role of Education
- Creativity : Meaning, Nature and Stages of creative thinking Assessing and nurturing creativity.

**Unit – 4 Learning and motivation**

- Learning : Meaning nature and factor
- Theories of learning with experiment and educational implications: Trial and error with focus on laws of learning classical conditioning, operant conditioning and insightful learning and constructivist approach to learning.
- Motivation: concept, types and technique of motivation.

**Unit – 5 Personality and Mental Health**

- Personality: Meaning and nature
- Assessment: Subjective, objective and projective techniques.
- Mental Health: Concept, factor affecting mental health and role of teacher.
- Mental Health of teachers
- Adjustment mechanism

**REFERNECES**


- Aggarwal J.C (2010) Essentials of Educational Psychology, New Delhi, Vikas Publishing House Pvt. Ltd.
- Sharma R.N. (2010) Educational Psychology, Delhi, Surjeet Publications.
- Mangal S.K. (2008) Essentials of Educational Psychology, New Delhi, Prentice Hall of India Private Limited.

- Kuppuswamy B (2013) Advanced Educational Psychology, New Delhi, Sterling Publishers Private Limited.
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- Kulshreshtha S.P. (2013) Educational Psychology, Meerut, R. Lall Book Deport.
- Bhatia & Bhatia (2004) A Text Book of Educational Psychology, Delhi, Doaba House Book Sellers & Publishers.
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- Bigge, M.L. *Psychological Foundations of Education*. Harper and Row, New York.
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- Choube, S. P. & Choube. (1996). Educational Psychology and Experiments. HimalayPublishing House New Delhi.
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- Cronbach, L.J. Essential of Psychological Testing. Harper Collins Publisher, NewYork.
- Dash, U.N & Mohanty, M.M (1990). Schooling and Cognition. Harper CollinsPublisher, New York.
- Maslow, A.H. (1970). Motivation and Personality (2nd edition). New York: Harper & Row.


**C3 Practical**

**Administration of Psychological Test**

*Each student is to administer a psychological test (Intelligence / creativity / personality test) and interpret the scores and prepare a report.*

# DSC -4-Pedagogical skills

## PEDAGOGICAL SKILLS

### INTRODUCTION

It is important to note that ‘education’ is not synonymous with ‘school’. It hasalways been the case that a range of activities that are educational in nature can,indeed should, occur outside the school, even from the earliest age given theeducative role of the parents. The Delors Commission Report on education for the21st century proposed ‘learning to live together’ as one of the four pillars ofeducation. It advocates learning to live together by developing an understanding ofother people and an appreciation of interdependence – carrying out joint projects andlearning to manage conflicts in a spirit of respect for the values of pluralism, mutualunderstanding and peace (UNESCO, 1996). The policy context in India and around the globe is moving towards recognition of the educational value of newer form of pedagogy in the 21st Century which will enable the children to develop critical reasoning power, justify their views, independent decision making power, expression of thoughts, and empathy to others’ feelings. Recently NCERT (2005) and NCTE (2009) have changed their curriculum framework and accordingly revised their text books and teacher orientation process to empower the prospective teachers to cope up with emerging pedagogies and to promote higher order learning of the learners like, creative expression, authenticity, abstraction of ideas, and multiple thinking, etc. This paper is intended to give insight to the students on importance of pedagogy in education.

**Course objectives**

After completion of the course, the students shall be able to:

- explain the concept of pedagogy;
- differentiate pedagogy from other allied concepts;
- define different type of task of teaching
- establish relationship between teaching and learning;
- list out different approaches and methods of teaching;

**Unit – 1 Concept of teaching – learning**

- Meaning and definitions of teaching
- Characteristics and importance of teaching
- Meaning and definition of learning.
- Relationship between teaching and learning.

**Unit – 2 Task of teaching**

- Meaning and definition of teaching task
- Variables involved in a teaching task: Independent Dependent and intervening variable.
- Phases of teaching task : Pre-active, interactive and post – active phase.
- Level of teaching task: Memory Understanding and reflective level.
- Lesson plan design : The Herbartian steps, 5E Model ICON Design Model.

**Unit – 3 Theories of teaching**

- Meaning and Nature of Theory of teaching
- Types of Teaching Theories.
- Formal : Communication theory,
- Descriptive : Gagne's hierarchical theory
- Normative: Theories of Mitra and Clarke

**Unit – 4 Principles and Maxims of Teaching**

- General principles teaching
- Psychological principles of teaching
- Maxims of teaching

**Unit – 5 Approaches and Methods of Teaching**

Inductive – Deductive, Analytic - synthetic, Problem Solving and Project method.

Shift in focus from teaching to learning – constructivistapproach

Activity based and child centered approach – concept and elements.

**REFERENCES**


- Aggarawal, J.C. (1995) Essential of Educational Technology, Vikas Publishing House New Delhi.
- Chauhan S.S. (1995) Innovation of Teaching Learning Process, Vikas Publishing House, New Delhi.
- Kochar, S.K. (2011) Methods and Techniques of Teaching, Sterling Publisher Pvt. Ltd., New Delhi.
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- Nageswara Rao, S., Sreedhar, P & Bhaskar Rao (2007) Methods and Techniques of teaching, Sonali Publications, New Delhi
- Oliver, R.A. (1963) effective teaching, J.M. Dent & Sons, Toronto
- Pathak, R.P. & Chaudhary J (2012) Educational Technology, Pearson, New Delhi.
- Rayment, T (1946) Modern Education - - It's Aims and Methods, Longmans, Green Co. London.
- Ryburn, W.M. (1955) Principles of Teaching, Geoffrey Cembridge, OUP
- Sampath, K, Pannir Salvam. A., & Santhanam, S. (1981) introduction to Educational Technology, sterling publishers, New Delhi.
- Sharma, R.A. (1986) Technology of Teaching, International Publishing House, Meerut.


**C-4 Practical**

**Preparation of Lesson Plan**

*Each student is to required develop five lesson plans in his/her method subject, (which he / she has to opt in 3rd Semester). The plan will be developed following Herbatian approach / 5E Model / Icon Design Model*

***..The Generic Elective and subject specific elective are same as Honours.***

# B.A. (Hons.) History Syllabus
# Choice Based Credit System (CBCS)
# 2016-17

**P.G. DEPARTMENT OF HISTORY**
**UTKAL UNIVERSITY, VANI VIHAR**
**BHUBANESWAR-751004**

**UTKAL UNIVERSITY**
**CBCS SYLLABUS**
**B.A.(HONS) HISTORY-2016-17**

**SEMESTER-I**

| Sl. | PAPERS | CREDIT | MARKS |
|---|---|---|---|
| 1- | C.C.I-History of India-I | 6 | 100 |
| 2- | C.C.II- Social Formations and Cultural Patterns of the Ancient World | 6 | 100 |
| 3- | AECC-I- Environmental Science | 2 | 50 |
| 4- | GE-I- **For non-History students: Minor-1** | 6 | 100 |

**SEMESTER-II**

| Sl. | PAPERS | CREDIT | MARKS |
|---|---|---|---|
| 5- | C.C.III- History of India-II | 6 | 100 |
| 6- | C.C.IV- Social Formations and Cultural Patterns of the Medieval World | 6 | 100 |
| 7- | AECC-II- English / MIL | 2 | 50 |
| 8- | GE-II- **For non-History students: Minor-2** | 6 | 100 |

**SEMESTER-III**

| Sl. | PAPERS | CREDIT | MARKS |
|---|---|---|---|
| 9- | C.C.V- History of India-III(c.750-1206) | 6 | 100 |
| 10- | C.C.VI- Rise of Modern West-I | 6 | 100 |
| 11- | C.C.VII- History of India-IV(c.1206-1526) | 6 | 100 |
| 12- | SEC-I- Understanding Heritage | 2 | 50 |
| 13- | GE-III- **For non-History students: Minor-1** | 6 | 100 |

**SEMESTER-IV**

| Sl. | PAPERS | CREDIT | MARKS |
|---|---|---|---|
| 14- | C.C.VIII-Rise of Modern West-II | 6 | 100 |
| 15- | C.C.IX- History of India-V(c.1526-1750) | 6 | 100 |
| 16- | C.C.X- Historical Theories and Methods | 6 | 100 |
| 17- | SEC-II- Understanding Popular Culture | 2 | 50 |
| 18- | GE-IV- **For non-History students: Minor-2** | 6 | 100 |

**SEMESTER-V**

| Sl. | PAPERS | CREDIT | MARKS |
|---|---|---|---|
| 19- | C.C.XI- History of Modern Europe-I(c.1780-1939) | 6 | 100 |
| 20- | C.C.XII-History of India-VII(1750-1857) | 6 | 100 |
| 21- | DSE-I- History of United States of America-I(C.1776-1945) | 6 | 100 |
| 22- | DSE-II- History and Culture of Odisha | 6 | 100 |

**SEMESTER-VI**

| S.l. | PAPERS | REDIT | MARKS |
|---|---|---|---|
| 23- | C.C.XIII- History of India-VIII(C.1857-1950) | 6 | 100 |
| 24- | C.C.XIV- History of Modern Europe-II(1780-1939) | 6 | 100 |
| 25- | DSE-III- History of United states of America-II (C.1776-1945) | 6 | 100 |
| 26- | DSE-IV- Project Report | 6 | 100 |
| | **TOTAL** | **140** | **2400** |

**Abbreviations Used**

**C.C: Core Compulsory:14 Papers@ 100 marks each = 1400**

**A.E.CC: Ability Enhancement Course Compulsory:02 Papers @ 50 marks each = 100**
**S.E.C: Skill Enhancement Course: 02 Papers @ 50 marks each= 100**
**DSE: Discipline Specific Elective: 04 Papers @ 100 marks each= 400**

**(includingProject)**
**GE: Generic Elective: 04 papers @ 100 marks each = 400**
**TOTAL 2400**

**★ N.B: The non-History students as Minor-1 and Minor-2 groups may chose from the following Generic Elective (GE) Papers. The details of the following papers are placed at the end of the syllabus: -**
*History and Culture of Odisha*
*Freedom Movement in India*
*Making of Contemporary India*
*Issues in Contemporary World*

# UTKAL UNIVERSITY

## CBCS SYLLABUS

**B.A.(Hons) HISTORY: 2016-17**

**Semester I**
**C.C.I: HISTORY OF INDIA- I**

**Unit-I: Reconstructing Ancient Indian History**
[1] Early Indian notions of History
[2] Sources of Historical Writings
[3] Historical Geography (Identification of Ancient historic sites and their importance)
**Unit-II: Pre-historic hunter-gatherers**
[1] Paleolithic culture- Upper, Middle and Lower; Tool making habit
[2] Mesolithic culture-New developments in technology and economy; rock art.
**Unit-III: The advent of food production**
Neolithic and Chalcolithic cultures:
[1] Regional and chronological distribution
[2] Settlements and Food Production
**Unit-IV: The Harappan civilization**
[1] Origins; settlement patterns and town planning
[2] Agrarian base; craft productions and trade
[3] Social and political organization; religious beliefs and practices
[4] Causes of Decline
**Unit-V: Cultures in transition**
[1] Origin of the Aryans
[2] Early Vedic Age- Society, Polity, Religion and Philosophy
[3] Later Vedic Age- Social Stratification (Varna and Gender), Polity, Religion, Literature and Philosophy

**Reading List:**
R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007
R. S. Sharma, Material Culture and Social Formations in Ancient India, 1983.
R.S. Sharma, Looking for the Aryas, Delhi, Orient Longman Publishers,1995
D. P. Agrawal, The Archaeology of India, 1985
Bridget & F. Raymond Allchin, The Rise of Civilization in India and Pakistan, 1983.
A. L. Basham, The Wonder that Was India, 1971.
D. K. Chakrabarti, The Archaeology of Ancient Indian Cities, 1997, Paperback.
D. K. Chakrabarti, The Oxford Companion to Indian Archaeology,New Delhi, 2006.
H. C. Raychaudhuri, Political History of Ancient India, Rev. ed. With Commentary by B. N. Mukherjee, 1996
K. A. N. Sastri, ed., History of South India, OUP, 1966.
Upinder Singh, A History of Ancient and Early Medieval India, 2008.
Romila Thapar, Early India from the Beginnings to 1300, London, 2002.
Irfan Habib,A People's History-Vol.1,PreHistory,2001,
----Vol.-2,Indus Civilization: Including Other Copper Age Cultures and the History of Language Change till 155 B.C., 2002
Uma Chakravarti, The Social Dimensions of Early Buddhism. 1997.

Rajan Gurukkal, Social Formations of Early South India, 2010.
R. Champakalakshmi, Trade. Ideology and urbanization: SouthIndia 300 BC- AD 1300, 1996.
Gregory L. Possehl, A Indus Civilization: The Contemporary Perspectives, New Delhi, Vistaar publications, 2002.

## C.C.II: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD

**Unit-I: Evolution of humankind; Paleolithic and Mesolithiccultures.**
**Unit-II: Neolithic Culture:** Food production**;**beginnings of agriculture and animal husbandry
**Unit-III: Bronze Age Civilizations**: with reference to ***any one*** of thefollowing: i) Egypt (Old
Kingdom); ii) Mesopotamia (Sumeria & Babylonia); iii) China (Shang); iv) Eastern Mediterranean (Minoan); economy, socialstratification, state structure, religion.
**Unit-IV: Nomadic groups in Central and West Asia**; Advent of iron and its implications
**Unit-V: Ancient Greece**:
Agrarian economy, urbanization, trade and politics in Ancient Greece: Athens and Sparta; Greek Culture.

**Reading List:**
Burns and Ralph. World Civilizations.
Cambridge History of Africa, Vol. I.
V. Gordon Childe, What Happened in History.
G. Clark, World Prehistory: A New Perspective.
B. Fagan, People of the Earth.
Amar Farooqui, Early Social Formations.
M. I. Finley, The Ancient Economy.
Jacquetta Hawkes, First Civilizations.
G. Roux, Ancient Iraq.
Bai Shaoyi, An Outline History of China.
H. W. F. Saggs, The Greatness that was Babylon.
B. Trigger, Ancient Egypt: A Social History.
UNESCO Series: History of Mankind, Vols. I - III./ or New ed.
History of Humanity.
R. J. Wenke, Patterns in Prehistory.
G. E. M. Ste Croix, Class Struggles in the Ancient Greek World.
J. D. Bernal, Science in History, Vol. I.
V. Gordon Childe, Social Evolution.
Glyn Daniel, First Civilizations.
A. Hauser, A Social History of Art, Vol. I.

**A.E.C.C-I: Environmental Science**

**(to be prepared by University)**

## GE-I: For non-History students, Minor-1

**Semester II**

**C.C.III: HISTORY OF INDIA-II**

**Unit-I: Economy and Society (circa 300 BCE to circa CE 300):**
[1] Expansion of agrarian economy
[2] Urban growth; craft production: trade and trade routes
[3] Social stratification: class, Varna, jati, untouchability; gender;marriage and property
relations

**Unit-II: Changing political formations (circa 300 BCE to circa CE 300):**
[1] The Mauryan Empire: Chandragupta Maurya and Asoka-Conquest and Administration;
[2] Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas-Kaniska I and Gautamiputra Satakarni

**Unit-III: Towards early medieval India [circa CE fourth century to CE 750]:**
[1] Gupta Age: Agrarian expansion, land grants, graded Land rights and peasantry
[2] The problem of urban decline: patterns of trade, currency, andurban Settlements.
[3] Varna, proliferation of *jatis*: changing norms of marriage andproperty.
[4] The nature of polities: the Gupta empire and itscontemporaries: post- Gupta polities –
Pallavas, Chalukyas

**Unit-IV: Religion, philosophy and society (circa 300 BCE- CE 750):**
(1) Consolidation of the brahmanical tradition: dharma,*Varnashram*, *Purusharthas*, *Samskaras*.
(2) Theistic cults (from circa second century BC): Mahayana; thePuranic tradition.
(3) The beginnings of Tantricism

**Unit-V: Cultural developments (circa 300 BCE- CE 750):**
[1] A brief survey of Sanskrit, Pali, Prakrit and Tamil literature.Scientific and technical treatises
[2] Art and architecture; Mauryan, post-Mauryan, Gupta, post-Gupta

**Reading List:**
B. D. Chattopadhyaya, The Making of Early Medieval India, 1994.
D. P. Chattopadhyaya, History of Science and Technology in Ancient India, 1986.
D. D. Kosambi, An Introduction to the Study of Indian History,1975.
S. K. Maity, Economic Life in Northern India in the Gupta Period,1970.
B. P. Sahu (ed), Land System and Rural Society in Early India,1997.
K. A. N. Sastri, A History of South India.
R. S. Sharma, Indian Feudalism, 1980.
R.S.Sharma,UrbanDecayinIndia,c.300-1000,Delhi,Munshiram Manohar Lal,1987
Romila Thapar, Asoka and the Decline of the Mauryas, 1997.

Susan Huntington, The Art of Ancient India: Buddhist, Hindu, and Jain, New York, 1985.
N. N. Bhattacharya, Ancient Indian Rituals and Their Social Contents, 2nd ed., 1996.
J. C. Harle, The Art and Architecture of the Indian Subcontinent,1987.
P. L. Gupta, Coins, 4th ed., 1996.
Kesavan Veluthat, The Early Medieval in South India, New Delhi,2009
H. P. Ray Winds of Change, 1994.
Romila Thapar, Early India: From the Origins to 1300, 2002.

**C.C. IV: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD**

**Unit-I: Roman Republic:** Polity and Empire inancient Rome: Agrarian economy, urbanization,
trade.

**Unit-II: Religion and culture in ancient Rome;** Crises of the Roman Empire- Rise and fall
of Julius Caesar

**Unit-III: Economic developments in Europe from 7th to 14th centuries:**
[1] Organization of production, towns and trade,
[2] Technological developments.
[3] Feudalism- Origin, growth and decline

**Unit-IV: Religion and culture in medieval Europe:**Medieval Church, Monastic Communities,
and Papacy

**Unit-V: Societies in Central Islamic Lands:**
[1] The tribal background, *ummah*, Caliphate state; rise of Sultanates
[2] Religious developments: the origins of shariah, Sufism
[3] Urbanization and trade

**Reading List:**
Perry Anderson, Passages from Antiquity to Feudalism.
Marc Bloch, Feudal Society, 2 Vols.
Cambridge History of Islam, 2 Vols.
Georges Duby, The Early Growth of the European Economy.
Fontana, Economic History of Europe, Vol. I (relevant chapters).
P. K. Hitti, History of the Arabs.
P. Garnsey and Saller, The Roman Empire.
SUGGESTED READINGS
S. Ameer Ali, The Spirit of Islam.
J. Barrowclough, The Medieval Papacy.
Encyclopedia of Islam, Ist ed., 4 vols.
M. G. S. Hodgson, The Venture of Islam.

**GE-II- (For non-History Students, Minor-2)**

**Semester III**
**C.C.V: HISTORY OF INDIA-III (c. 750 -1206)**

**Unit –I: Studying Early Medieval India:**
[1] Historical geography
[2]Sources: texts, epigraphic and numismatic Data,
[3] Indian feudalism
[4] Rise of the Rajputs and the nature of the state

**Unit-II: Political Structures:**
[1] Evolution of political structures: Rashtrakutas, Palas, Pratiharas, and Cholas
[2] Legitimization of kingship; *Brahmanas* and temples; royalgenealogies and rituals
[3] Arab conquest of Sindh: causes and impact
[4] Causes and consequences of early Turkish invasions: Mahmudof Ghazni; Shahab-ud-Din of Ghur

**Unit-III: Agrarian Structure and Social Change:**
[1] Agricultural expansion; crops
[2] Landlords and peasants
[3] Proliferation of castes; status of Untouchables
[4]Tribes as peasants and their place in the Varna Order

**Unit-IV: Trade and Commerce:**
[1] Inter-regional trade
[2] Maritime trade and forms of exchange
[3]Process of urbanization
[4] Merchant guilds of South India

**Unit-V: Religious and Cultural Developments:**
[1] Bhakti, Tantrism, Puranic traditions; Condition of Buddhism and Jainism
[2] Islamic intellectual traditions: Al-Biruni; Al-Hujwiri
[3] Regional languages and literature
[4] Art and architecture: Evolution of regional styles: Kalingan and Dravidian style of Temple Architecture.

**Reading List:**
R.S. Sharma, Indian Feudalism (circa 300 - 1200).B.D. Chattopadhyaya, The Making of Early Medieval India.R.S. Sharma and K.M. Shrimali, eds, Comprehensive History ofIndia, Vol. IV (A & B).
Mohammad Habib and K.A. Nizami, eds, Comprehensive History of
India, Vol. V, The Delhi SultanateHermann Kulke, ed., The State in India (AD 1000 - AD 1700).
Dissanayake, W. and K. M. Gokul Singh, Indian Popular Cinema,Trentham Book, London, 2004 John Storey, Cultural Theory andPopular Culture, London, 2001_Oberoi, Patricia, Freedom andDestiny: Gender, Family and Popular Culture in India, Delhi,2009_Christopher Princy, Camera Indica: The Social Life of IndianPhotographs, Chicago, 1998
Pankaj Rag, Dhuno ke Yatri, Rajkamal, New Delhi, 2006(Hindi)_Ramanujan, A.K. Folktales from India A Selection ofOral Tales from Twenty-twoLanguages (Only Introduction)._Ramaswamy, V. ‘Women andthe ‘Domestic’ in Tamil Folk Songs’ in KumkumSangari andUma Chakravarti, eds., From Myths to Markets: Essays on Gender, Shimla, 1999
Singh, Lata (ed.), Theatre in Colonial India: Playhouse ofPower, New Delhi, 2009
N. Karashima, South Indian History and Society (Studies fromInscriptions, AD 850 - 1800
Derryl N. Maclean, Religion and Society in Arab Sindh.Irfan Habib, Medieval India: The Study of a Civilization.Richard Davis Lives of Indian Images.
Romila Thapar, Somanatha: The Many Voices of a History.John S. Deyell, Living Without Silver: The Monetary History of EarlyMedieval North India.
Vijaya Ramaswamy, Walking Naked: Women, Society, andSpirituality in South India.
Burton Stein, Peasant State and Society in Medieval South India.

R. Champakalakshmi, Trade, Ideology and Urbanization: SouthIndia, 300 BC to 1300 AD.
Al. Beruni's India, NBT edition.Ali Hujwiri, Kashful Mahjoob, tr. R.Nicholson.
S C Mishra, Rise of Muslim Communities in Gujarat.J. Schwartzberg, Historical Atlas of South Asia.

## C.C.VI: RISE OF THE MODERN WEST – I

**Unit-I: Transition from feudalism to capitalism:**

1. The problems of Transition: Economic Expansion, Industrial production, trade and commerce
2. Urban Development, Town life

**Unit-II:Early colonial expansion:**

1. Motives, voyages and explorations
2. The conquests of the Americas: Beginning of the era of colonization
3. Mining and plantation, The African slaves

**Unit-III: Renaissance:**

1. Its social roots, city-states of Italy
2. Spread of humanism in Europe
3. The Art of Renaissance- Architecture, Sculpture, Painting and Literature

**Unit-IV: The Reformation**

1. Origins, course and results
2. Spread of Reformation movements.
3. Emergence of European State system: Spain, France, England, Russia

**Unit-V: Economic developments of the sixteenth century:**

1. Shift of economic balance from the Mediterranean to the Atlantic.
2. Commercial Revolution- Causes and Nature
3. Growth of Industries and its impact

**Reading List:**

B. H. Slicher von Bath, The Agrarian History of Western Europe. AD.500 - 1850.
Charles A. Nauert, Humanism and the Culture of the Renaissance (1996).
D. H. Pennington, Seventeenth Century Europe.
F. Rice, The Foundations of Early Modern Europe
G. R. Elton, Reformation Europe, 1517 û 1559.
Harry Miskimin, The Economy of Later Renaissance Europe: 1460 û1600.
J. Lynch, Spain under the Hapsburgs.
James B. Collins, The State in Early Modern France, New Approaches to European History.
L. W. Owie, Seventeenth Century Europe.
M. P. Gilmore, The World of Humanism. 1453 û-1517.
M. S. Anderson, Europe in the Eighteenth Century.
Perry Anderson, The Lineages of the Absolutist State.
Peter Kriedte, Peasants, Landlords and Merchant Capitalists.
Peter Mathias, First Industrial Revolution.
Stuart Andrews, Eighteenth Century Europe.
The Cambridge Economic History of Europe. Vol. I - VI.
The New Cambridge Modern History of Europe, Vols. I - VII.

**C.C. VII: HISTORY OF INDIA IV (c.1206 - 1526)**

**Unit-I: Interpreting the Sources of Delhi Sultanate:**
Survey of Sources: (a)Persian *Tarikh* Tradition, (b) Vernacular Histories;(c)Epigraphy
**Unit-II: Sultanate Political Structures:**
1. Consolidation of the Sultanate of Delhi: Balban, the Khaljis and the Tughluqs.
2. Theories of kingship: The ruling elites, Sufis, Ulema and the imperial monuments
**Unit-III: Emergence of Regional Identities**
1. Bahamanis, Vijayanagar, Gujarat and Odisha.
2. Regional Art, Architecture and Literature.
**Unit-IV: Society and Economy:**
1. Iqta and the Revenue-free Grants.
2. Agricultural production, Technology.
3.Market Regulations, Growth of Urban Centers.
4. Trade and Commerce, Indian Ocean (Maritime) Trade.
**Unit-V: Religion, Society and Culture:**
1. Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices, Social roles
2. Bhakti movement and monotheistic traditions: Kabir, Nanak and Sri Chaitanya.
3. Social Impact of the Bhakti tradition: Rise of Liberal Thought, Ideology of Equality and Gender Relations

**Reading List:**

K.A. Nizami, Religion and Politics in the Thirteenth Century.
S.A.A. Rizvi, A History of Sufism in India, Vol. I.
Satish Chandra, Medieval India, vol.I, Har Anand Publications, New Delhi.
Tapan Raychaudhuri and Irfan Habib, eds, Cambridge Economic History of India, Vol. I.
W.H. McLeod, Karine Schomer, et al, Eds, The Sants.
Burton Stein, New Cambridge History of India: Vijayanagara.
Pushpa Prasad, Sanskrit Inscriptions of the Delhi Sultanate.
Richard M. Eaton, ed., India's Islamic Traditions.
Sheldon Pollock, Languages of the Gods in the World of Men.
Vijaya Ramaswamy, Walking Naked: Women, Society, and Spirituality in South India.
K.C. Panigrahi, History of Orissa, Cuttack, Kitab Mahal, 2008

**SEC.I: Understanding Heritage**

This course will enable students to understand the different facets of heritage and their significance. It highlights the legal and institutional frameworks for heritage protection in India as also the challenges facing it. The implications of the rapidly changing interface between heritage and history will also be examined. The course will be strongly project-based and will require visits to sites and monuments. At least two Projects will be based on visits to Museums/Heritage Sites.
**Unit-I: Defining Heritage**
[1]Meaning of 'antiquity'
[2]Archaeological sites
[3]Tangible heritage
[4]Intangible heritage and art treasures
**Unit-II: Evolution of Heritage -Legislation and the Institutional Framework:**

[1] Conventions and Acts— national and international Heritage
[2] Heritage related government departments
[3] Museums, Regulatory Bodies
[4]Conservation Initiatives

**Unit-III: Challenges facing Tangible and Intangible Heritage**

[1] Development of Heritage Sites
[2] Antiquity smuggling.
[3]Conflicts (to be examined through specific case studies)

**Unit-IV: Heritage and Travel:**

[1] Viewing Heritage Sites
[2] The relationship between cultural heritage, landscape and travel, and recent trends
[3] Management of heritage sites

**Unit-V: World Heritage Monuments**:

[1] Tajmahal
[2] Red Fort
[3] Golden temple at Amritsar
[4] Sun temple at Konark

**Reading List**

David Lowenthal, Possessed By The Past: The Heritage Crusade andThe Spoils of History, Cambridge, 2010
Layton, R. P. Stone and J. Thomas. Destruction and Conservation ofCultural Property. London: Rutledge, 2001
Lahiri, N. Marshaling the Past - Ancient India and its ModernHistories.Ranikhet: Permanent Black. 2012, Chapters 4 and 5.
S.S. Biswas, Protecting the Cultural Heritage (National Legislationsand International Conventions). New Delhi: INTACH, 1999.
Acts, Charters and Conventions are available on the UNESCO andASI websites (www.unesco.org; www.asi.nic.in)
Agrawal, O.P., Essentials of Conservation and Museology, Delhi,2006_Chainani, S. 2007. Heritage and Environment. Mumbai:Urban Design Research Institute, 2007

**GE-III- (For non-History Students, Minor-1)**

**Semester IV**

**C.C.VIII: RISE OF THE MODERN WEST – II**

**Unit- I: 17th century European crisis:** economic, social and politicaldimensions

**Unit-II: The English Revolution and European politics in the 18th century:**

(1)Major issues-political and intellectual Currents
(2) Parliamentary monarchy
(3) Patterns of Absolutism in Europe

**Unit-III: Rise of modern science**

**(**1) Development of Science from Renaissance to the 17th century
(2) Impact of Modern science on European society

**Unit-IV: Mercantilism, European economics and Preludes to the Industrial Revolution**

(1)Origin and spread of Mercantilism
(2) Impact of Mercantilism on European economy
(3)Agricultural and Scientific Background to the Industrial Revolution

**Unit-V: The American Revolution, 1776**

(1) Political currents
(2) Socio-Economic Issues
(3) Significance of the American Revolution

**Reading List:**

T.S. Aston and C.H.E. Philpin (eds.), The Brenner Debate.
H. Butterfield, The Origins of Modern Science.
Carlo M. Cipolla, Fontana Economic History of Europe, Vols. II and III.Carlo M. Cipolla, Before the Industrial Revolution, European Society and Economy, 1000 -1700. 3rd ed. (1993)
. D.C. Coleman (ed.), Revisions in Mercantilism.
Ralph Davis, The Rise of the Atlantic Economics.
Maurice Dobb, Studies in the Development of Capitalism.
J.R. Hale, Renaissance Europe.
R. Hall, From Galileo to Newton.
Christopher Hill, A Century of Revolutions.
Rodney Hilton, Transition from Feudalism to Capitalism.
Stephen J. Lee, Aspects of European History, 1494 - 1789.
G. Parker, Europe in Crisis, 1598 - 1648.
G. Parker and L.M. Smith, General Crisis of the Seventeenth Century.
J.H. Parry, The Age of Reconnaissance.
Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe.
V. Poliensiky, War and Society in Europe. 1618 -48.
Theodore K. Rabb, The Struggle for Stability in Early Modern Europe.
V. Scammell, The First Imperial Age: European Overseas Expansion, 1400-1715.
Jan de Vries, Economy of Europe in an Age of Crisis 1600- 1750.
B. V. Rao, World History, New Delhi: Sterling Publishers
M. S. Anderson, Europe in the Eighteenth Century.
Perry Anderson, The Lineages of the Absolutist State

Stuart Andrews, Eighteenth Century Europe.

B. H. Slicher von Bath, The Agrarian History of Western Europe. AD. 500 - 1850.
The Cambridge Economic History of Europe. Vol. I - VI.
James B. Collins, The State in Early Modern France, New Approaches to European
History.
G. R. Elton, Reformation Europe, 1517-1559.
M. P. Gilmore, The World of Humanism. 1453 û-1517.
Peter Kriedte, Peasants, Landlords and Merchant Capitalists.
J. Lynch, Spain under the Hapsburgs.
Peter Mathias, First Industrial revolution.
Harry Miskimin, The Economy of Later Renaissance Europe: 1460 û 1600.
Charles A. Nauert, Humanism and the Culture of the Renaissance (1996).
The New Cambridge Modern History of Europe, Vols. I - VII.
L. W. Owie, Seventeenth Century Europe.
D. H. Pennington, Seventeenth Century Europe.
F. Rice, The Foundations of Early Modern Europe

## C.C. IX: HISTORY OF INDIA V (c. 1526 - 1750)

**Unit-I: Sources and Historiography:**

(1) Persian literary culture, translations; (2) Vernacular literaryTraditions;(3) Memoirs and Travelogues

**Unit-II: Establishment of Mughal rule:**

(1) India on the eve of advent of the Mughals
(2) Fire arms, military technology and warfare
(3) Sher Shah: Administrative and Revenue reforms

**Unit-III: Consolidation of Mughal rule:**

(1) Incorporation of Rajputs and other indigenous groups in Mughal Nobility
(2) Evolution of administrative institutions: *zabti, mansab, jagir,madad-i-maash*
(3) Beginning of the crisis: Agrarian and Jagir crises; Revolts
(4) Emergence of the Marathas; Shivaji; expansionunder the Peshwas

**Unit-IV: Society and Economy:**

(1) Land rights and revenue system: Zamindars and peasants
(2) Trade routes and patterns of internal commerce; overseas trade
(3) Urban Centres, Craft and Technology

**Unit-V: Cultural ideals:**

(1) Religious tolerance and *sulh-i-kul*; Sufi mystical and intellectualinterventions
(2) Mughal Art and Architecture
(3) Mughal and Rajput Paintings: Themes and Perspectives

**Reading List:**

M. Athar Ali, The Mughal Nobility under Aurangzeb.
Muzaffar Alam and Sanjay Subramanian, eds, The Mughal State,1526 - 1750.
J.F. Richards, The Mughal Empire.
Satish Chandra, Essays on Medieval Indian History.----------, Medieval India, vol.2, Har Anand Publications, New Delhi
Irfan Habib, Agrarian System of Mughal India, 1526-1707.S.A.A. Rizvi, Muslim Revivalist Movements in Northern India.
S. Arsaratnam, Maritime India in the Seventeenth Century.Satish Chandra, Parties and Politics at the Mughal Court.
Andre Wink, Land and Sovereignty in India.Harbans Mukhia, The Mughals of India.
Iqbal Husain, Ruhela Cheiftancies in 18th Century India.

## C.C. X: HISTORICAL THEORIES & METHODS

**Unit-I: Meaning and Scope of History**

1. Definition, Nature and Scope of History.
2. Object and Value of History.
3. History, Science and Morality.

**Unit-II: Traditions of Historical Writing**

1. Ancient Greek Traditions – Herodotus, Thucydides
2. Ancient Roman Traditions - Polybius, Tacitus
3. Medieval Understanding: Western – St. Augustine, Arabic – Ibn Khaldun.

**Unit-III: History as Interdisciplinary Practice**

1. History and Archaeology, History and Anthropology.
2. History and Psychology, History and Literature.
3. History and Political Science

**Unit-IV: Modern Theories**

1. Scientific History: Ranke, Croce, Comte
2. Karl Marx, RG Collingwood, Toynbee
3. Total History: Marc Bloch, Lucien Febver, Fernand Braudel

**Unit-V: Historical Methods**

1. Sources of History: Written, Oral. Visual & Archaeological.
2. Historical facts.
3. Historical Causation.
4. Historical Objectivity

**Reading List:**

Arthur Marwick, New Nature of History: Knowledge Evidence, Language (Chapter V: The Historian at work: Forget 'facts' Foreground Sources), Lyceum Books Incorporated, 2001.
----------, The Nature of History (Chapter IV: History, Science and Social Science), London: Macmillan, 1989.
B. Sheik Ali, History: Its Theory and Method, Macmillan, Reprinted, 1996.
E. H. Carr, What is History? , Penguine Books, Reprinted, 1983.
E. Sreedharan, A Text Book of Historiography, Orient Longman, Reprinted, 2004.
Irfan Habib, Interpreting Indian History, Northeastern Hill University Publications, Shillong, 1988.
Marc Bloch, The Historian's Craft, Vintage Book, New York, 1953.(Introduction and Chapter-I: History Men and Time)
Maurice Aymard and Harbans Mukhia (eds), French Studies in History, Vols- I & II, Orient Longman, 1989.
Romila Thapar, Past and Prejudice, NBT, New Delhi, 1975.
S. K. Bajaj, History: It's Philosophy, Theory & Methodology, Patiala, 1987.

**SEC.II: Understanding Popular Culture**

The paper examines some popular cultures expressed in different mediums like visual, oral and cultural. In the process of their evolution, these cultures eclectically draw from traditions, articulate anxieties, and even give rise to new traditions. The paper endeavours to equip students with understanding such phenomena historically, with special reference to India. It is imperative that the
Students use electronic devices to view, record, and document the subject matter.

**Unit-I: Introduction of Popular Culture**
[1] Meaning and Definition of popular culture
[2] Understanding it historically
**Unit-II: Visual expressions:**
[1]Folk art,
[2] Calendar art
[3] Photography
**Unit-III: Performance:**
[1] Theatres
[2] Music
[3] Folk tales/songs/Suang, Yatra and Nautanki: Identifying themes, functionality

**Unit-IV: The audio-visual: cinema and television:**
[1] Indian cinema: Mapping the influence of the national struggle for independence

(1930s and 40s)
[2]Idealized nationalism (1950s), disillusionment and the anti-establishment mood (1970s
and 80s)
[3]Documentary films, Expressions of popular culture in television; the impact of the Internet and audio-visual media

**Unit-V: Fairs, Festivals and Rituals:**
[1] Disentangling mythological stories
[2] Patronage
[3] Regional variations
[4] Impact on Society

**Reading List:**
Dissanayake, W. and K. M. Gokul Singh, Indian Popular Cinema,
Trentham Book, London, 2004
John Storey, Cultural Theory and Popular Culture, London, 2001.
Oberoi, Patricia, Freedom and Destiny: Gender, Family and Popular Culture in India, Delhi, 2009
Christopher Princy, Camera Indica: The Social Life of Indian Photographs, Chicago, 1998
Pankaj Rag, Dhuno ke Yatri, Rajkamal, New Delhi, 2006(Hindi)
Ramanujan, A.K. Folktales from India A Selection of Oral Tales from Twenty-two Languages (Only Introduction).
Ramaswamy, V. 'Women and the 'Domestic' in Tamil Folk Songs' in KumkumSangari and Uma Chakravarti, eds., From Myths to Markets: Essays on Gender, Shimla, 1999
Singh, Lata (ed.), Theatre in Colonial India: Playhouse of Power, New Delhi, 2009

## G.E. IV:(For non-History students, Minor-2)

**Semester V**
**C.C.XI: History of Modern Europe- I (c. 1780-1939)**

**Unit-I: The French Revolution:**
[1] Crisis of Ancient Regime
[2] Intellectual currents.
[3] Social classes and emerging gender relations.

**Unit-II: Revolution and itsEuropean repercussions:**
[1] Phases of the French Revolution 1789 - 99.
[2] Art and Culture of French Revolution.
[3] Napoleonic consolidation - reform and empire.

**Unit-III: Restoration and Revolution: c. 1815 - 1848:**
[1] Forces of conservatism & restoration of old hierarchies.
[2] Social, Political and intellectual currents.
[3] Revolutionary and Radical movements, 1830 - 1848.

**Unit-IV: Capitalist Industrialization and Socio-EconomicTransformation (Late 18th century to AD 1914)**
[1] Process of capitalist development in industry and agriculture:case Studies of Britain,
France, the German States and Russia.
[2] Evolution and Differentiation of social classes: Bourgeoisie, Proletariat, land owning
classes and peasantry.
[3] Changing trends in demography and urban patterns.

[4] Family, gender and process of industrialization.

**Unit-V: Varieties of Nationalism and the Remaking of States inthe 19th and 20th Centuries.**

[1] Intellectual currents, popular movements and the formation ofNational identities in Germany, Italy

[2] Specificities of economic development, political andadministrative Reorganization -

Italy, Germany

**Reading List:**

C.M. Cipolla: Fontana Economic History of Europe, Volume III: The Industrial Revolution.
Norman Davies, Europe.
J. Evans: The Foundations of a Modern State in 19th Century Europe.
T.S. Hamerow: Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].E.J. Hobsbawn: The Age of Revolution.
Lynn Hunt: Politics, Culture and Class in the French Revolution.
James Joll, Europe Since 1870.George Lefebvre, Coming of the French Revolution.
George Lichtheim : A Short History of Socialism.Alec Nove: An Economic History of the USSR.
Andrew Porter, European Imperialism, 18760-1914 (1994).Anthony Wood, History of Europe, 1815 û 1960 (1983).
Stuart Woolf: History of Italy, 1700-1860.G. Barrowclough, An Introduction to Contemporary History.
Fernand Braudel, History and the Social Science in M. Aymard andH. Mukhia Ed. French Studies in History, Vol. I (1989).
Maurice Dobb: Soviet Economic Development Since 1917.M. Perrot and G. Duby [eds.]: A History of Women in the West,Volumes 4 and 5.
H.J. Hanham; Nineteenth Century Constitution, 1815 - 1914.E.J. Hobsbawm, Nations and Nationalism.
Charles and Barbara Jelavich: Establishment of the Balkan National States, 1840 û 1920.James Joll, Origins of the First World war (1989).
Jaon B. Landes: Women and the Public Sphere in the Age of the French Revolution.Colin Licas: The French Revolution and the Making of Modern Political Culture, VolumeNicholas Mansergh: The Irish Question, 1840 û 1921.
K.O. Morgan: Oxford Illustrated History of Britain, Volume 3 [1789 -1983].
R.P. Morgan: German Social Democracy and the First International.
N.V. Riasanovsky: A History of Russia.
J.M. Robert, Europe 1880 û 1985.J.J. Roth (ed.), World War I : A Turning Point in Modern History.
Albert Soboul: History of the French Revolution (in two volumes).
Lawrence Stone, History and the Social Sciences in the Twentieth Century The Past and the Present (1981).
Dorothy Thompson: Chartists: Popular Politics in the Industrial Revolution.
E.P. Thompson: Making of the English Working Class.
Michel Vovelle, fall of the French Monarchy (1984).
H. Seton Watson: The Russian Empire.
Raymond Williams: Culture and Society.

**C.C.XII: HISTORY OF INDIA VII (c. 1750 - 1857)**

**Unit-I: India in the mid 18th Century;** Society, Economy, Polity
**Unit-II: Expansion and Consolidation of colonial Power:**
[1] Foreign trade and early forms of exactions fromBengal.
[2] Dynamics of expansion, with special reference to Bengal, Mysore, Awadh, Punjab
**Unit-III: Colonial State and Ideology:**
[1] Arms of the colonial state: army, police, law
[2] Ideologies of the Raj and racial attitudes
[3] Education: indigenous and modern
**Unit-IV: Economy and Society:**
[1] Land revenue systems- Permanent, Ryotwari and Mahalwari
[2] Commercialization of Agriculture- Consequences
[3] Drain of Wealth-causes and consequences
[4] Growth of modern industry
**Unit-V: Popular Resistance: Causes and Consequences**
[1] Santhal uprising (1856-57), Indigo rebellion (1860)
[2] Pabna agrarian Leagues (1873), Deccan riots (1875)
[3] Movement of 1857-causes and consequences

**Reading List:**
C. A. Bayly, Indian Society and the Making of the British Empire,
New Cambridge History of India.
Bipan Chandra, Rise and Growth of Economic Nationalism in India.
Suhash Chakravarty, The Raj Syndrome: A Study in ImperialPerceptions, 1989.
J.S. Grewal, The Sikhs of the Punjab, New Cambridge History ofIndia
Ranajit Guha, ed., A Subaltern Studies Reader.
Dharma Kumar and Tapan Raychaudhuri, eds., The Cambridge
Economic History of India, Vol. II.
P.J. Marshall, Bengal: The British Bridgehead, New CambridgeHistory of India.
R.C. Majumdar, ed., History and Culture of Indian People, Vols. IX
and X. British Paramountcy and Indian Renaissance.
David Arnold and Ramchandra Guha, eds, Nature, Culture andImperialism.
Amiya Bagchi, Private Investment in India.
Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan
and Aditya Mukherjee, India's Struggles for Independence.
A.R. Desai, Peasant Struggles in India.
R.P. Dutt, India today.
M.J. Fisher, ed., Politics of Annexation (Oxford in India Readings).
Ranajit Guha, Elementary Aspects of Peasant Insurgency in Colonial
India (1983).
P.C. Joshi, Rebellion 1857: A Symposium.
J.Krishnamurti, Women in Colonial India.
Dadabhai Naroji, Poverty and Un-British Rule in India.
Rajat K. Ray, ed., Entrepreneurship and Industry in India, 1800-1947, Oxford In India Readings.
Eric Stokes, English Utilitarians and India

Thomas R. Metcalf, The Ideologies of the Raj

**D.S.E-I: HISTORY OF THE UNITED STATES OF AMERICA (c.1776-1945)**

**Unit-I: The Background:**
[1] The land and indigenous people: settlement and colonization byEuropeans
[2] Early colonial society and politics; indentured labour-White and Black
**Unit-II: Making of the Republic:**
[1] Revolution, Sources of conflict: Revolutionary groups, Ideology:
[2] The American War of Independence- Causes and consequences
[3] Processes and Features of Constitution making
**Unit-III: Evolution of American Democracy:**
[1] Federalists: Jeffersonianism: Jacksonianism, Rise of politicalparties-1840-1960; Judiciary-role of the Supreme Court
[2] Limits of democracy: Blacks and women.
**Unit-IV: Early Capitalism:**
[1] Beginnings of Industrialization.
[2] Immigrants and changing composition of Labour; Early LabourMovements.
**Unit-V: The Agrarian South and Civil War:**
[1] Plantation economy.
[2] Slave Society and Culture: Slave resistance.
[3] Rise of Republicanism, Emancipation and Lincoln

**Reading List:**
Bernard Bailyn, The Great Republic.
Bernard Bailyn, The Ideological Origins of the American Revolution.
Charles Beard, An Economic Interpretation of the AmericanConstitution.
Peter Carroll and David Noble, Free and Un-free: A New History ofthe United States.
David B. Davis, The Problem of Slavery in the Age of Revolution.
U. Faulkner, American Economic History.
Eric Foner, America's Black Past.
John Hope Franklin, From Slavery to Freedom.
Gerald N. Grobb and George A. Billias, Interpretations of American History: Patterns and Perspectives, 2 Vols.
David M. Potter, The Impending Crisis.
J. G. Randall and David Donald, The Civil War and Reconstruction.
Kenneth Stampp, The Peculiar Institution, Slavery in the Antebellum South.
Federick Jackson Turner, The Frontier in American History.
Lee Benson, The Concept of Jackson Democracy.
Ray A. Billington, Westward Expansion.
Paul Boyer, Harvard Sitkoff, Nancy Woloch, The Enduring Vision: A History of the American People, Vols. Land 2.
Thomas Cochran, The Inner Revolution.
A. O. Craven, The Growth of Southern Nationalism, 1848 - 1861.
Carl N. Degler, At Odds: Women and Family in America from the Revolution to the Present.
Lewis L. Gould (ed.), The Progressive Era.
John D. Hicks, The Federal Union: A History of USA Since 1865.
R.P. Kaushik, Significant Themes in American History.
Irving Kristol, Gordon Wood and others, America's Continuing Revolution.
Richard W. Leopold, The Growth of American Foreign Policy.
Perry Miller, From Colony to Province.
Gary Nash (ed.), Retracing the Past.
Henry Pelling, American Labor.

Edward Pessen, Jacksonian Panorama.
Charles Sellers, Henry May and Neil McMillen, A Synopsis of American History; 2 Vols.
Donald Shihan, The Making of American History: The Emergence of the Nation, Vols. II & I.
Dwijendra Tripathi and S.C. Tiwari, Themes and Perspectives in American History.

**DSE.II: History and Culture of Odisha**

**Unit-I: Socio-political life of Early and Medieval Odisha:**

[1] Kalinga War (261 B.C.) and its significance

[2] Mahameghavahan Kharavela: His time and achievements

[3] The Bhauma Karas and The Somavamsis

[4] The Gangas and The Suryavamsis

**Unit-II: Religion, Art and Literature of Early and Medieval Odisha:**

[1] Budhism, Janisim and Sanatana Dharma in Odisha.

[2] Development of Art and Architecture: Buddhist Art, Temples and Jaina Sculptures

[3] Evolution and Growth of Odia Language

[4] Development of Odia Literature-Sarala Mohabharata

[5] Panchasakhas, Sri Chaitanya and Bhakti Movement in Odisha

**Unit-III: Political and Economic structure in Medieval Odisha:**

[1] Mughal Administration

[2] Maratha Administration

[3] Impact on Odisha's Socio-Economic Condition

**Unit-IV: Colonialism in Odisha:**

[1] The Early British Administration: Its Socio-economic impact

[2] The Odia Identity Movement

[3] Freedom Struggle in Odisha

**Unit-V: Socio-cultural Changes in Modern Odisha:**

[1] Development of Modern Education

[2] Social Reform Movements in Odisha

[3] Modern Odia Literature: Radhanath Roy, Phakir Mohan Senapati &Gangadhar Meher

**Reading List:**

A. Easchman et al (eds) The Cult of Jagannath and Regional Tradition of Orissa, Manohar, New Delhi, 1978.

A. K. Mishra, Intellectual Tradition of Orissa: 2006.

A. K. Mishra, The Raj, Nationalists and Reforms, 2007.

A.K. Mishra, Indian Culture, Science and Technology (with special emphasis on Odisha), 2011.

B.K. Mallik; Paradigms of Dissent and Protest: Social Movements in Eastern India (1400-1700 AD Manohar, New Delhi, 2004.

J. Dora, Sakta Monuments of Orissa, A Study of Art, Architecture and Iconography, New Delhi, 2010.

K.C. Mishra, The Cult Jagarnath.

M.N. Das (ed) Sidelights on History and Culture of Orissa, Vidyapuri

A.C. Pradhan, A Study of History of Orissa, Bhubaneswar, Panchsheel

K.C. Panigrahi, History of Orissa, Cuttack, Kitab Mahal, First edition, 1981

Chittaranjan Das, A Glimpse into Oriya Literature, Orissa Sahitya Akademi, Bhubaneswar, 1962

K.B. Tripathi, The Evolution of Oriya Language and Script, Utkal University, Bhubaneswar

K.C. Panigrahi, Sarala Dasa, Sahitya Akademi, New Delhi, 1975

Khageswar Mahapatra, (ed), Charyagitika

**Semester VI**

**C.C. XIII: HISTORY OF INDIA VIII (c. 1857 - 1950)**

**Unit-I: Cultural changes and Social and Religious Reform Movements:**

[1] The advent of printing and its implications
[2] Reform and Revival: Brahmo Samaj, Arya Samaj, Aligarh Movement
[3] Emancipation of Women, Sanskritization and Anti-Caste Movements

**Unit-II: Nationalism: Trends up to 1919:**

[1] Political ideology and organizations, formation of INC
[2] Moderates and Extremists.
[3] Swadeshi Movement
[4] Revolutionary Movements

**Unit-III: Gandhian nationalism after 1919: Ideas and Movements:**

[1] Mahatma Gandhi: Perspectives and Methods
[2] Non- Cooperation, Civil Disobedience, Quit India, and INA
[3] Princely India: States' Peoples'Movement
[4] Nationalism and Social Groups: Peasants, Tribals, Dalits and Women

**Unit-IV: Communalism and Partition:**

[1] Ideologies and practices, Hindu Mahasabha, Muslim League
[2] Partition and Independence

**Unit-V: Emergence of a New State:**
[1] Making of the Constitution
[2] Integration of Princely States
[3] Land Reforms and beginnings of Planning

**Reading List:**
Judith Brown, Gandhi's rise to Power, 1915-22.
Paul Brass, The Politics of India Since Independence, OUP, 1990.
Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.
Bipan Chandra, Rise and Growth of Economic Nationalism in India.
Mohandas K. Gandhi, An Autobiography or The Story of My Experiments with Truth.
Ranajit Guha, ed., A Subaltern Studies Reader.
Peter Hardy, Muslims of British India.
Mushirul Hasan, ed., India's Partition, Oxford in India Readings.
D.A. Low, ed., Congress and the Raj.
John R. McLane, Indian Nationalism and the Early Congress.
Jawaharlal Nehru, An Autobiography.
Gyanendra Pandey, The Construction of Communalism in colonial north India.
Sumit Sarkar, Modern India, 1885-1947.
Anil Seal, Emergence of Indian Nationalism.
Ram Lakhan Shukla (ed.), Adhunik Bharat ka Itihas.
Eleanor Zelliot, From Untouchable to Dalit: Essays on the Ambedkar Movement.
Judith Brown, Gandhi: (et al) A Prisoner of Hope.
Bipan Chandra, Communalism in Modern India, 2nd ed., 1987.
Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's, Struggles for Independence.
A.R. Desai, Social Background of Indian Nationalism.
A.R. Desai, Peasant Struggles in India.
Francine Frankel, India's Political Economy, 1947-77.
Ranajit Guha, and G.C. Spivak, eds. Select Subaltern Studies.
Charles Heimsath, Indian Nationalism and Hindu Social Reform.
F. Hutchins, Illusion of Permanence.
F. Hutchins, Spontaneous Revolution.
V.C. Joshi (ed.), Rammohan Roy and the process of Modernization in India.
J.Krishnamurti, Women in Colonial India

## C.C. XIV: HISTORY OF MODERN EUROPE II (c. 1780 -1939)

**Unit-I: Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries:**
[1] The struggle for parliamentary democracy and civil liberties inBritain.
[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 inSocialism:**
[1] Emancipation of serfs.
[2] Revolutions of 1905; the Bolshevik Revolution of 1917.
[3] Programmes of Socialist Construction.

**Unit-III: Imperialism, War and Crisis: c. 1880-1939:**
[1] Theories and mechanisms of imperialism; Growth ofMilitarism; Power blocks and alliances: expansion of Europeanempires –First World War(1914 – 1918)
[2] The post 1919 World Order: economic crises, the Great Depression and Recovery.
[3] Fascism and Nazism.
[4] Origins of the Second World War.
**Unit-IV: Cultural Transformation since circa 1850:**
[1] Changing contexts: [i] Notions of Culture [ii] Creation of a New public sphere and mass media
[2] Creation of new cultural forms: from Romanticism to Abstract Art.
[3] Culture and the making of ideologies: Constructions of Race, Class and Gender, ideologies of Empire.
**Unit-V: Intellectual Developments since circa 1850:**
Major intellectual trends:
[1] Mass education and extension of literacy.
[2] Institutionalization of disciplines: History, Sociology and Anthropology.
[3] Darwin and Freud.

**Reading List:**
Gerald Brennan: The Spanish Labyrinth: An Account of the Social
and Political Background of the Civil War
C.M. Cipolla: Fontana Economic History of Europe, Volume II thePresent (1981).
I : The Industrial Revolution.
Norman Davies, Europe.
J. Evans: The Foundations of a Modern State in 19th Century
Europe.
T.S. Hamerow: Restoration, Revolution and Reaction: Economics
and Politics in Germany [1815 - 1871].
E.J. Hobsbawn : The Age of Revolution.Lynn Hunt: Politics, Culture and Class in the French Revolution.
James Joll, Europe Since 1870.David Landes: Promctheus Unbound.George Lefebvre, Coming of the French Revolution.
George Lichtheim: A Short History of Socialism.Peter Mathias, First Industrial Revolution.
Alec Nove: An Economic History of the USSR.Andrew Porter, European Imperialism, 18760 -1914 (1994).
Antbony Wood, History of Europe, 1815 û 1960 (1983).Stuart Woolf: History of Italy, 1700 û 1860.
G. Barrowclough, An Introduction to Contemporary History.
Fernand Braudel, History and the Social Science in M. Aymard andH. Mukhia eds. French Studies in History, Vol. I (1989).
Maurice Dobb: Soviet Economic Development Since 1917.
M. Perrot and G. Duby [eds.]: A History of Women in the West,Volumes 4 and 5.
H.J. Hanham; Nineteenth Century Constitution, 1815 û 1914.
E.J. Hobsbawm, Nations and Nationalism.
Charles and Barbara Jelavich: Establishment of the Balkan NationalStates, 1840 û 1920.
James Joll, Origins of the First World war (1989).
Jaon B. Landes: Women and the Public Sphere in the Age of theFrench Revolution.
David lowenthal, The Past is a Foreign Country.
Colin Licas: The French Revolution and the Making of ModernPolitical Culture, Volume 2.

Nicholas Mansergh: The Irish Question, 1840 - 1921.K.O. Morgan: Oxford Illustrated History of Britain, Volume 3 [1789 -
1983].
R.P. Morgan: German Social Democracy and the First International.N.V. Riasanovsky: A History of Russia.
J.M. Robert, Europe 1880 - 1985.
J.J. Roth (ed.), World War I: A Turning Point in Modern History.Albert Soboul: History of the French Revolution (in two volumes).

**D.S.E. III: HISTORY OF THE UNITED STATES OF AMERICA-II (c.1776-1945)**

**Unit-I: Reconstructions: Political changes and Economic transformation:**
[1] Conservative and Radical phases.
[2] The New South: Participants and Reactions, Carpetbaggers;Scalawags, Blacks, Ku Klux Klan.
[3] Growth of Capitalism
[4] Depression.
**Unit-II: Resistance and Reform:**
[1] Agrarian crises and populism
[2] Urban corruption and progressivism
[3] Labour movements and Unionization.
[4] New Deal.
**Unit-III: U.S. Imperialism:**
[1] Spanish-American War
[2] Expansion in the Far East and Latin America
[3] World War I and Fourteen Points
[4] Americans in World War II: Bombing of Hiroshima and Nagasaki
**Unit-IV: Afro-American Movements:**
Black Movements: Booker T. Washington, W.E.B. Dubois; NAACPand Marcus Garvey.
**Unit-V: Socio-Cultural, Religious and Intellectual Movements:**
[1] Abolitionists, Women's rights movement and Suffrage
[2] Religious movements: Early Revivalism; Puritans, Quakers,Mormons;Temperance
[3] Mass culture (circa 1900 - 1945)
[4]Major literary trends (circa 1900 – 1945)

**Reading List:**
Bernard Bailyn, The Great Republic.
Bernard Bailyn, The Ideological Origins of the American Revolution.
Charles Beard, An Economic Interpretation of the American Constitution.
Dee Brown, Bury My Heart at Wounded Knee, An Indian History of the American West.
Peter Carroll and David Noble, Free and Unfree: A New History of the United States.
David B. Davis, The Problem of Slavery in the Age of Revolution.
32
U. Faulkner, American Economic History.
Robert Fogel, Railroads and American Economic Growth.
Eric Foner, America's Black Past.
John Hope Franklin, From Slavery to Freedom.
Gerald N. Grobb and George A. Billias, Interpretations of American

History: Patterns and Perspectives, 2 Vols.
Richard Hofstadter, The Age of Reform, From Bryan to FDR
Linda Kerber, Women's America: Refocusing the Past.
David M. Potter, The Impending Crisis.
W. Pratt, A History of the United states Foreign Policy.
James Randail, The Civil War and Reconstruction.
J. G. Randall and David Donald, The Civil War and Reconstruction.
Kenneth Stampp, The Peculiar Institution, Slavery in the Antebellum South.
Federick Jackson Turner, The Frontier in American History.
Robert Wiebe, The Search for Order.
Lee Benson, The Concept of Jackson Democracy.
Ray A. Billington, Westward Expansion.
Paul Boyer, Harvard Sitkoff, Nancy Woloch, The Enduring Vision: A History of the American People, Vols. Land 2.
Thomas Cochran, The Inner Revolution.
A. O. Craven, The Growth of Southern Nationalism, 1848 - 1861.
Lance E. Davis (ed.), American Economic Growth.
Carl N. Degler, At Odds: Women and Family in America from the Revolution to the Present.
Fogel and Engerman? Time on the Cross-.
Lewis L. Gould (ed.), The Progressive Era.
John D. Hicks, The Federal Union: A History of USA Since 1865.
R.P. Kaushik, Significant Themes in American History.
David M. Kennedy, Thomas Bailey and Mel Piehl, The Brief American Pageant.
Irving Kristol, Gordon Wood and others, America's Continuing Revolution.
Richard W. Leopold, The Growth of American Foreign Policy.
Perry Miller, From Colony to Province.
Gary Nash (ed.), Retracing the Past.
Henry Pelling, American Labor.
Edward Pessen, Jacksonian Panorama.
Charles Sellers, Henry May and Neil McMillen, A Synopsis of American History; 2 Vols.
Donald Shihan, The Making of American History: The Emergence of the Nation, Vols. II & I.
Dwijendra Tripathi and S.C. Tiwari, Themes and Perspectives in American History.
James Weinstein, The Corporate Ideal in the Liberal state.

# GENERIC ELECTIVE (GE) PAPERS

**(For non-History students)**

## (1) HISTORY AND CULTURE OF ODISHA

**Unit-I: Socio-political life of Early and Medieval Odisha:**

[1] Kalinga War (261 B.C.) and its significance

[2] Mahameghavahan Kharavela: His times and achievements
[3] The Bhauma Karas and The Somavamsis
[4] The Gangas and The Suryavamsis

**Unit-II: Religion, Art and Literature of Early and Medieval Odisha:**

[1] Budhism, Janisim and Sanatana Dharma in Odisha.
[2] Development of Art and Architecture: Buddhist Art, Temples and Jaina Sculptures
[3] Evolution and Growth of Odia Language and Literature: Sarala Mohabharata
[4] Panchasakhas, Sri Chaitanya and Bhakti Movement in Odisha

**Unit-III: Political and Economic structure in Medieval Odisha:**

[1] Mughal Administration
[2] Maratha Administration
[3] Impact on Odisha's Socio-Economic Condition

**Unit-IV: Colonialism in Odisha:**

[1] The Early British Administration: Its Socio-economic impact
[2] The Odia Identity Movement
[3] Freedom Struggle in Odisha

**Unit-V: Socio-cultural Changes in Modern Odisha:**

[1] Development of Modern Education
[2] Social Reform Movements in Odisha
[3] Modern Odia Literature: Radhanath Roy, Phakir Mohan Senapati and Gangadhar Meher

**Reading List:**

A. Easchman et al (eds) The Cult of Jagannath and Regional Tradition of Orissa, Manohar, New Delhi, 1978.
A. K. Mishra, Intellectual Tradition of Orissa, Bhubaneswar, 2006.
----------, The Raj, Nationalists and Reforms, Bhubaneswar, 2007.
……., Indian Culture, Science and Technology (with special emphasis on Odisha),
2011.
B.C. Ray, Orissa under the Mughals
----------, Orissa under the Marahatas
----------, Foundation of British Orissa
B.K. Mallik, Medieval Orissa: Literature, Society, Economy, Bhubaneswar, 1996
----------, Paradigms of Dissent and Protest: Social Movements in Eastern India (1400-1700 AD Manahar, New Delhi, 2004.
J. Dora, Sakta Monuments of Orissa, A Study of Art, Architecture and Iconography, New Delhi, 2010.
K.C. Mishra, The Cult Jagannath.
M.N. Das (ed) Sidelights on History and Culture of Orissa, Vidyapuri
M. A. Haq, Muslim Administration in Orissa
A.C. Pradhan, A Study of History of Orissa, Bhubaneswar, Panchsheel
K.C. Panigrahi, History of Orissa, Cuttack, Kitab Mahal, First edition, 1981
Chittaranjan Das, A Glimpse into Oriya Literature, Orissa Sahitya Akademi, Bhubaneswar, 1962
K.B. Tripathi, The Evolution of Oriya Language and Script, Utkal University, Bhubaneswar
K.C. Panigrahi, Sarala Dasa, Sahitya Akademi, New Delhi, 1975
Khageswar Mahapatra, (ed), Charyagitika

## (2)FREEDOM MOVEMENT IN INDIA

**Unit-I: Growth of National Consciousness in 19th century:**

[1] Socio-Economic impact of British Rule
[2] Role of Press and Journalism
[3] Formation of Political associations prior to 1885

**Unit-II: Nationalism: Trends up to 1919:**

[1] Formation of Indian National Congress: Its ideology and Performance
[2] Moderates and Extremists
[3] Swadeshi Movement and its impact

**Unit-III: Gandhian nationalism after 1919: Ideas and Movements:**

[1] Mahatma Gandhi: Perspectives and Methods
[2] Non- Cooperation, Civil Disobedience, Quit India Movements
[3] Indian National Army (INA) and Subash Chandra Bose

**Unit-IV: Communalism and Partition:**

[1] Ideologies and practices: Hindu Mahasabha, Muslim League
[2] Partition and Independence

**Unit-V: Emergence of a New Nation:**

[1] Making of the Constitution
[2] Integration of Princely States
[3] Land Reforms and beginnings of Planning

**Reading List:**

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Paul Brass, The Politics of India Since Independence, OUP, 1990.
Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.
Bipan Chandra, Rise and Growth of Economic Nationalism in India.
Mohandas K. Gandhi, An Autobiography or The Story of My Experiments with Truth.
Ranajit Guha, ed., A Subaltern Studies Reader.
Peter Hardy, Muslims of British India.
Mushirul Hasan, ed., India's Partition, Oxford in India Readings.
D.A. Low, ed., Congress and the Raj.
John R. McLane, Indian Nationalism and the Early Congress.
Jawaharlal Nehru, An Autobiography.
Gyanendra Pandey, The Construction of Communalism in colonial north India.
Sumit Sarkar, Modern India, 1885-1947.
Anil Seal, Emergence of Indian Nationalism.
Ram Lakhan Shukla (ed.), Adhunik Bharat ka Itihas.
Eleanor Zelliot, From Untouchable to Dalit: Essays on the Ambedkar Movement.
Judith Brown, Gandhi: (et al) A Prisoner of Hope.
Bipan Chandra, Communalism in Modern India, 2nd ed., 1987.
Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's, Struggles for Independence.
A.R. Desai, Social Background of Indian Nationalism.
A.R. Desai, Peasant Struggles in India.
Francine Frankel, India's Political Economy, 1947-77.
Ranajit Guha, and G.C. Spivak, eds. Select Subaltern Studies.
Charles Heimsath, Indian Nationalism and Hindu Social Reform.
F. Hutchins, Illusion of Permanence.
F. Hutchins, Spontaneous Revolution.
V.C. Joshi (ed.), Rammohan Roy and the process of Modernization in India.

J.Krishnamurti, Women in Colonial India

## (3)MAKING OF CONTEMPORARY INDIA

**Unit-I:Towards Independence and Emergence of the New State** :
Government of India Act 1935; Working of the GOI Act; Negotiations for Independence
and Popular Movements; Partition: Riots and Rehabilitation
**Unit-II:Making of the Republic -The Constituent Assembly:**
Drafting of the Constitution, Integration of Princely States
**Unit-III: Indian Democracy at Work c1950- 1970s:**
Language, Region**,** Caste and Religion; Electoral Politics and the Changing Party System;
Regional Experiences, India and the World (Non Aligned Movement)
**Unit-IV: Economy c 1950-1970s:**
The Land Question, Planning and Economy, Industry and Labour
**Unit-V: Society and Culture c 1950-1970s:**
The Women's Question: Movements and Legislation
Cultural Trends: Education, Institutions and Ideas, Science, Literature, Media, Arts

**Reading List:**
Granville Austin, Indian Constitution: Cornerstone of a Nation, New
Edition, OUP, 2011
Francine Frankel, India's Political Economy,1947-2004, New Delhi: Oxford University Press, 2006.
Paul Brass, The Politics of India Since Independence, Cambridge: Cambridge University Press, 1994.
Ram Chandra Guha, India after Gandhi: The History of the World's Largest Democracy, New Delhi:Picador, 2007
Bipan Chandra, et al (ed) India after Independence, New Delhi:
Penguin Books, 1999
Appadurai, Domestic Roots of India's Foreign Policy 1947-1972.
New Delhi: Oxford University Press, 1979.
Rajni Kothari, Politics in India, New Delhi: Orient Longman,1970.
Joya Chatterji, The Spoils of Partition: Bengal and India, 1947-67,
Cambridge: Cambridge University Press, 2007.
Sunil Khilnani, The Idea of India, Penguin Books, New Delhi, 2004

## (4) ISSUES IN THE CONTEMPORARY WORLD

**Unit-I: Colonialism and Nationalism**: Social Transformation after the Second World War; United Nations and UNESCO; NAM, Cold War: the character of Communist States
**Unit-II: Perspectives on Development and**
**Underdevelopment:** Globalization and Liberalization--Impact
**Unit-III:Social Movements in the North and the South:**
Feminist & Human Rights issues
**Unit-IV:Ecological Movements**: Recent Issues and Developments
**Unit-V: Modernity and Cultural Transformation:** Emerging trends in Culture, Media and
Consumption

**Reading List:**
E.J. Hobsbawm, The Age of Extremes, 1914 – 1991, New York: Vintage, 1996

Carter V. Findley and John Rothay, Twentieth-Century World,Boston: Houghton-Mifflin, 5th ed.,2003.
Norman Lowe, Mastering Modern World History, London: Palgrave Macmillan, 1997
Mark Mazower, The Balkans: A Short History [especially chap.
4], New York: Modern Library, 2000: paperback, 2002
Basil Davidson, Modern Africa: A Social and Political History, 3d edn. London / New Jersey: Addison – Wesley, 1995
I, RigobertaMenchu, An India Woman in Guatemala [Memoir of
1992 Nobel Peace Prize Winner, London: Verso.1987 {Hindi translation available}
Jonathan Spence, The Gate of Heavenly Peace: The Chinese and Their Revolution, 1895 – 1980, Penguin, 1982.

# B.A. Regular (Pass) History Syllabus
# Choice Based Credit System (CBCS)
# 2016-17

**P.G. DEPARTMENT OF HISTORY**
**UTKAL UNIVERSITY, VANI VIHAR**
**BHUBANESWAR-751004**

**IST YEAR B.A. (Pass), SEMESTER 1**

**Core Courses:**

History of India from the Earliest Times to 300 CE

**IST YEAR B.A. (Pass), SEMESTER 2**

**Core Courses:**

Course I: History of India from c. 300 to 1206

**IIND YEAR B.A. (Pass), SEMESTER 3**

**Core Courses:**

Course II: History of India from c. 1206-1707

**IIND YEAR B.A. (Pass), SEMESTER 4**

**Core Courses:**

Course III: History of India from c. 1707-1950

**IIIRD YEAR B.A. (Pass), SEMESTER 5**

**Discipline Specific Elective (DSE)**

Society and Economy of Modern Europe (c. 15$^{th}$ to 18$^{th}$ Century)

**IIIRD YEAR B.A. (Pass), SEMESTER 6**

**Discipline Specific Elective (DSE)**

Some Aspects of European History (1780-1945)

**IST YEAR B.A. (Pass), SEMESTER 1**

**Core Courses: 1. History of India from Earliest Times up to 300 CE**

I. A broad survey of Paleolithic, Mesolithic and Neolithic Cultures.

II. Harappan Civilization: Origin, Extent, dominant features &decline.

III. The Vedic Period: Polity, Society, Economy and Religion.

IV. Territorial States and the rise of Magadha, Conditions for the rise of Mahajanpadas and the Causes of Magadha's success

V. Alexander's Invasion and impact

VI. Jainism and Buddhism: Causes, Doctrines, Spread, Decline and Contributions

VII. The Satvahanas Phase; Aspects of Political History, Material Culture, Administration, Religion

VIII. Emergence and Growth of Mauryan Empire; State, Administration, Economy, Ashoka's Dhamma, Art &Architecture

IX. The Sangam Age: Sangam Literature, Polity, Society & Culture

X. The Kushanas: Aspects of Polity, Society, & Religion.

**References:**


1. Agrawal, D.P. *The Archaeology of India*

2. Basham, A.L. *The Wonder that was India*

3. Chakrabarti, D.K. *Archaeology of Ancient Indian Cities*

4. Jaiswal, Suvira, *Caste: Origin, Function and Dimensions*

5. Subramanian, N. *Sangam Polity*

6. Thapar, Romila, *History of Early India*

7. Allchin, F.R. and B., *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*

8. Basham, A.L. *The Wonder That was India*

9. Jha, D.N., *Ancient India in Historical Outline* (1998 edn.)

10. Kosambi, D.D., *Culture and Civilization of Ancient India*

11. Ray, H.P., *Monastery and Guild India in Historical Outline*

12. Sastri, K.A.N., *A History of South India*

13. R.S Sharma, *India's Ancient Past*

14. Ray, Niharranjan., *Maurya and Post Maurya Art*

15. Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India* (1991 edn.)

16. Thapar, Romila., *Ashoka and the Decline of the Mauryas* (1997 edn)

17. Yazdani, G., *Early History of Deccan*

18. Thapar, Romila., *Ashoka and the Decline of the Mauryas* (1997 edn)

**IST YEAR B.A. (Pass), SEMESTER 2**

**Core Courses: Paper-2: History of India from. C.300 to1206**

I. The Rise & Growth of the Guptas: Administration, Society, Economy, Religion, Art, Literature, and Science &Technology.

II. Harsha & His Times: Harsha's Kingdom, Administration, Buddhism & its spread

III. The Cholas and Pandyas: Polity, Society, and Economy & Culture

IV. Towards the Early Medieval: Changes in Society, Polity Economy and Culture with reference to the Pallavas, & Chalukayas

V. Arabs in Sindh: Polity, Religion &Society.

VI. Struggle for power in Northern India & Establishment of Sultanate: Mahmud of Ghazani, Muhammad of Ghor.

**References:**

1. R. S. Sharma: *Indian Feudalism-India's Ancient Past*

2. B. D. Chattopadhaya: *Making of Early Medieval India*

3. Derryl N. Maclean: *Religion and Society in Arab Sindh*

4. K. M. Ashraf: *Life and Conditions of the People of Hindustan*

5. M. Habib and K.A. Nizami: *A Comprehensive History of IndiaVol.V*

6. Tapan Ray Chaudhary and Irfan Habib (ed.) : *The Cambridge Economic History of India, Vol.I*

7. Peter Jackson: *Delhi Sultanate: A Political and Military History*

8. Tara Chand: *Influence of Islam on Indian Culture*

9. Satish Chandra: *A History of Medieval India, 2 Volumes*

10. Percy Brown, : *Islamic Architecture*

**2ND YEAR B.A. (Pass), SEMESTER 3**

**Core Courses: Paper -3: History of India from 1206 to 1707**

I. Foundation, Expansion &consolidation of the Delhi Sultanate: Iltutmish & Balban

II.Miltary, administrative &economic reforms under the Khiljis &the Tughlaqs: Alauddin Khilji & Mahammud-bin-Tughlaq

III. Bhakti &Sufi Movements.

IV. Emergence and consolidation of Mughal State: Babur and Akbar

V. Akbar to Aurangzeb: administrative structure-Mansab & Jagirs, State &Religious policies.

VI. Economy, Society &Culture under the Mughals.

VII.Emergence of Maratha Power: Shivaji, Conquest & Administration.

**References:**

1. Irfan Habib: *The Agrarian System of Mughal India 1556-1707*.

2. M. Athar Ali: *Mughal Nobility under Aurangzeb.*

3. Shireen Moosvi: *The Economy of the Mughal Empire*

4. S.A.A.Rizvi: *Muslim Revivalist Movements in Northern India during 16th and 17th Centuries*

5. R.P. Tripathi: *The Rise and Fall of the Mughal Empire, 2 vol.*

6. I. H. Siddiqui: *Some Aspects of Afghan Despotism*

7. Kesvan Veluthat: *PoliticalStructure of Early Medieval South India*

8. P.J. Marshall: *The Eighteenth Century in Indian History.*

9. Stewart Gordon, : *The Marathas 1600-1818*

10. Percy Brown, : *Islamic Architecture*

**2ND YEAR B.A. (Pass), SEMESTER 4**

**Core Courses: Paper-4: History of India; 1707-1950**

I. Political condition of India and Advent of European Trading Companies.

II. Expansion & consolidation of Colonial Power up to 1857: Anglo-French Rivalry, Battle of Plassey & Buxar, Subsidiary Alliance & Doctrine of Lapse.

III. Revolt of 1857: Causes, Nature &Aftermath.

IV. Colonial economy: Agriculture, Trade & Industry- Permanent Settlement, Ruin of Indigenous Industries & Monopoly of Trade

V. Socio-Religious Movements in the 19th century: Raja Rammohan Ray, Dayananda Saraswati, Ramakrishna Paramahans, Swami Vivekananada & Theosophical Society.

VI. Emergence &Growth of Nationalism: Causes, Swadeshi Movement, Non-cooperation Movement, Civil Disobedience Movement & Quit India Movement

VII. Communalism: Origin, Growth and partition of India.

VIII. Advent of Freedom: Constituent Assembly, establishment of Republic & Salient Features of Indian Constitution.

**References:**

1. Sugata Bose and Ayesha Jalal*: Modern South Asia: History, Culture, Political Economy*, New Delhi, 1998

2. Sekhar Bandyopadhyay: *From Plassey to Partition*

3. Barbara D Metcalf and T.R. Metcalf: *A Concise History of India*, Cambridge, 2002

4. C.A. Bayly: *An Illustrated History of Modern India 1600-1947*, London 1990

5. Sumit Sarkar: *Modern India 1885 to 1947*, Mamillan, 1983

6. Mushirul Hasan: *John Company to the Republic: A story of Modern India*

7. R.P. Dutt: *India Today*.

8. Thomas Metcalf*: Ideologies of the Raj*.

9. R. Jeffery, J Masseloss: *From Rebellion to the Republic*.

10. Bipan Chandra: *Nationalism and Colonialism*.

11. Urvashi Butalia: *The Other side of Silence*.

12. Francine Frankel: *India's Political Economy 1947- 1977*.

13. Parul Brass: *The Politics of India since Independence*.

14. Lloyd and Susan Rudolph: *In Pursuit of Laxmi: the Political Economy of the Indian State*, Chicago, 1987

15. Bipan Chandra, Aditya Mukherjee: *India After Independence*, Viking, 1999.

16. Gail Omvedt: *Dalits and Democratic Revolution*.

17. Ramachandra Guha: *The Fissured Land*.

18. K.G. Subramanian: *The Living Tradition: Perspectives on Modern Indian Art*.

19. Radha Kumar: *A History of Doing*.

**IIIRD YEAR B.A. (Pass), SEMESTER 5**

**Discipline Specific Elective (DSE)**

**Society &Economy of Modern Europe: 15th – 18th Century**

1: Feudalism: Origin, Growth & Decline

II. Renaissance: Origin, Spread & its Impact

III. European Reformation: Origin, nature & Impact

IV. Geographical Discovery

V. Beginning of Colonization and Economic Exploitation

VI. Growth of Capitalism; Industrial Revolution- Causes and Consequences

**References:**


1. J H Plumb, *The Pelican Book of the Renaissance*, Penguin,1982

2. G. R. Elton, *Reformation Europe 1517,1559*, Wiley, 1999

3. Ralph Davis, *The Rise of the Atlantic Economies*, New York,1973

4. Arvind Sinha, *Europe in Transition*, Delhi, 2010

6. Rodney Hilton, *The Transition from Feudalism to Capitalism*, Delhi, 2006.

7. Fernand Braudel, *Civilization and Capitalism*, Vols. I, II, III, California, 1992

8. Butterfield, Herbert, *The origins of modern science*.Vol. 90507. Free Press, 1997

**IIIRD YEAR B.A. (Pass), SEMESTER 6**

**Discipline Specific Elective (DSE)**

**Some Aspects of European History: C.1780-1945**

I. The French Revolution: Causes, Nature & Consequences

II. Napoleonic Era: First Consul, Achievements & Downfall.

III. Revolutions of 1830 & 1848: Causes & Effects.

IV. Unification of Italy &Germany.

V. Imperialist Conflicts: First World War-Causes and Consequences.

VI. League of Nations

VI. Rise of Fascism in Italy and Nazism in Germany.

VII. Second World War-Causes and Consequences.

**References:**

1. E.J. Hobsbawn: *The Age of Revolution.*

2. Lynn Hunt: *Politics, Culture and Class in the FrenchRevolution.*

3. Andrew Porter: *European Imperialism, 18760 -1914* (1994).

4. E.J. Hobsbawm: *The Age of Extremes, 1914 - 1991*, New York: Vintage, 1996

5. Carter V. Findley and John Rothey: *Twentieth-Century World*, Boston: Houghton-Mifflin, 5th ed. 2003

# CBCS + 3 COURSES - CURRICULUM (ARTS)

# Subject - Law (Pass)

Four Core pass paper in Law

**1. JURISPRUDENCE**
**FULL MARKS: 100**

UNIT.1 INTRODUCTORY CONCEPTS

a) Definition or meaning of Jurisprudence
b) Meaning of Legal Theory
c) Scope of Jurisprudence
d) Purpose of Jurisprudence in Contemporary Society

UNIT.2 SCHOOLS OF JURISPRUDENCE

a) Historical School
b) Analytical School
c) Sociological School
d) Realistic School

UNIT.3 SOURCES OF LAW

a) Custom
b) Precedent
c) Legislation
d) Codification

UNIT-4 CONCEPT

a) Liability, meaning and nature
b) Rights and Duties
c) Possession
d) Ownership

**Reference Books**


1. Jurisprudence & Legal Theory – V. D Mahajan , Eastern Book Company ,5Ed Rp 2014
2. Introduction to Jurisprudence – Dr. Avtar Singh ,Eastern Book Company,2Ed Rp 2014
3. Jurisprudence Legal Theory – S.R Myneni ,Asia Law House, 2Ed Rp 2014
4. Guides Jurisprudence –I & II Paperback – 2014 by Garima Tiwari
5. Jurisprudence & Legal Theory – S.N. Dhyani, Jain Book Agency, 2014.
6. Jurisprudence & Legal Theory- N.V. Paranyajepee, Jain Book Agency, 2014
7. Jurisprudence & Legal Theory-G.C. Venkata Subbarao, Eastern Book Company, 1980.

8. An Introduction to the Philosophy of Law-Roscoe Pound, Universal Law Publishing Co. Pvt. Ltd. 2013.

## 2. INDIAN CONSTITUTION

**FULL MARK: 100**

UNIT-1 BASIC CONCEPT AND FUNDAMENTAL RIGHTS

a) Meaning and scope of constitution and Spirit of Preamble
b) Concept of State (Art.12)
c) Right to Equality
d) Right to Freedom and Right to Life and Personal Liberty.

UNIT-2 FUNDAMENTAL RIGHTS AND CONSTITUTIONAL REMEDIES

a) Right against Exploitation and Right to Freedom of Religion
b) Right to Constitutional Remedies U/Art.32&226
c) Directive principles of state policy
d) Fundamental duties

UNIT- 3 LEGISLATURE AND EXECUTIVE UNDER CONSTITUTION

a) Composition, Powers and functions of Parliament
b) Composition, Powers and functions of the State Legislature
c) Appointment , Power and functions of President of India
d) Appointment, Powers and functions of the Council of Minister

UNIT- 4 *JUDICIARY UNDER CONSTITUTION*

a) *Supreme Court- Appointment of Judges, Powers and Jurisdiction*
b) High Court- *Appointment of Judges, Powers and Jurisdiction and Transfer of Judges*
c) *Subordinate Judiciary*
d) *Independence of Judiciary – Judicial Accountability.*

**Reference Books**

1. Introduction to the Constitution of India –Dr. D.D Basu ,LexisNexis, Butterworths.2013
2. The Constitution of India -Prof. Narendra Kumar ,Allahabad Law Agency,1998
3. The Constitution of India - Dr. Kailash Rai,CLP, 2013.
4. Constitutional Law of India –J.N Pandey ,Central Law Agency, 2015
5. Constitution of India (Free e-book) by **Ministry of Law and Justice.**

## 3. LAW OF CONTRACT FULL MARKS: 100

UNIT- 1 JUDICIAL PERSPECTIVE OF LAW OF CONTRACT

a) Development of the Contract, Definition of the Contract
b) Contractual Relationship, Agreement, Obligation
c) Acceptance , Offer, Communication
d) Standard form of Contract

UNIT- 2 ELEMENTS OF CONTRACT

a) Consideration
b) Minors Contract
c) Position of Unsound Mind
d) Position of other Incompetent Person

UNIT- 3 FREE CONSENT

a) Coercion and Undue Influence
b) Fraud & Misrepresentation
c) Mistake and Legality of Object
d) Agreement in Restraint of Trade, Wagering Agreement and Contingent Contract.

UNIT- 4 DISCHARGE OF CONTRACT AND DAMAGES

a) Discharge by performance and breach
b) Discharge by impossibility of performance
c) Quasi Contracts
d) Damages

**Reference Books**


1. Indian Contract Act-Dr.R.K Bangia,Allahabad law agency,Ed14 Rp. 2015
2. Law of Contract –I &II- S.S. Srivastav, Central Law Agency, 2015
3. Indian Contract Act; Dr.S.K Kapoor,Ed.2012
4. Indian Contract Act ; Dr.Avtar Singh , Eastrn Book Company, 11 Ed Rp. 2014
5. Law of Contract& Specific Relief-Kailash Rai, Central Law Agency, 2014


**4. LAW OF TORTS FULL MARKS: 100**

UNIT- 1 JURISPRUDENTIAL PERSPECTIVE OF LAW OF TORT & ITS ESSENTIALS

a) Concept of Tort and Civil Rights
b) Nature and Definition of the Law of Torts in India & its relation with other branches of Law
c) Act or omission
d) Injuria sine damnum and Damnum sine injuria

UNIT- 2 DEFENCES AGAINST TORTIOUS LIABILITY

a) Volenti non fit injuria
b) Plaintiff the wrongdoer
c) Inevitable accident
d) Act of God

UNIT- 3 LIABILITY & SPECIFIC TORT

a) Vicarious Liability & Strict Liability
b) Defamation
c) Negligence and Nuisance
d) Assault and Battery

UNIT- IV REMEDIES

a) Damages
b) Injunction
c) Specific Restitution of Property
d) Extra – Judicial Remedies

**Reference Books**


1. Law of Torts and Consumer Protection– R.K Bangia, Allahabad Law Agency, RP. 2015.
2. Law of Torts - Dr U.P.D Kesari, Central Law Publication, 2013
3. Dr. Avtar Singh's Introduction to the Law of Torts (and Consumer Protection, Lexis/Nexis Butterworth's Wadhwa Nagpur, 2013.
4. Law of Torts -J. N Pandey, Central Law Publication, 2014.

# UTKAL UNIVERSITY

COURSES OF STUDIES

FOR

## + 3 EXAMINATION (ARTS)

**SUBJECT-LAW (HONOURS)**

CHOICED BASED CREDIT SYSTEM

**(SEMESTER SYSTEM)**

**(EFFECTIVE FROM ACADEMIC SESSION 2016-2017 AND ONWARDS)**

**UTKAL UNIVERSITY**

**VANI VIHAR- BHUBANESWAR-751004**

## CBCS + 3 COURSE - CURRICULUM (ARTS)

| | | | Maximum Marks | End-Term | Mid-Term | Exam Hours | Credit Allotted |
|---|---|---|---|---|---|---|---|
| **SEMESTER-I** | | | | | | | |
| B.A. Law (Hons) | Core Curse-I | Jurisprudence | 100 | 80 | 20 | 3 | 6 |
| B.A. Law (Hons) | Core Curse-II | Constitution of India-I | 100 | 80 | 20 | 3 | 6 |
| B.A. Law (Hons) | AECC-I | | 50 | 40 | 10 | 2 | 2 |
| B.A. Law (Hons) | GE-I | | 100 | 80 | 20 | 3 | 6 |

## Subject - Law (Hons.)

| | | | Maximum Marks | End-Term | Mid-Term | Exam Hours | Credit Allotted |
|---|---|---|---|---|---|---|---|
| **SEMESTER-II** | | | | | | | |
| B.A. Law (Hons) | Core Curse-III | Law of Crime-I | 100 | 80 | 20 | 3 | 6 |
| B.A. Law (Hons) | Core Curse-IV | Constitution of India-II | 100 | 80 | 20 | 3 | 6 |
| B.A. Law (Hons) | AECC-II | | 50 | 40 | 10 | 2 | 2 |
| B.A. Law (Hons) | GE-II | | 100 | 80 | 20 | 3 | 6 |

| | | | Maximum Marks | End-Term | Mid-Term | Exam Hours | Credit Allotted |
|---|---|---|---|---|---|---|---|
| **SEMESTER-III** | | | | | | | |
| B.A. Law (Hons) | Core Curse-V | Law of Crime-II | 100 | 80 | 20 | 3 | 6 |
| B.A. Law (Hons) | Core Curse-VI | Criminal Procedure Code-I | 100 | 80 | 20 | 3 | 6 |
| B.A. Law (Hons) | Core Curse-VII | Human Rights | 100 | 80 | 20 | 3 | 6 |
| B.A. Law (Hons) | SEC-I | | 50 | 40 | 10 | 2 | 2 |
| B.A. Law (Hons) | GE-III | | 100 | 80 | 20 | 3 | 6 |

| | | | Maximum Marks | End-Term | Mid-Term | Exam Hours | Credit Allotted |
|---|---|---|---|---|---|---|---|
| **SEMESTER-IV** | | | | | | | |
| B.A. Law (Hons) | Core Curse-VIII | Law of Contract | 100 | 80 | 20 | 3 | 6 |
| B.A. Law (Hons) | Core Curse-IX | Criminal Procedure Code-II | 100 | 80 | 20 | 3 | 6 |
| B.A. Law (Hons) | Core Curse-X | Law of Torts | 100 | 80 | 20 | 3 | 6 |
| B.A. Law (Hons) | SEC-II | | 50 | 40 | 10 | 2 | 2 |
| B.A. Law (Hons) | GE-IV | | 100 | 80 | 20 | 3 | 6 |

| | | | Maximum Marks | End-Term | Mid-Term | Exam Hours | Credit Allotted |
|---|---|---|---|---|---|---|---|
| **SEMESTER-V** | | | | | | | |
| B.A. Law (Hons) | Core Curse-XI | Transfer of Property Act | 100 | 80 | 20 | 3 | 6 |
| B.A. Law (Hons) | Core Curse-XII | Hindu Law | 100 | 80 | 20 | 3 | 6 |
| B.A. Law (Hons) | DSC-I | | 100 | 80 | 20 | 3 | 6 |
| B.A. Law (Hons) | GE-V | | 100 | 80 | 20 | 3 | 6 |

| | | | Maximum Marks | End-Term | Mid-Term | Exam Hours | Credit Allotted |
|---|---|---|---|---|---|---|---|
| **SEMESTER-VI** | | | | | | | |
| B.A. Law (Hons) | Core Curse-XIII | Consumer Protection Act | 100 | 80 | 20 | 3 | 6 |
| B.A. Law (Hons) | Core Curse-XIV | Right to Information Act | 100 | 80 | 20 | 3 | 6 |
| B.A. Law (Hons) | DSC-II | | 100 | 80 | 20 | 3 | 6 |
| B.A. Law (Hons) | Project Report | | 100 | 75 | 25 **(Viva-Voce)** | - | 6 |

**UTKAL UNIVERSITY**

**COURSES OF STUDIES FOR +3 (LAW) EXAMINATIONS**

**(Semester Course)**

**CHOICE BASED CREDIT SYSTEM**

**(*Effective from the Academic Session 2015-16*)**

**SEMESTER-I**

**Hons.(Law)**

**Core Course-II**

**JURISPRUDENCE** **FULL MARKS: 100**

UNIT.1 INTRODUCTORY CONCEPTS

e) Definition or meaning of Jurisprudence
f) Meaning of Legal Theory
g) Scope of Jurisprudence
h) Purpose of Jurisprudence in Contemporary Society

UNIT.2 SCHOOLS OF JURISPRUDENCE

e) Historical School
f) Analytical School
g) Sociological School
h) Realistic School

UNIT.3 SOURCES OF LAW

e) Custom
f) Precedent
g) Legislation
h) Codification

UNIT-4 CONCEPT

e) Liability, meaning and nature
f) Rights and Duties
g) Possession
h) Ownership

**Reference Books**


9. Jurisprudence & Legal Theory – V. D Mahajan , Eastern Book Company ,5Ed Rp 2014
10. Introduction to Jurisprudence – Dr. Avtar Singh ,Eastern Book Company,2Ed Rp 2014
11. Jurisprudence Legal Theory – S.R Myneni ,Asia Law House, 2Ed Rp 2014

12. Guides Jurisprudence –I & II Paperback – 2014 by Garima Tiwari
13. Jurisprudence & Legal Theory – S.N. Dhyani, Jain Book Agency, 2014.
14. Jurisprudence & Legal Theory- N.V. Paranyajepee, Jain Book Agency, 2014
15. Jurisprudence & Legal Theory-G.C. Venkata Subbarao, Eastern Book Company, 1980.
16. An Introduction to the Philosophy of Law-Roscoe Pound, Universal Law Publishing Co. Pvt. Ltd. 2013.

**Hons.(Law)**

**Core Course-II**

**INDIAN CONSTITUTION- I** **FULL MARK: 100**

UNIT-1 JURISPRUDENCE OF CONSTITUTION

e) Meaning and scope of constitution
f) Spirit of Preamble
g) Independence of Judiciary
h) Parliament form of Government

UNIT-2 BASIC CONCEPT

a) Concept of State (Art.12)
b) Doctrine of Ultra-Vires(Art.13)
c) Social Justice
d) Basic structure of Constitution

UNIT-3 FUNDAMENTAL RIGHTS

a) Right to Equality
b) Abolition of Untouchability
c) Right to Life and Personal Liberty
d) Safeguard against Arbitrary Arrest and Detention

UNIT-4 RIGHT TO FREEDOM

e) Right to Freedom of Speech and expression
f) Freedom of Profession , Occupation, Trade and Business
g) Freedom to form Association or Unions
h) Right to Freedom of Religion

**Reference Books**

6. Introduction to the Constitution of India –Dr. D.D Basu ,LexisNexis, Butterworths.2013
7. The Constitution of India -Prof. Narendra Kumar ,Allahabad Law Agency,1998
8. The Constitution of India - Dr. Kailash Rai,CLP, 2013.
9. Constitutional Law of India –J.N Pandey ,Central Law Agency, 2015
10. Constitution of India (Free e-book) by **Ministry of Law and Justice.**

**SEMESTER-II**

**Hons.(Law)**

**Core Course-III**

**LAW OF CRIMES- I** **FULL MARK: 100**

UNIT- 1 CRIMINAL JURISPRUDENCE

a) Elements of Crime and offence
b) Mens-rea in Indian Context
c) Actus reus-Meanings and Elements
d) Stages of Crime

UNIT- 2 PUNISHMENT

a) Concept of Punishment
b) Deterrent and Preventive theory of Punishment
c) Reformative and Retributive theory of Punishment
d) Types of Punishment

UNIT- 3 GENERAL EXCEPTION

a) Justifiable Acts, mistake of fact
b) Excusable Acts, Doli-incapax
c) Insanity
d) Offence against State

UNIT .4 RIGHT OF PRIVATE DEFENCE

a) Things done in private defence
b) Right of private defence of body
c) Right of private defence of property
d) Right of private defence against the act of a person of unsound of mind

**Reference Books**


1. Indian Penal Code –C.K Takwani Eastern Book Company 1 Ed.2014
2. Text Book on Indian Penal Code-K.D Gaur, Universal Law Publishing Co. Pvt. Ltd. 5 Ed 2014
3. The Indian Penal Code –S.N Misra, Central Law Agency, 2014
4. The Indian Penal Code- M.P Tandon, Allahabad Law Agency,2010
5. The Indian Penal Code –S.K. Mishra, Allahabad Law Agency,2014


**Hons.(Law)**

**Core Course-IV**

**CONSTITUTION II** **FULL MARK: 100**

UNIT- 1 REMEDIAL RIGHTS AND D.P. S. P.

a) Right to Constitutional Remedies U/Art.32&226
b) Types and Nature of Writs
c) Directive principles of state policy
d) Fundamental duties

UNIT- 2 LEGISLATURE UNDER CONSTITUTION

e) Composition, Powers and functions of Rajya Sabha
f) Composition, Powers and functions of Lok Sabha
g) Powers and Functions of the State Legislature
h) Privileges of the Parliament

UNIT- 3 EXECUTIVES UNDER CONSTITUTION

a) Appointment , Power and functions of President of India
b) Appointment and Powers of the Council of Minister
c) Appointment and Power of the Governor
d) Powers and Functions of the State Council of Minister.

UNIT- 4 *JUDICIARY UNDER CONSTITUTION*

e) *Supreme Court- Appointment of Judges, Powers and Jurisdiction*
f) High Court- *Appointment of Judges, Powers and Jurisdiction and Transfer of Judges*
g) *Subordinate Judiciary*
h) *Independence of Judiciary – Judicial Accountability.*

**Reference Books**


1. Introduction to the Constitution of India –Dr. D.D Basu ,LexisNexis, Butterworths.2013
2. The Constitution of India -Prof. Narendra Kumar ,Allahabad Law Agency,1998
3. The Constitution of India - Dr. Kailash Rai,CLP, 2013.
4. Constitutional Law of India –J.N Pandey ,Central Law Agency, 2015
5. Constitution of India (Free e-book) by **Ministry of Law and Justice.**


**SEMESTER- III**

**Hons.(Law)**

**Core Course-V**

**LAW OF CRIMES II** **FULL MARK: 100**

UNIT-I- 1 ELEMENTS OF COMMON OFFENCES

a) Common Intention and Common object
b) Abetment
c) Criminal Conspiracy
d) Attempt Preparation

UNIT- 2 OFFENCES FFECTING HUMN BODY & PROPERTY

a) Culpable Homicide amounting to murder

b) Culpable Homicide not amounting to murder
c) Hurt, Grievous Hurt
d) Theft, Extortion, Robbery & Dacoity

UNIT- 3 SPECIFIC OFFENCE

a) Rape
b) Adultery & Bigamy
c) Outraging the modesty of women and insulting the modesty of women
d) Kidnapping and abduction

*UNIT- 4 MISCELLANEOUS OFFENCES*

a) *Offences by or relating to public servants*
b) *Offences relating to Marriage and Cruelty by husband and relatives of husband*
c) *Defamation*
d) Criminal intimidation

**Reference Books**


1. Indian Penal Code –C.K Takwani Eastern Book Company 1 Ed.2014
2. Text Book on Indian Penal Code-K.D Gaur, Universal Law Publishing Co. Pvt. Ltd. 5 Ed 2014
3. The Indian Penal Code –S.N Misra, Central Law Agency, 2014
4. The Indian Penal Code- M.P Tandon, Allahabad Law Agency,2010
5. The Indian Penal Code –S.K. Mishra, Allahabad Law Agency,2014
6. The Indian Penal Code -Ratanlal and Dhirajlal, Wadhwa Publication,1997.


**Hons.(Law)**

**Core Course-VI**

**CRIMINAL PROCEDURE CODE- I** **FULL MARK: 100**

UNIT-1 JURISPRUDENTIAL PERSPECTIVE AND ADJECTIVE LAW

a) Concept and scope of adjective law with special reference to Cr.P.C
b) Object
c) Principles of fair trail and Natural Justice
d) Speedy Trial

UNIT- 2 DEFINITION OF SOME IMPORTANT TERMS

a) Cognizable and Non cognizable offences
b) Complaint, Warrant and Summon Cases
c) Inquiry and Investigation
d) Bailable and Non- Bailablecases

UNIT- 3 POWER AND FUNCTIONS OF CRIMINAL COURTS

a) Types of Criminal Courts
b) Powers of Criminal Courts
c) Functions of Criminal Courts
d) Difference between Executive Magistrate and Judicial Magistrate

UNIT- 4 CHARGE

a) Contents of Charge
b) Particulars of Charge
c) When court may alter charge
d) What persons may be charged jointly

**Reference Books**


1. The Code of Criminal Procedure -Ratanlal and Dhirajlal, Lexis Nexis, RP 2014
2. The Code of Criminal Procedure -Batuk lal
3. The Code of Criminal Procedure -S.N Mishra, Jain Book Agency, 19th Edition, 2015.
4. The Code Criminal Procedure -M.P Tandoon, Jain Book Agency 18th Edition, Rp 2012
5. The Code of Criminal Procedure -Avtar Singh, Eastern Book Company
6. The Criminal Procedure Code- Dr. Myneni, Allahabad Law Agency, 2013
7. The Criminal Procedure Code -M.P. Tandon / Shailender Malik, Allahabad Law Agency, 2013
8. Criminal Procedure Code- LexisNexis Quick Reference Guide, 2015
9. The Criminal Procedure Code- A.K. Jain, Jain Book Agency, 2014


**Hons.(Law)**

**Core Course-VII**

**HUMAN RIGHTS** **FULL MARK: 100**

UNIT- 1 CONCEPT OF HUMAN RIGHTS

a) Meaning of Human Rights
b) Kinds of Human Rights
c) Sources of Human Rights
d) Human Rights under the United Nations Charter

UNIT- 2 UNIVERSAL DECLARATION OF HUMAN RIGHTS

a) Preparation of U.D.H.R
b) Preamble of the Universal Declaration
c) Legal effect of the Declaration
d) India and the Universal Declaration

UNIT- 3 HUMAN RIGHTS COMMISSION AND HUMAN RIGHTS INSTITUTIONS IN INDIA

a) Development of Human Rights Commission in India
b) Constitutional perspective of Human Rights Commission
c) National Human Rights Institutions.
d) Recent trends of Human Rights

UNIT - 4 NATIONAL HUMAN RIGHTS COMMISSION & STATE HUMAN RIGHTS COMMISSION

a) Constitution of NHRC
b) Power and Function of NHRC
c) Constitution of State Human Rights Commission
d) Power and Function of State Human Rights Commission

**Reference Books**


1. Human Rights and Indian Law –S.K. Kapoor, Jain Book Agency, 2014
2. Human Rights and International Law- H.O.Agarwal, Jain Book Agency, 2014
3. Human Rights- V. K. Anand, Allahabad Law Agency, 2012
4. Human Rights- Umesh Chandra, Allahabad Law Agency, 2013
5. Human Rights and International Law, Allahabad Law Agency, 2013
6. Human Rights- A.N. Sen, Allhabad Law Agency, 2013


**SEMESTER-IV**

**Hons.(Law)**

**Core Course-VIII**

**LAW OF CONTRACT** **FULL MARKS: 100**

UNIT- 1 JUDICIAL PERSPECTIVE OF LAW OF CONTRACT

e) Development of the Contract, Definition of the Contract
f) Contractual Relationship, Agreement, Obligation
g) Acceptance , Offer, Communication
h) Standard form of Contract

UNIT- 2 ELEMENTS OF CONTRACT

e) Consideration
f) Minors Contract
g) Position of Unsound Mind
h) Position of other Incompetent Person

UNIT- 3 FREE CONSENT

e) Coercion and Undue Influence
f) Fraud & Misrepresentation
g) Mistake and Legality of Object
h) Agreement in Restraint of Trade, Wagering Agreement and Contingent Contract.

UNIT- 4 DISCHARGE OF CONTRACT AND DAMAGES

e) Discharge by performance and breach
f) Discharge by impossibility of performance
g) Quasi Contracts
h) Damages

**Reference Books**


6. Indian Contract Act-Dr.R.K Bangia,Allahabad law agency,Ed14 Rp. 2015
7. Law of Contract –I &II- S.S. Srivastav, Central Law Agency, 2015
8. Indian Contract Act; Dr.S.K Kapoor,Ed.2012
9. Indian Contract Act ; Dr.Avtar Singh , Eastrn Book Company, 11 Ed Rp. 2014
10. Law of Contract& Specific Relief-Kailash Rai, Central Law Agency, 2014


**Hons.(Law)**

**Core Course-IX**

**CODE OF CRIMINAL PROCEDURE- II** **FULL MARKS: 100**

UNIT- 1 POWER AND FUNCTIONS OF POLICE

a) First Information Report (F.I.R)
b) Arrest of persons by Police
c) Rights of a Arrested person
d) General provisions relating to search and seizures

UNIT- 2 ORDER OF MAINTENANCE AND PREVENTIVE ACTION OF POLICE

a) Order of maintenance of wives,
b) Maintenance of children and parents
c) Maintenance of Public Tranquility
d) Preventive action of Police

UNIT- 3 GENERAL PROVISIONS AS TO INQUIRIES AND TRIALS

a) Autrefois acquit and Autrefois Convict
b) Tender of Pardon
c) Provision for inquiries and trail being held in the absence of accused in certain cases
d) Compoundable and Non-compoundable cases

UNIT - 4 LAW RELATING TO BAIL

a) Object and meaning of bail
b) Bailable and Non-bailable offences
c) Cancellation of Bail
d) Anticipatory Bail

**Reference Books**


1. The Code of Criminal Procedure -Ratanlal and Dhirajlal, Lexis Nexis, RP 2014
2. The Code of Criminal Procedure -Batuk lal
3. The Code of Criminal Procedure -S.N Mishra, Jain Book Agency, 19th Edition, 2015.
4. The Code Criminal Procedure -M.P Tandoon, Jain Book Agency 18th Edition, Rp 2012
5. The Code of Criminal Procedure -Avtar Singh, Eastern Book Company

6. The Criminal Procedure Code- Dr. Myneni, Allahabad Law Agency, 2013
7. The Criminal Procedure Code -M.P. Tandon / Shailender Malik, Allahabad Law Agency, 2013
8. Criminal Procedure Code- LexisNexis Quick Reference Guide, 2015
9. The Criminal Procedure Code- A.K. Jain, Jain Book Agency, 2014

**Hons.(Law)**

**Core Course- X**

**LAW OF TORTS** **FULL MARKS: 100**

UNIT- 1 JURISPRUDENTIAL PERSPECTIVE OF LAW OF TORT & ITS ESSENTIALS

e) Concept of Tort and Civil Rights
f) Nature and Definition of the Law of Torts in India & its relation with other branches of Law
g) Act or omission
h) Injuria sine damnum and Damnum sine injuria

UNIT- 2 DEFENCES AGAINST TORTIOUS LIABILITY

e) Volenti non fit injuria
f) Plaintiff the wrongdoer
g) Inevitable accident
h) Act of God

UNIT- 3 LIABILITY & SPECIFIC TORT

e) Vicarious Liability & Strict Liability
f) Defamation
g) Negligence and Nuisance
h) Assault and Battery

UNIT- IV REMEDIES

e) Damages
f) Injunction
g) Specific Restitution of Property
h) Extra – Judicial Remedies

**Reference Books**

5. Law of Torts and Consumer Protection– R.K Bangia, Allahabad Law Agency, RP. 2015.
6. Law of Torts - Dr U.P.D Kesari, Central Law Publication, 2013
7. Dr. Avtar Singh's Introduction to the Law of Torts (and Consumer Protection, Lexis/Nexis Butterworth's Wadhwa Nagpur, 2013.
8. Law of Torts -J. N Pandey, Central Law Publication, 2014.

**SEMESTER-V**

**Hons.(Law)**

**Core Course- XI**

**TRANSFER OF PROPERTY ACT** **FULL MARK: 100**

UNIT- 1 NATURE AND CHARACTERISTIC

a) Object and Scope and meaning of T.P Act
b) Kinds of Property, Properties that cannot be Transferred
c) Persons Competent to Transfer
d) Conditional Transfer

UNIT- 2 BASIC TERMS

a) Actionable claim,
b) Notice
c) Contingent & Vested Interest
d) Rule against Perpetuity

UNIT- 3 TRANSFER OF IMMOVABLE PROPERTY

a) Lispendences
b) Fraudulent Transfer
c) Doctrine of Part Performance
d) Sale

UNIT- 4 TYPES OF TRANSFER

a) Mortgage
b) Exchange
c) Lease
d) Gift

**Reference Books**


1. The Transfer of Property Act- Dr .G.P Triparthi, Central Law Publications 19 Ed Rp 2013
2. The Transfer of Property Act-Dr. R.K SinhaCentral Law Agency ,16 Ed 2014
3. The Transfer of Property Act –Dr. S.R Myneni ,Asia Law House, 2013
4. Transfer of Property Act –Dr. Avtar Singh, Universal Law Publishing Co Pvt. Ltd,2014
5. Lectures on *Transfer of Property Act,* Rega Surya Rao, Asia publishing House, 2014
6. Transfer of Property Act- S.N. Shukla, Jain Book Agency, 2014.

## Hons.(Law)

**Core Course- XII**

**HINDU LAW** **FULL MARKS: 100**

UNIT-I HINDU JURISPRUDENCE

a) Concept of Hindu
b) Ancient Sources of Hindu Law
c) Modern Sources of Hindu Law
d) Schools of Hindu Law

UNIT-II CONCEPT OF MARRIAGE AND DIVORCE

a) The Hindu Marriage Act,1955_ condition of marriage
b) Void and voidable marriages
c) Judicial separation
d) Divorce

UNIT-III CONCEPT OF SUCCESSION & ADOPTION

a) Scope of Hindu Succession Act,1956
b) List of heirs specified in class-I & class-II in the schedule
c) Requisites of a valid adoption
d) Person who may be adopted ,person who may adopt

UNIT- 4 CONCEPT OF MINORITY & GUARDIAN

a) Who is a minor
b) Natural Guardian and his powers
c) Testamentary Guardian and their powers
d) De facto guardian

**Reference Books**


1. Hindu Jurisprudence – P.N Sen, Allhabad Law Agency, 2013
2. Family Laws –Paras Diwan, Allhabad Law Agency, Rp., 2014
3. Hindu Law – Dr. U.P.D Keshari, Central Law Publication, 2013
4. Principles of Hindu Law –Mullah, Lexis/Nexis, 2013


**SEMESTER-VI**

**Hons.(Law)**

**Core Course- XIII**

**CONSUMER PROTECTION ACT** **FULL MARK: 100**

UNIT- 1 CONCEPT OF CONSUMER PROTECTION

a) History, Development of Consumer Protection
b) Definition- Who is a consumer and rights of the consumer

c) Appropriate Authority, Complaint, & Complain under consumer protection Act
d) Manufacturer, Consumer Dispute, Deficiency, Restrictive Trade Practices.

UNIT- 2 CONSUMER PROTECTION COUNCILS

a) Central Consumer Protection Council
b) Object of Central Consumer Protection Council
c) State Consumer Protection Council and its object
d) District Consumer Protection Council

UNIT- 3 CONSUMER DISPUTES REDRESSAL AGENCIES

a) Establishment of Consumer Disputes Redressal Agencies
b) Composition and Jurisdiction of District Forum
c) Composition and Jurisdiction of State Commission
d) Composition and Jurisdiction of National Commission

UNIT – 4 MISCELLANEOUS PROVISIONS

a) Appeal , Penalty and period of Limitation
b) Enforcement of the order of the District Forum, State Commission and National Commission.
c) Protection of action in Good Faith and Services of Notice
d) Removal of Difficulties.

**Reference books**


1. Consumer Protection Laws – Rakesh Khanna, Central Law Agency, 2011
2. Consumer Protection –Dr. S. Mustafa Alam Naqvi, Allahabad Law Agency, 2012
3. Consumer Protection Act- O.P Tewari, Allahabad Law Agency, 2010
4. Consumer Protection Act –R.K Bangia, Allahabad Law Agency, 2013
5. Consumer Protection Law- S.R. Myneni, Jain Book Agency, 2013


**Hons.(Law)**

**Core Course- XIV**

**RIGHT TO INFORMATION ACT** **FULL MARKS: 100**

UNIT- 1 CONCEPT OF INFORMATION

a) Historical development of Right to Information and constitutional mandate
b) Obligation of public Authority
c) Duties of Public Authority
d) Exempted Information

UNIT- 2 APPELATE AUTHORITY

a) Third party Information
b) Severability of Information
c) Constitution of the 1st Appellate Authority
d) Power and function of 1st Appellate Authority

UNIT- 3 INFORMATION COMMISSION

a) Constitution, Powers and function of Central Information Commission
b) Constitution, Powers and function of State Information Commission

c) Appeal Provision
d) Penalties

UNIT – 4 MISCELLANEOUS PROVISIONS

a) Protection of Action taken against Good Faith, Over-riding Effect, and Bar of jurisdiction of Courts
b) Appointment & Obligation of Public Information Officer under Orissa Right to Information Rules, 2005
c) Procedure of Obtaining Information under Orissa Right to Information Rules, 2005
d) Guidelines by the Government under Orissa Right to Information Rules, 2005.

**Reference books**


1. Right to Information Act 2005 Paperback –Dr. Jyoti Rattan, Bharat Publication, 2013
2. A Practical Handbook On Right To Information Act, 2005-S R Kaneja, The Book Line, 2012
3. Right To Information Act- Dr. M.S. Dash, The Law House, 2014
4. Right To Information Act - S.S. Srivastava
5. R T I Law in India - Vinay N Praranjape

# LIBRARY&INFORMATIONSCIENCE

## SEMESTER- I

### FUNDAMENTALS OF LIBRARIANSHIP (THEORY& PRACTICE)

| **Paper- I** | **Core Course** | **Full Marks-100** | **Credit Points-06** |
|---|---|---|---|

| | |
|---|---|
| UNIT-I | **INTRODUCTION**<br>Library & Information Centers: Types, Characteristics Functions<br>(i) Types of Libraries and Information Centers, Features and Functions<br>(ii) Five Laws of Library Science and Their Implications<br>(iii) Scope of Library & Information Science, National Information Policy<br>(iv)Information Literacy |
| UNIT- II | **INFORMATION & COMMUNICATION**<br>(i)Data, Information and Knowledge :Characteristics<br>(ii) Communication theories, models<br>(iii) Barriers to Communication<br>(iii) Emergence of Information Society |
| UNIT -III | **LIBRARY LEGISLATION**<br>(i)Salient features of Library Legislation<br>(ii) Brief study of Library Acts in different states of India<br>(iii) Library Acts of Odisha<br>(iv) Intellectual Property Rights, Copy Right Act, Right to Information Act |
| UNIT –IV | **LIBRARY ASSOCIATION & INSTITUTIONS**<br>(i)Library Association: Objectives & functions<br>(ii) Role of National & International Association & Institutions<br>(iii) Role of UNESCO & RRRLF for development of Libraries<br>(iv) Library Education in India |
| UNIT -V | **LIBRARY & INFORMATION USERS**<br>(i) Categories of Library & Information Users<br>(ii) Information Needs: Definition & Models<br>(iii) Information Seeking Behaviors<br>(iv) Techniques of Assessing Information Needs |
| **Practical** | **25 Marks (Information Literacy / Information Seeking Behavior)** |

## SEMESTER- I

### LIBRARY CLASSIFICATION (THEORY& PRACTICE)

| **Paper-II** | **Core Course** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|

| | |
|---|---|
| UNIT-I | **LIBRARY CLASSIFICATION: BASICS**<br>(i)Definition need and function ,<br>(ii)Characteristics of classification scheme<br>(iii)Enumerative and faceted classification scheme |
| UNIT- II | **KNOWLEDGE CLASSIFICATION & BOOK CLASSIFICATION**<br>(i) Features Knowledge classification<br>(ii)Features of Book classification<br>(iii)Use of Book Classification in Knowledge Classification |
| UNIT -III | **KNOWLEDGE ORGANIZATION IN DDC**<br>(i)Structure & Features of DDC,<br>(ii)Schedules, Tables, Index<br>(iii)Principles Construction of Class Numbers |
| UNIT-IV | **KNOWLEDGE ORGANIZATION IN CC**<br>(i)Features of CC<br>(ii) Schedules, Tables, Index in CC<br>(iii)Phase Relation, Devices ,Common Isolates |
| UNIT | **NOTATION**<br>(i)Definition, Need, Purposes of Notations<br>(ii)Structure of Notation<br>(iii)Qualities of Notation |
| **Practical** | **Construction of Class number by using DDC & CC (Available Edition)** |

## SEMESTER- II

### LIBRARY CATALOGUING(BIBLIOGRAPHIC DESCRIPTION OF PRINT MATERIALS) (THEORY& PRACTICE)

| **Paper -III** | **Core Course** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **BASICS OF CATALOGUING**<br>(i) Library catalogue-Definition, Purpose & Function<br>(ii) Relationship between Library Catalogue & Bibliography<br>(iii)Types of catalogue- Dictionary & Classified | | |
| UNIT- II | **BIBLIOGRAPHIC DESCRIPTION**<br>(i)Physical forms of Library Catalogue<br>(ii)Kinds of entries- Main & Added Entries<br>(iii)Overview of Document Description- Sources of Bibliographic Data | | |
| UNIT -III | **CATALOGUE CODES**<br>(i)Historical Development of Cataloguing Codes<br>(ii)AACR- 2<br>(iii)Classified Catalogue Codes(CCC) | | |
| UNIT-IV | **CANONS OF CATALOGUING**<br>(i)Normative Principles & Cannons<br>(ii)Rules of Choice of Headings of Personal Authors in AACR-2<br>(iii)Rules of Choice of Heading in Monographic Publications | | |
| UNIT-V | **LIST'SOF SUBJECT HEADINGS**<br>(i)List of Subject Headings – SLSH<br>(ii)LCSH<br>(iii)Subject Cataloguing | | |
| **Practical** | **Cataloguing of Book Materials According to AACR-2(Personal Authors & Simple Periodicals)** | | |

## SEMESTER- II

### ORGANIZATION OF NON-BOOK MATERIALS (THEORY& PRACTICE)

| **Paper-IV** | **Core Course** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **NON-BOOK MATERIALS: NATURE & CHARACTERSTICS**<br>(i) Definition, Types, Importance<br>(ii)Problems of Non-Book Materials & their nature.<br>(iii) Cartographic Materials, Manuscripts & Music: their Nature & Scope | | |
| UNIT- II | **ORGANIZATION OF NON-BOOK MATERIALS**<br>(i)Microforms, Sound Recordings, Motion Pictures, Video Recordings, Magnetic Media & Optical Media: their Nature & Scope<br>(ii)Management of Collection<br>(iii)Identification & Arrangement: Methods indicating type of Non-Book Materials | | |
| UNIT - III | **NON-BOOK MATRIALS AS SOURCES OF INFORMATION**<br>(i) Non-Book Materials as a Sources of Information in Different Subjects<br>(ii)Subject Analysis & Representation<br>(iii) Methods of Storage: Shelving, Handling, Care & Preservation | | |
| UNIT - IV | **BIBLIOGRAPHIC DESCRIPTION**<br>(i) Problems of Bibliographic description<br>(ii) Sources of Information for Bibliographic Description<br>(iii)Standards of Bibliographic Description | | |
| UNIT -V | **CHOICE & RENDERING OF HEADINGS**<br>(i) Music<br>(ii)Sound Recordings, Motion pictures and Video Recordings<br>(iii) Cartographic Materials, Manuscripts | | |
| **Practical** | **Cataloguing of Non-Book materials According to AACR-2(Cartographic Materials: Map, Globe, Atlas)** | | |

## SEMESTER- III

### COMPUTER BASICS & APPLICATION (THEORY& PRACTICE)

| **Paper-V** | **Core Course** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **COMPUTER BASICS**<br>(i) Definition, History, Types & Functions of Computer<br>(ii) Computer Hardware Components<br>(iii) Input/ Output devices | | |
| UNIT- II | **OPERATING SYSTEMS**<br>(i)Meaning types and functions<br>(ii)Computer Software: System Software & Application Software,<br>(iii)Programming Languages: Types, characteristics and their applications | | |
| UNIT -III | **LIBRARY NETWORKING & CONSORTIUM**<br>(i)Library Networking: Concept & Types<br>(ii) Library Consortium: Definition, Need, Function, Library Consortium initiatives in India<br>(iii)Database | | |
| UNIT -IV | **LIBRARY AUTOMATION**<br>(i)Definition, Need & Purposes of Library Automation<br>(ii)Retrospective Conversion<br>(iii)Library House Keeping Operations(Acquisition, Serial Control, Cataloguing, Circulation Control) | | |
| UNIT -V | **LIBRARY SOFTWARE PACKAGES**<br>(i)Library Software Packages: Types & their features<br>(ii)Evaluation Library Software Packages<br>(iii)Study of individual automation software packages of CDS/ISIS, LIBSYS, SOUL, KOHA & E-Granthalaya | | |
| **Practical** | **Working with MS office** | | |

## SEMESTER- III

### PRESERVATION & CONSERVATION OF LIBRARY MATERIALS (THEORY& PRACTICE)

| **Paper-VI** | **Core Course** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **MANAGEMENT PRESERVATION**<br>(i)Definition, Need , Objective& Issues of Preservation<br>(ii)Preservation Principles<br>(iii)Materials to be Preserved | | |
| UNIT- II | **CAUSES OF DAMAGE**<br>(i)Human & Insects<br>(ii)Disaster, Disaster Response &Contingency Planning<br>(iii)Technology | | |
| UNIT -III | **PRESERVATION**<br>(i)Preservation of Non – Paper/ Non –Print Material<br>(ii)Reformatting<br>(iii)Setting Priority For Conservation & Preservation | | |
| UNIT -IV | **TYPES OF LIBRARY MATERIALS: THEIR NATURE AND PRESERVATION**<br>(i)Palm leaves<br>(ii)Manuscripts, Books, Periodicals, Newspapers, Palm leaves<br>(iii)Audio-Records: Plates, Tapes, Discs | | |
| UNIT -V | **BINDING**<br>(i)Different types of Binding of Library Documents<br>(ii)Binding of Materials and their Varieties<br>(iii)Binding Process<br>(iv)Standards for Library Binding | | |
| **Practical** | **News Paper Clipping, Digitization Documents, Manuscripts** | | |

## SEMESTER- III

### MANAGEMENT OF LIBRARY & INFORMATION CENTRES (THEORY& PRACTICE)

| **Paper-VII** | **Core Course** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **BASIC CONCEPTS OF MANAGEMENT**<br>(i)Concept and principle of scientific management- definition and scope<br>(ii)Application of scientific management principles to library and information centers<br>(iii)Management school of thoughts | | |
| UNIT- II | **PERSONNEL MANAGEMENT**<br>(i)Staffing-recruitment- selection, training<br>(ii)Staff formula, job analysis, job description, job evaluation and performance appraisal<br>(iii)Motivation and supervision | | |
| UNIT -III | **FUNCTIONAL MANAGEMENT**<br>(i)Acquisition, technical and circulation<br>(ii)Maintenance and preservation<br>(iii)Documentation and readers service | | |
| UNIT -IV | **PHYSICAL & ENVIRONMENTAL MANAGEMENT PLANNING**<br>(i)Building: Site and Planning<br>(ii)Furniture's and Fittings: Standards and Specification<br>(iii)Maintenance, Binding, Preservation of Library Materials | | |
| UNIT -V | **FINANCEIAL MANAGEMENT& REPORTING**<br>(i)Library Resources<br>(ii)Budgeting techniques and methods<br>(iii)Cost effectiveness and cost benefit | | |
| **Practical** | **Preparation of Accession Register of 25 titles/books** | | |

## SEMESTER- IV

### FUNDAMENTALS OF INFORMATION TECHNOLOGY (THEORY& PRACTICE)

| **Paper-VIII** | **Core Course** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **BASICS OF INFORMATION TECHNOLOGY**<br>(i)Information Technology: Concept & Advantages<br>(ii)Information Technology: Components<br>(iii)Information Technology: Impact of IT on Society | | |
| UNIT- II | **INTERNET & INTRANET SERVICES**<br>(i)Definition, Growth & Development of Internet<br>(ii)Basics Internet & Intranet Services: Email, FTP, Telnet, IRC, News Groups<br>(iii)Web Browsers: Concept, Function, Features of Internet Explorer & Firefox | | |
| UNIT -III | **TYPES OF COMPUTER FILES**<br>(i)Business Files: Concept of Character, Field, Record and File.<br>(ii)Types of Data Files: Master File, Transaction File, Archival File.<br>(iii) File Organization: Sequential file, Indexed Sequential file, Randomfiles. | | |
| UNIT -IV | **IT & NETWORK SECURITY**<br>(i) Information Security and Integrity: Basic Concepts, Perverse Software, Preventive Measures and treatments.<br>(ii)Web Development Tools: FrontPage, HTML.<br>(iii) Advantages of Networking | | |
| UNIT -V | **COMPUTER OUTPUT FORMATS**<br>(i)Output Design: Objective of output, types of Output, Formats of Output,<br>(ii)Designing printed Outputs, Guidelines for designing printed outputs.<br>(iii) Multimedia Applications, Online Examination | | |
| **Practical** | **Library Automation Software Packages KOHA** | | |

## SEMESTER- IV

### INFORMATION SOURCES & SERVICES (THEORY & PRACTICE)

| **Paper-IX** | **Core Course** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **REFERENCE SERVICE**<br>(i)Definition, need, purpose and function<br>(ii)Reference service in different types of libraries<br>(iii)Types-Long range and short range Reference service | | |
| UNIT- II | **INFORMATION SOURCES**<br>(i)Documentary –Primary, secondary and Tertiary sources<br>(ii)Non documentary i.e. electronic sources<br>(iii)Institutional and human sources | | |
| UNIT -III | **STUDY & USE OF TYPE OF REFERENCE TOOLS**<br>(i)Dictionary / Encyclopedia<br>(ii)Year Books / Directories<br>(iii)Reference tools in Odia Language | | |
| UNIT -IV | **EVALUATIONS OF REFERENCE TOOLS**<br>(i)Criteria of evaluation of reference tools and sources<br>(ii)Bibliography; Definition. types and compilation methods<br>(iii)Bibliographical services-INB, BNB | | |
| UNIT -V | **INFORMATION SERVICES**<br>(i) Information Services: Concept, Type & Need<br>(ii)Literature Search Service<br>(iii)Document Delivery Services | | |
| **Practical** | **Evaluation of 5 Reference Tools** | | |

## SEMESTER- IV

### USER'S STUDY &USER'S EVALUATION (THEORY& PRACTICE)

| **Paper-X** | **Core Course** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **BASIC CONCEPTS**<br>(i)User-Concept, Scope and Composition of User Community<br>(ii)Assessment of Information Needs of users<br>(iii)Information Seeking Behavior and ISB Models | | |
| UNIT- II | **USER'S STUDY**<br>(i)User Study-Basic Methods of Study<br>(ii)User Education: Different Methods<br>(iii)User Orientation: Different Methods | | |
| UNIT -III | **EVALUATION OF USER'S STUDY**<br>(i)Evaluation of User Studies-Concept, Need and Criteria for Evaluation<br>(ii)Benefits of Users Study<br>(iii)Impact of User studies in Collection Developments | | |
| UNIT -IV | **FACTORS TO BE TAKEN INTO ACCOUNT IN PREPARING A USER'S STUDY**<br>(i)Library-user interaction<br>(ii)Information needs<br>(iii)User behavior | | |
| UNIT -V | **GUIDELINES FOR USER STUDIES**<br>(i)Value of user studies<br>(ii)User Education: Programs, Methods & Usefulness<br>(iii)User Requirements | | |
| **Practical** | **Evaluation of User's Satisfaction** | | |

## SEMESTER- V

### INFORMATION PROCESSING &RETRIEVAL (THEORY& PRACTICE)

| **Paper-XI** | **Core Course** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **BASIC CONCEPTS & THEORIES**<br>(i)Definition, needs and characteristics of information<br>(ii)Generation and growth of information<br>(iii)Theories of information | | |
| UNIT- II | **INDEXING TECHNIQUES**<br>(i)Definition and types of indexing systems<br>(ii)Pre coordinate and post coordinate index system<br>(iii)PRECIS, POPSI, CHAIN, UNITERM | | |
| UNIT -III | **SUBJECT ANALYSIS & REPRESENTATION**<br>(i)Problems of Subject Analysis representation, Contributions of Cutter, Kaiser, Ranganathan, Farradane & Coats<br>(ii)Indexing Language & Controlled Vocabulary; Characteristics of Indexing Languages<br>(iii)Thesaurus: Structure & Construction of Thesaurofacet | | |
| UNIT -IV | **ABSTRACT & ABSTRACTING SERVICES**<br>(i)Definition, needs and types of abstracts<br>(ii)Methodology of compilation of abstract<br>(iii)Abstracting and it's services | | |
| UNIT -V | **INFORMATION SEARCHING & RETRIEVAL**<br>(i) Search Techniques; Boolean Searches<br>(ii)On-line Searching Techniques & Retrieval<br>(iii)Relevance of Judgments in Retrieval | | |
| **Practical** | **Preparing Keyword Indexing of ten titles** | | |

## SEMESTER- V

### RESERCH METHODOLOGY (THEORY& PRACTICE)

| **Paper-XII** | **Core Course** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **FUNDAMENTAL CONCEPT OF RESEARCH**<br>(i)Research: Definition & Scope<br>(ii) Research: Types of Research & its merits<br>(iii) Research: Need & Usefulness | | |
| UNIT- II | **RESEARCH METHODS & DATA COLLECTION**<br>(i) Research: Methods & Collection of Data<br>(ii) Research: Types of Data & its Use<br>(iii)Scientific Method & its utility in research | | |
| UNIT -III | **RRESEARCH DESIGN & PLANNING**<br>(i) Research: Design & Types<br>(ii) Research: Types of Design<br>(iii) Research: Need of Research Design | | |
| UNIT -IV | **RESEARCH HYPOTHESES**<br>(i) Research: Definitions of Hypothesis, So users of Hypothesis<br>(ii) Research: Scope & Need of Hypothesis.<br>(iii)Research: Need & Usefulness of Hypothesis | | |
| UNIT -V | **RESEARCH PRESENTATIONS**<br>(i) Research: Report Writing, Scope<br>(ii) Research: Qualities of good Report Writing<br>(iii) Research: Outline of Good Research Report Writing | | |
| **Practical** | **Preparation of research report .** | | |

## SEMESTER- V (DSE-I)

### ACADEMIC LIBRARY SYSTEM (THEORY& PRACTICE)

| **Paper-DSE-I** | **DSE(Discipline Specific Elective-I)** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **DEVELOPMENT OF ACADEMIC LIBRARIES**<br>(i)Higher Education and Libraries<br>(ii)Academic Libraries: Definition, Meaning, Importance, Objective & functions, Services & Types of Academic Libraries<br>(iii)Role of UGC in Development of Academic Libraries | | |
| UNIT- II | **COLLECTION DEVELOPMENT**<br>(i)Collection Development Policy, Weeding Out Policy<br>(ii)Problems in Collection Organization<br>(iii)Collection Development Programmes | | |
| UNIT -III | **STAFFING PATTERN & STAFF DEVELOPMENT FOR ACADEMIC LIBRARIES**<br>(i)Norms and Pattern of Staffing<br>(ii)Continuing Education Programs<br>(iii)Personnel Management | | |
| UNIT -IV | **IMPLEMENTATION OF ACADEMIC LIBRARIES SYSTEMS(ALS)**<br>(i) E-Resources Available in Academic Library System<br>(ii)Changing Role of Academic Library in Digital Environment<br>**(iii)**Challenges for Academic Library in Digital Age | | |
| UNIT -V | **LIBRARY & INFORMATION SERVICES IN ACADEMIC LIBRARIES**<br>(i)Reference Service/Bibliographic Service<br>(ii)Documentation and Information Service<br>(iii)Current Awareness and SDI Service | | |
| **Practical** | **Report on House Keeping Operations on visit to any Academic Library** | | |

## SEMESTER- V (DSE-II)

### COLLECTION MANAGEMENT (THEORY& PRACTICE)

| **Paper-II** | **DSE(Discipline Specific Elective-II)** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **COLLECTION MANAGEMENT: BASICS**<br>(i)Policy & Procedures For Print And Non Print Resources<br>(ii)Selection Criteria & Tools<br>(iii) Book selection and acquisition section | | |
| UNIT- II | **COLLECTION DEVELOPMENT**<br>i) Selection, Acquisition, Acquisition Plans, Maintenance.<br>ii) Institutional Repositories, Consortia, Aggregators, J-store<br>(iii)Budgets, Budgets Distribution | | |
| UNIT -III | **LIBRARY BUILDING**<br>(i)Building & Space Management of Library & Information Centers<br>(ii)Equipment & Furniture<br>(iii)Library Standards | | |
| UNIT -IV | **HOUSE KEEPING OPERATIONS**<br>(i) Library as a System<br>(ii)Technical processing systems<br>(iii)Policy Procedures & Methods of Maintenance & Stock Verification | | |
| UNIT -V | **COLLECTION DEVELOPMENT & THE NEW ELECTRONIC ENVIRONMENT**<br>(i)Expenses & distributors.<br>(ii)New Suppliers. Cooperation & Interlibrary Loan.<br>(iii)Development Policies. Interpretation & valuation of collection evaluation, *f* | | |
| **Practical** | **Periodic Collection Development of different Departments/Subjects of a Library** | | |

## SEMESTER- VI

### INFORMATION SYSTEMS, PROGRAMMES (THEORY& PRACTICE)

| **Paper-XIII** | **Core Course** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **INFORMATION SYSTEMS**<br>(i)Characteristics and Components of Information Systems<br>(ii)Designing of Information Systems<br>(iii)Library as Information Systems | | |
| UNIT- II | **NATIONAL INFORMATION SYSTEMS AND NETWORKS**<br>(i)National information systems and need and functions<br>(ii)Features and objectives of national information policy an overview<br>(iii) ENVIS,GIS, RIS,BIS | | |
| UNIT -III | **INTERNATION INFORMATION SYSTEMS**<br>(i)UNESCO & FID<br>(ii)IFLA, INIS & AGRIS<br>(iii)UNISIST & MEDLARS | | |
| UNIT -IV | **INFORMATION NETWORK PROGRAMS**<br>(i)NICNET<br>(ii)NFLIBNET<br>(iii)METROPOLITIAN LIBRARY NETWORKS | | |
| UNIT -V | **INFORMATION SYSTEM CONTROLL**<br>Management Information and Control Systems<br>Information Systems Security<br>Information Systems and Functional Area Applications | | |
| **Practical** | **Evaluation of Information Systems & their Programmes through their respective Home Page** | | |

## SEMESTER- VI

### MARKETING OF INFORMATION (THEORY& PRACTICE)

| **Paper-XIV** | **Core Course** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **INFORMATION M ARKETING: BASICS**<br>(i)Concept of Marketing<br>(ii)Information as a Commodity<br>(iii)Production of Information | | |
| UNIT- II | **INFORMATION ENTREPRENUERSHIP & CONSULTANCY**<br>(i)Information Entrepreneurship<br>(ii) Setting up of Information Business: Legal aspects<br>(iii) Information Consultancy: Nature & Usefulness | | |
| UNIT -III | **PRICING OF INFORMATION PRODUCTS & SERVICES**<br>(i)Setting the Pricing Objectives<br>(ii)Determining demand<br>(iii)Estimating costs | | |
| UNIT -IV | **INFORMATION MARKETING STRATEGIES**<br>(i)Marketing Approach<br>(ii)Marketing Segmentation<br>(iii)Market Research/Analysis | | |
| UNIT -V | **MARKETING PROGRAMME & EVALUATION**<br>(i)Marketing Programme & Evaluation<br>(ii)Marketing Audit<br>(iii)Marketing Programme | | |
| **Practical** | **Compilation of Bibliography on a Subject following APA& MLA Style Manual** | | |

## SEMESTER- VI (DSE-III)

### SPECIAL LIBRARY SYSTEM (THEORY& PRACTICE)

| **Paper-III** | **DSE(Discipline Specific Elective-III)** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **DEVELOPMENT OF SPECIAL LIBRARY**<br>(i)Special Libraries: Objectives & Functions<br>(ii)Growth of Special Libraries<br>(iii)Services of Special Libraries | | |
| UNIT- II | **COLLECTION DEVELOPMENT**<br>(i)Collection Development Policy, Wedding out Policy<br>(ii)Problems of Collection Organizations<br>(iii)Collection Development Programs | | |
| UNIT -III | **MANAGEMENT OF SPECIAL LIBRARY SYSTEMS**<br>(i)Organization structure of Special Library Systems<br>(ii)Planning & administration of Special Libraries<br>(iii)Norms & patterns of staffing | | |
| UNIT -IV | **HUMAN RESOURCE MANAGEMENT IN SPECIAL LIBRARIES**<br>(i) Recruitment and Organizational Structure of staff.<br>(ii)Job : Description, Analysis, Evaluation, Motivation & Human Relations<br>(iii)Discipline, Grievances and Performance Evaluation. | | |
| UNIT -V | **FINANCIAL MANAGEMENT IN SPECIAL LIBRARIES**<br>(i)Resources Mobilization & Methods for Formulation of Budget<br>(ii)CBA and Cost Effectiveness<br>(iii)Budgetary control & Outsourcing | | |
| **Practical** | **Preparation of shelf list of any subject or Department of a Library** | | |

**SEMESTER- VI (DSE-IV)**

**PROJECT & FIELD WORK**

| **Paper-IV** | **DSE(Discipline Specific Elective-IV)** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| Practical | 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. Class may be arranged in the routine to help students understand research methodology, 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. | | |
| | American Psychological Association (APA) – Publication Manual 2006 to be followed for project writing<br>**Format**<br>❖ **Abstract** – 150 words including problem, method & results.<br>❖ **Introduction** – Theoretical consideration, review, present study, objectives and hypotheses.<br>❖ **Method** – Design, Sample, Measures, Procedure<br>❖ **Results**<br>➢ Quantitative analysis of group data¬ (Raw data should not be attached in Appendix)<br>➢ Graphical representation of data wherever required.<br>➢ Qualitative analysis wherever done should indicate the method of qualitative analysis.<br>❖ **Discussion**<br>➢ Discussion of result tables, graphs as related to objectives, hypotheses, and reviewed articles. There may a conclusion chapter summarizing the findings.<br>❖ **References (APA Style) & Appendix**<br>✓ Project should be typed in Times New Roman font of size 14 in 1.5 spacing on one side of the A4 size paper.<br>✓ The margin should be left 1.2, right 0.8, top 0.8 and bottom 0.6 inches.<br>✓ Paging should be marked at the top right corner.<br>✓ Project should be in soft binding.<br>✓ Total text should be around 50 / 60 pages excluding References & Appendices.<br>✓ Date of submission of projects to be announced towards the end of semester.<br>✓ Project should be prepared in the form of research paper to be published in a scientific journal.<br>Three copies of the project should be submitted to the College. | | |
| **Theory** | **Research: Design, Technique, Report Writing, Knowledge of using Citation/ References/ Bibliography** | | |

# LIBRARY & INFORMATION SCIENCE

## GENERIC ELECTIVE -SEMESTER- I

**FUNDAMENTALS OF LIBRARIANSHIP (THEORY& PRACTICE)**

| **Paper- I** | **Generic Elective** | **Full Marks-100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **INTRODUCTION**<br>Library & Information Centers: Types, Characteristics Functions<br>(i) Types of Libraries and Information Centers, Features and Functions<br>(ii) Five Laws of Library Science and Their Implications<br>(iii) Scope of Library & Information Science, National Information Policy<br>(iv)Information Literacy | | |
| UNIT- II | **INFORMATION & COMMUNICATION**<br>(i)Data, Information and Knowledge :Characteristics<br>(ii) Communication theories, models<br>(iii) Barriers to Communication<br>(iii) Emergence of Information Society | | |
| UNIT -III | **LIBRARY LEGISLATION**<br>(i)Salient features of Library Legislation<br>(ii) Brief study of Library Acts in different states of India<br>(iii) Library Acts of Odisha<br>(iv) Intellectual Property Rights, Copy Right Act, Right to Information Act | | |
| UNIT –IV | **LIBRARY ASSOCIATION & INSTITUTIONS**<br>(i)Library Association: Objectives & functions<br>(ii) Role of National & International Association & Institutions<br>(iii) Role of UNESCO & RRRLF for development of Libraries<br>(iv) Library Education in India | | |
| UNIT -V | **LIBRARY & INFORMATION USERS**<br>(i) Categories of Library & Information Users<br>(ii) Information Needs: Definition & Models<br>(iii) Information Seeking Behaviors<br>(iv) Techniques of Assessing Information Needs | | |
| **Practical** | **25 Marks (Information Literacy / Information Seeking Behavior)** | | |

## GENERIC ELECTIVE-SEMESTER- II

**LIBRARY CATALOGUING(BIBLIOGRAPHIC DESCRIPTION OF PRINT MATERIALS) (THEORY& PRACTICE)**

| **Paper -II** | **Generic Elective** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **BASICS OF CATALOGUING**<br>(i) Library catalogue-Definition, Purpose & Function<br>(ii) Relationship between Library Catalogue & Bibliography<br>(iii)Types of catalogue- Dictionary & Classified | | |
| UNIT- II | **BIBLIOGRAPHIC DESCRIPTION**<br>(i)Physical forms of Library Catalogue<br>(ii)Kinds of entries- Main & Added Entries<br>(iii)Overview of Document Description- Sources of Bibliographic Data | | |
| UNIT -III | **CATALOGUE CODES**<br>(i)Historical Development of Cataloguing Codes<br>(ii)AACR- 2<br>(iii)Classified Catalogue Codes(CCC) | | |
| UNIT-IV | **CANONS OF CATALOGUING**<br>(i)Normative Principles & Cannons<br>(ii)Rules of Choice of Headings of Personal Authors in AACR-2<br>(iii)Rules of Choice of Heading in Monographic Publications | | |
| UNIT-V | **LIST'SOF SUBJECT HEADINGS**<br>(i)List of Subject Headings – SLSH<br>(ii)LCSH<br>(iii)Subject Cataloguing | | |
| **Practical** | **Cataloguing of Book Materials According to AACR-2(Personal Authors & Simple Periodicals)** | | |

## GENERIC ELECTIVE-SEMESTER- III

### COMUPTER BASICS & APPLICATION (THEORY& PRACTICE)

| **Paper-III** | **Generic Elective** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **COMPUTER BASICS**<br>(i) Computer hardware: Components<br>(ii) Input/ Output devices<br>(iii) Software Packages: Programming languages | | |
| UNIT- II | **OPERATING SYSTEMS**<br>(i)Meaning types and functions<br>(ii)Overview of the Operating System<br>(iii)features of MS Windows | | |
| UNIT -III | **DATABASE AND COMPUTER SOFTWARE PACKAGES**<br>(i)Software packages: Meaning, types and functions<br>(ii) Database structure, Organization and searching<br>(iii)Database Management Systems | | |
| UNIT -IV | **LIBRARY AUTOMATION**<br>(i)Definition, Need & Purposes of Library Automation<br>(ii)Retrospective Conversion<br>(iii)Library House Keeping Operations(Acquisition, Serial Control, Cataloguing, Circulation Control) | | |
| UNIT -V | LIBRARY SOFTWARE PACKAGES<br>(i)Library Software Packages<br>(ii)Evaluation Library Software Packages<br>(iii)Features of CDS/ISIS | | |
| **Practical** | **Working with MS office** | | |

## GENERIC ELECTIVE-SEMESTER- IV

### FUNDAMENTALS OF INFORMATION TECHNOLOGY (THEORY& PRACTICE)

| **Paper-IV** | **Generic Elective** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **INTRODUCTION TO INFORMATION TECHNOLOGY**<br>(i)Basic concepts of IT, DataProcessing: Data and Information.<br>(ii)Introduction to Computers: Classification, History, Types of Computers.<br>(iii)Hardware: CPU, Memory, Auxiliary storage devices. | | |
| UNIT- II | **INTRODUCTION TO INFORMATION TECHNOLOGY TOOLS**<br>(i)Operating System, Programming Languages, Features and trends<br>(ii)Introduction to MS-DOS/WINDOWS/LINUX/UNIX<br>(iii) Working with PC Packages. Translators: Assembler, Compiler and Interpreter. | | |
| UNIT -III | **TYPES OF COMPUTER FILES**<br>(i)Business Files: Concept of Character, Field, Record and File.<br>(ii)Types of Data Files: Master File, Transaction File, Archival File.<br>(iii) File Organization: Sequential file, Indexed Sequential file, Randomfiles. | | |
| UNIT -IV | **COMPUTERS & COMMUNICATION**<br>(i)Introduction to Computer Networks, Internet and World Wide Web, FTP, Electronic Mail.<br>(ii)Web Development Tools: FrontPage, HTML.<br>(iii)Information Security and Integrity: Basic Concepts, Perverse Software, Preventive Measures and treatments. | | |
| UNIT -V | **COMPUTER OUTPUT FORMATS**<br>(i)Output Design: Objective of output, types of Output, Formats of Output,<br>(ii)Designing printed Outputs, Guidelines for designing printed outputs.<br>(iii) Multimedia Applications, Online Examination | | |
| **Practical** | **Creation of Email id print screen shot in ppts/Searching of online databases with the help of internet** | | |

# PASS PAPERS

## LIBRARY & INFORMATION SCIENCE

### SEMESTER- I

**FUNDAMENTALS OF LIBRARIANSHIP (THEORY& PRACTICE)**

| **Paper- I** | **Pass-I** | **Full Marks-100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **INTRODUCTION**<br>Library & Information Centers: Types, Characteristics Functions<br>(i) Types of Libraries and Information Centers, Features and Functions<br>(ii) Five Laws of Library Science and Their Implications<br>(iii) Scope of Library & Information Science, National Information Policy<br>(iv)Information Literacy | | |
| UNIT- II | **INFORMATION & COMMUNICATION**<br>(i)Data, Information and Knowledge :Characteristics<br>(ii) Communication theories, models<br>(iii) Barriers to Communication<br>(iii) Emergence of Information Society | | |
| UNIT -III | **LIBRARY LEGISLATION**<br>(i)Salient features of Library Legislation<br>(ii) Brief study of Library Acts in different states of India<br>(iii) Library Acts of Odisha<br>(iv) Intellectual Property Rights, Copy Right Act, Right to Information Act | | |
| UNIT –IV | **LIBRARY ASSOCIATION & INSTITUTIONS**<br>(i)Library Association: Objectives & functions<br>(ii) Role of National & International Association & Institutions<br>(iii) Role of UNESCO & RRRLF for development of Libraries<br>(iv) Library Education in India | | |
| UNIT -V | **LIBRARY & INFORMATION USERS**<br>(i) Categories of Library & Information Users<br>(ii) Information Needs: Definition & Models<br>(iii) Information Seeking Behaviors<br>(iv) Techniques of Assessing Information Needs | | |
| **Practical** | **25 Marks (Information Literacy / Information Seeking Behavior)** | | |

### SEMESTER- II

**LIBRARY CATALOGUING(BIBLIOGRAPHIC DESCRIPTION OF PRINT MATERIALS) (THEORY& PRACTICE)**

| **Paper -II** | **Pass-II** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **BASICS OF CATALOGUING**<br>(i) Library catalogue-Definition, Purpose & Function<br>(ii) Relationship between Library Catalogue & Bibliography<br>(iii)Types of catalogue- Dictionary & Classified | | |
| UNIT- II | **BIBLIOGRAPHIC DESCRIPTION**<br>(i)Physical forms of Library Catalogue<br>(ii)Kinds of entries- Main & Added Entries<br>(iii)Overview of Document Description- Sources of Bibliographic Data | | |
| UNIT -III | **CATALOGUE CODES**<br>(i)Historical Development of Cataloguing Codes<br>(ii)AACR- 2<br>(iii)Classified Catalogue Codes(CCC) | | |
| UNIT-IV | **CANONS OF CATALOGUING**<br>(i)Normative Principles & Cannons<br>(ii)Rules of Choice of Headings of Personal Authors in AACR-2<br>(iii)Rules of Choice of Heading in Monographic Publications | | |
| UNIT-V | **LIST'SOF SUBJECT HEADINGS**<br>(i)List of Subject Headings – SLSH<br>(ii)LCSH<br>(iii)Subject Cataloguing | | |
| **Practical** | **Cataloguing of Book Materials According to AACR-2(Personal Authors & Simple Periodicals)** | | |

## SEMESTER- III

### COMPUTER BASICS & APPLICATION (THEORY& PRACTICE)

| **Paper-III** | **Pass-III** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **COMPUTER BASICS**<br>(i) Computer hardware: Components<br>(ii) Input/ Output devices<br>(iii) Software Packages: Programming languages | | |
| UNIT- II | **OPERATING SYSTEMS**<br>(i)Meaning types and functions<br>(ii)Overview of the Operating System<br>(iii)features of MS Windows | | |
| UNIT -III | **DATABASE AND COMPUTER SOFTWARE PACKAGES**<br>(i)Software packages: Meaning, types and functions<br>(ii) Database structure, Organization and searching<br>(iii)Database Management Systems | | |
| UNIT -IV | **LIBRARY AUTOMATION**<br>(i)Definition, Need & Purposes of Library Automation<br>(ii)Retrospective Conversion<br>(iii)Library House Keeping Operations(Acquisition, Serial Control, Cataloguing, Circulation Control) | | |
| UNIT -V | LIBRARY SOFTWARE PACKAGES<br>(i)Library Software Packages<br>(ii)Evaluation Library Software Packages<br>(iii)Features of CDS/ISIS | | |
| **Practical** | **Working with MS office** | | |

## SEMESTER- IV

### FUNDAMENTALS OF INFORMATION TECHNOLOGY (THEORY& PRACTICE)

| **Paper-IV** | **Pass-IV** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **INTRODUCTION TO INFORMATION TECHNOLOGY**<br>(i)Basic concepts of IT, DataProcessing: Data and Information.<br>(ii)Introduction to Computers: Classification, History, Types of Computers.<br>(iii)Hardware: CPU, Memory, Auxiliary storage devices. | | |
| UNIT- II | **INTRODUCTION TO INFORMATION TECHNOLOGY TOOLS**<br>(i)Operating System, Programming Languages, Features and trends<br>(ii)Introduction to MS-DOS/WINDOWS/LINUX/UNIX<br>(iii) Working with PC Packages. Translators: Assembler, Compiler and Interpreter. | | |
| UNIT -III | **TYPES OF COMPUTER FILES**<br>(i)Business Files: Concept of Character, Field, Record and File.<br>(ii)Types of Data Files: Master File, Transaction File, Archival File.<br>(iii) File Organization: Sequential file, Indexed Sequential file, Randomfiles. | | |
| UNIT -IV | **COMPUTERS & COMMUNICATION**<br>(i)Introduction to Computer Networks, Internet and World Wide Web, FTP, Electronic Mail.<br>(ii)Web Development Tools: FrontPage, HTML.<br>(iii)Information Security and Integrity: Basic Concepts, Perverse Software, Preventive Measures and treatments. | | |
| UNIT -V | **COMPUTER OUTPUT FORMATS**<br>(i)Output Design: Objective of output, types of Output, Formats of Output,<br>(ii)Designing printed Outputs, Guidelines for designing printed outputs.<br>(iii) Multimedia Applications, Online Examination | | |
| **Practical** | **Creation of Email id print screen shot in ppts/Searching of online databases with the help of internet** | | |

## SEMESTER- V

### INFORMATION PROCESSING &RETRIEVAL (THEORY& PRACTICE)

| **Paper-V** | **Pass-V** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **BASIC CONCEPTS & THEORIES**<br>(i)Definition, needs and characteristics of information<br>(ii)Generation and growth of information<br>(iii)Theories of information | | |
| UNIT- II | **INDEXING TECHNIQUES**<br>(i)Definition and types of indexing systems<br>(ii)Pre coordinate and post coordinate index system<br>(iii)PRECIS, POPSI, CHAIN, UNITERM | | |
| UNIT -III | **SUBJECT ANALYSIS & REPRESENTATION**<br>(i)Problems of Subject Analysis representation, Contributions of Cutter, Kaiser, Ranganathan, Farradane & Coats<br>(ii)Indexing Language & Controlled Vocabulary; Characteristics of Indexing Languages<br>(iii)Thesaurus: Structure & Construction of Thesaurofacet | | |
| UNIT -IV | **ABSTRACT & ABSTRACTING SERVICES**<br>(i)Definition, needs and types of abstracts<br>(ii)Methodology of compilation of abstract<br>(iii)Abstracting and it's services | | |
| UNIT -V | **INFORMATION SEARCHING & RETRIEVAL**<br>(i) Search Techniques; Boolean Searches<br>(ii)On-line Searching Techniques & Retrieval<br>(iii)Relevance of Judgments in Retrieval | | |
| **Practical** | **Preparing Keyword Indexing of ten titles** | | |

## SEMESTER- VI

### INFORMATION SYSTEMS, PROGRAMMES (THEORY& PRACTICE)

| **Paper-VI** | **Pass-VI** | **Full Marks- 100** | **Credit Points-06** |
|---|---|---|---|
| UNIT-I | **INFORMATION SYSTEMS**<br>(i)Characteristics and Components of Information Systems<br>(ii)Designing of Information Systems<br>(iii)Library as Information Systems | | |
| UNIT- II | **NATIONAL INFORMATION SYSTEMS AND NETWORKS**<br>(i)National information systems and need and functions<br>(ii)Features and objectives of national information policy an overview<br>(iii) ENVIS,GIS, RIS,BIS | | |
| UNIT -III | **INTERNATION INFORMATION SYSTEMS**<br>(i)UNESCO & FID<br>(ii)IFLA, INIS & AGRIS<br>(iii)UNISIST & MEDLARS | | |
| UNIT -IV | **INFORMATION NETWORK PROGRAMS**<br>(i)NICNET<br>(ii)NFLIBNET<br>(iii)METROPOLITIAN LIBRARY NETWORKS | | |
| UNIT -V | **INFORMATION SYSTEM CONTROLL**<br>Management Information and Control Systems<br>Information Systems Security<br>Information Systems and Functional Area Applications | | |
| **Practical** | **Evaluation of Information Systems & their Programmes through their respective Home Page** | | |

# C.B.C.S. SYLLABUS

# Philosophy

**B. A. (Hons.)**

| | | |
|---|---|---|
| Total Number of Semesters | : | 06 |
| Total Number of Core Courses | : | 14 |
| Credit Point | : | 4 (each) |
| Marks for each Paper 100 | : | (mid Semester 20 + End Semester 80 |
| No of Classes | : | 50 each |

**Core Course (Philosophy)**

**First Year**

**Semester – I**

| | | |
|---|---|---|
| Paper – I | : | General Philosophy |
| Paper – II | : | Logic & Scientific Method |

**Semester – II**

| | | |
|---|---|---|
| Paper – III | : | Systems of Indian Philosophy (I) |
| Paper – IV | : | Symbolic Logic |

**Second Year**

**Semester – III**

| | | |
|---|---|---|
| Paper – V | : | Systems of Indian Philosophy (II) |
| Paper – VI | : | Ethics |
| Paper – VII | : | History of Greek Philosophy |

**Semester – IV**

| | | |
|---|---|---|
| Paper – VIII | : | Contemporary Indian Philosophy |
| Paper – IX | : | History of Modern European Philosophy |
| Paper – X | : | Philosophy of Language |

**Third Year**

**Semester – V**

| | | |
|---|---|---|
| Paper – XI | : | Study of Western Classics : Meditations of Rene Descartes |
| Paper – XII | : | Indian Text: Isa Upanisad |

**Semester – VI**

| | | |
|---|---|---|
| Paper – XIII | : | Social & Political Philosophy |
| Paper – XIV | : | Applied Ethics |

**Discipline Specific Elective (DSE)**

Marks : 100 x 2 (To choose any two)

**Semester - V**

Paper I Philosophy of Bhagbad Gita

Paper II Philosophy of Religion (Compulsory)

Paper III Philosophy of Mind

Semester VI (To choose any two) 100 x 2 = 200

Paper I Project (Compulsory)

Paper II Gandhian Studies

Paper III Study of Major Religions of the World

## Generic Elective (GE)

**First Year**

**First Semester**

Paper I Symbolic Logic (F. M. 100)

**First Year** **Second Semester**

Paper II Indian Philosophy (F. M. 100

**Second Year** **Third Semester**

Paper I History of Modern European Philosophy (F. M. 100)

**Second Year** **Fourth Semester**

Paper II Ethics : Theory & Practice (F. M. 100)

## SKILL ENHANCEMENT COURSE (SE)

| | | |
|---|---|---|
| **Paper – I** | Critical Thinking | Marks – 50 |
| **Paper – II** | Applied Reasoning | Marks - 50 |

## CBCS SYLLABUS

## B. A. (Pass) Philosophy

## Core Course: Philosophy (12 Papers)

**First Year**

| | | | |
|---|---|---|---|
| **Semester – I** | Paper – I | General Philosophy | 100 marks 4 credit |
| | Paper – II | Logic &Scientific Method | 100 marks 4 credit |
| **Semester – II** | Paper-III | Systems of Indian Philosophy (I) | 100 marks 4 credit |
| | Paper-IV | Symbolic Logic | 100 marks 4 credit |

**Second Year**

| | | | |
|---|---|---|---|
| **Semester – III** | Paper-V | Systems of Indian | 100 marks 4 credit |

| | | | |
|---|---|---|---|
| | | Philosophy (II) | |
| | Paper-VI | Ethics | |
| **Semester-IV** | Paper-VII | Contemporary Indian Philosophy | 100 marks 4 credit |
| | Paper-VIII | History of Greek Philosophy | 100 marks 4 credit |
| **Third Year** | | | |
| **Semester-V** | Paper - IX | History of Modern European Philosophy | 100 marks 4 credit |
| | Paper-X | Philosophy of Language | 100 marks 4 credit |
| **Semester-VI** | Paper-XI | Social & Political Philosophy | 100 marks 4 credit |
| | Paper-XII | Applied Ethics | 100 marks 4 credit |

**Discipline Specific (DSE)**

**Elective**

| | | | |
|---|---|---|---|
| **Semester-V** | Paper-I | Philosophy of Bhagabad Gita | 100 marks 4 credit |
| | Paper-II | Philosophy of Religion | 100 marks 4 credit |
| **Semester-VI** | Paper –III | Gandhian Studies | 100 marks 4 credit |
| | Paper-IV | Project | 100 marks 4 credit |

**GENERIC ELECTIVE (GE)**

| | | | |
|---|---|---|---|
| | Paper-I | Logic (Classical & Symbolic) | 100 marks 4 credit |
| | Paper-II | Ethics & Society | 100 marks 4 credit |

**C.B.C.S. PATTERN**

**U. G. Arts Philosophy Core Course**

**First Year / Semester-I / Paper-I**

**F. M. : 20 + 80 = 100**

**Credits : 04**

## GENERAL PHILOSOPHY

**Unit-I** : Definition, Nature and Function of Philosophy, Philosophy in relation to other modes of thinking like science and Religion

**Unit – II** : Problems of Being : Monism and Pluralism

Realism: (a) Naive Realism (b) Representative Realism (Locke), Idealism : Meaning, Esse est Percipi (Berkeley)

**Unit – III** : Problems of Knowledge: What is Knowledge? Sources of Knowledge : Empiricism, Rationalism

**Unit –IV** : Problems of Ethics : (1) Theories of Goodness : The Good and the Evil (2) Theories of Conduct : Egoism and Altruism

**Unit-V** : Problems of Metaphysics:

(1) Substance and Universal

(2) Mind and Body

**Basic Study Materials:**


1. John Hospers - An Introduction to Philosophical Analysis
2. G. T. W. Patrick - Introduction to Philosophy
3. G. W. Cunningham - Problems of Philosophy
4. B. Russell - Problems of Philosophy
5. D. W. Hamlyn - Metaphysics
6. Richard Taylor - Metaphysics

**FIRST YEAR U. G. CORE COURSE**

**Semester – I**

**Paper – II: Logic & Scientific Method**

**Full Marks: 20 + 80 = 100**

**Credit Points: 04**

**Unit-I** : Definition of Logic, Deductive & Inductive Arguments, Validity & Soundness of Arguments, Laws of Thought

**Unit – II** : Classification of Propositions (from Quality & quantity stand point) Distribution of terms, Square of Oppositions, Existential Import of Propositions, Interpretation of Categorical Propositions

**Unit-III** : Inference – Immediate Inference (Conversion & Observation) Mediate Inference (Syllogism) : Figure & Moods, Testing Validity of Arguments by syllogistic Rules

**Unit-IV** : Inductive Reasoning & Scientific Enquiry

(a) Laws of Causation – Meaning & Definition cause and condition, Qualitative & Quantitative Marks of Causation

(b) Mills Experimental Methods

**Unit-V** : Science & Probability : (a) Scientific Explanation and Unscientific explanation (b) Hypothesis & Confirmation

**Recommended Books:**


1. Copi, Cohen & MacMahan – Introduction to Logic (14th Edition)
2. Cohen & Nagel – Introduction to Logic & Scientific Method
3. Alex Rosenberg – Philosophy of Science : A Cont. Introduction
4. W. Kneale – Probability & Introduction
5. John Hospers – Philosophical Analysis

**Semester-II / Paper-III / Phil. Core**

## SYSTEMS OF INDIAN PHILOSPHY (I)

**Full Mark: 20 + 80 = 100**

**Credit Points: 04**

| | | |
|---|---|---|
| **Unit-I** | : | Salient Features of Indian Philosophy, Astika & Nastika systems, Basic concepts like Rta, Rna, Purusartha, Law of Karma |
| **Unit – II** | : | Carvakas – Epistemology and Metaphysics (Lokayatamata) |
| **Unit-III** | : | Jainism – Syadvada, Anekantavada Jaina ethics (concept of Triratna) |
| **Unit-IV** | : | Buddhism – Four Noble Truths, Doctrine of Momentariness, Dependant Origination, No Soul Theory, Nirvana |
| **Unit-V** | : | Samkhya Dualistic System : Purusa, Prakriti, Theory of Causation, Theory of Evolution |

**Books Recommended:**


1. G. C. Nayak (ODIA) - Bharatiya Darshana
2. B. B. Choudhury (ODIA) - Bharatiya Darshanara Ruparekha (Trans.) of M. Hiriyana's Outline of Indian Philosophy
3. Dutta & Chatterjee – An Introduction to Indian Philosophy
4. C. D. Sharma – A Critical Survey of Indian Philosophy
5. R. K. Puligandla – Fundamentals of Indian Philosophy
6. S. Radhakrishnan – Indian Philosophy, Vol. I / II
7. J. N. Sinha – Indian Philosophy

**Semester-II / Paper-IV / Phil. Core**

**SYMBOLIC LOGIC**

**Full Mark: 20 + 80 = 100**
**Credit Points: 04**

**Books Prescribed: Basson & O' Corner: Introduction to Symbolic Logic**

| | | |
|---|---|---|
| **Unit-I** | Chapter-I | Introduction |
| | Chapter-II | The Calculus of Propositions |
| **Unit – II** | Chapter-III | Calculus of Propositions (Sec 1 to 60 |
| **Unit-III** | Chapter – III | Calculation of Propositions (Sec 7 to 9) |
| **Unit-IV** | Chapter-V | The Elements of Predicate Calculus (Section 1 to 9) |
| **Unit-V** | Appendix | (Sec-1 to Sec-4) |

**2nd Year U. G. Philosophy (Core)**

**Semester-III / Paper-VI / Ethics**

**Full Mark: 20 + 80 = 100**

**Credit Points: 04**

| | | |
|---|---|---|
| **Unit-I** | : | Definition, Nature & Scope of Ethics.<br>Ethics in relation to Politics, Sociology and Religion |
| **Unit – II** | : | Distinction between moral and non-moral action Moral Judgement and factual judgement, subject or Moral judgement |
| **Unit-III** | : | Utilitarianism, Hedonism |
| **Unit-IV** | : | Rigorism, Perfectionism |
| **Unit-V** | : | Theories of punishment; Retributive, Reformative and Preventive theory |

**Books for Reference:**


1. J. N. Sinha – A Manual of Ethics
2. W. Frankena – Ethics

3. I. C. Sharma – Indian Ethics

**Semester – II**

**Paper – VII / Phil. (Core)**

**HISTORY OF GREEK PHILOSOPHY**

**F. M.: 20 + 80 = 100**
**Credits: 04**

| | | |
|---|---|---|
| **Unit-I** | : | Nature of Greek Philosophy: What is Philosophy? Origin, development and salient features of early Green Thought |
| **Unit – II** | : | Pre-Socratic Thought : The Being of Thales, Becoming of Heraclitus and Atomism of Democritus |
| **Unit-III** | : | Socrates : Problem before Socrates, Dialectical method, epistemology of Socrates and ethics |
| **Unit-IV** | : | Plato : Theory of Idea, Theory of Knowledge and Theory of Soul |
| **Unit-V** | : | Aristotle : A Critique of Plato, Theory of Form and Matter, Theory of Causation |

**Suggested Readings:**


(1) W. T. Stace - Greek Philosophy

(2) Burnet - Greek Philosophy

(3) Y. Masih - A Critical History of Philosophy

(4) F. Thilly - A History of Philosophy

(5) B. Russell - A History of Western Philosophy

(6) B. A. G. Fuller - A History of Green Philosophy

**Semester – III**

**Paper – V / Phil. (Core)**

**SYSTEMS OF INDIAN PHILOSOPHY (II)**

**F. M.: 20 + 80 = 100**
**Credits: 04**

| | | |
|---|---|---|
| **Unit-I** | : | Yoga system of Patanjali: Citta Vriti Nirodha and Astanga Yoga |
| **Unit – II** | : | Nyaya: Pramanas<br>Vaisesika: Categories (Padarthas) |
| **Unit-III** | : | Upanisadic view of Atman and Brahman Vidya & Avidya, Para Vidya & Apara Vidya |
| **Unit-IV** | : | Sankara's View on Maya, Jiva, Isvara & Brahman and Liberation (Jivanmukti & Videhamukti) |
| **Unit-V** | : | Ramanuja – Refutation of Sankara's view of Maya, Concept of Brahman, Jiva and Liberation |

**Books Recommended:**


(1) G. C. Nayak (ODIA) - Bharatiya Darshana

(2) B. B. Choudhury (ODIA) (Trans.) - Bharatiya Darshanara Ruparekha

(3) Dutta & Chatterjee – An Introduction to Indian Philosophy

(4) J. N. Sinha – Indian Philosophy

(5) R. K. Puligandla – Fundamentals of Indian Philosophy

(6) S. Radhakrishnan – Indian Philosophy (Vol. I & II)

(7) J. N. Sinha – Indian Philosophy

**Semester – IV**

**U. G. Arts Core (Philosophy)**

**Paper - VII**

## CONTEMPORARY INDIAN PHILOSOPHY

**F. M.: 20 + 80 = 100**
**Credits: 04**

| | | |
|---|---|---|
| **Unit-I** | : | R. N. Tagore : God and Reality, Nature of Religion Man and his destiny |
| **Unit – II** | : | Swami Vivekananda : Concept of Man and his Destiny, Practical Vedanta, Universal Religion |
| **Unit-III** | : | Sri Aurovindo: Nature of World, Maya, Theory of Evolution, Satchidananda, Integral Yoga |
| **Unit-IV** | : | M. K. Gandhi: Truth, God, Non-violence, Satyagraha and Sarvodaya |
| **Unit-V** | : | S. Radhakrishnan : Concept of Man, Reality, Intellect & Institution Religion |

**Basic Study Materials:**


(1) B. K. Lal – Contemporary Indian Philosophy

(2) T. M. P. Mahadevan & V. Saroja – Contemporary Indian Philosophy

(3) H. Sahoo (ed.) – Contemporary Indian Philosophy

**Semester – IV**

**Paper – IX**

**(HISTORY OF MODERN EUROPEAN PHILOSOPHY)**

**F. M. : 20 + 80 = 100**
**Credits : 04**

| | | |
|---|---|---|
| **Unit-I** | : | Bacon – Theory of Idola, Inductive Method<br>Descartes – Universal Doubt, Cagito-ergo-sum, Existence of God, Interactionism |
| **Unit – II** | : | Spinoza – Substance, Attribute and Modes Psycho-physical parallelism<br>Leibnitz – Theory of Monads, pre-established Harmony |
| **Unit-III** | : | Locke : Refutation of Innate Ideas, Sources of Knowledge<br>Berkeley : Subjective Idealism, Esse-est-Percipi |
| **Unit-IV** | : | Hume – Impression & Ideas, Scepticism, Theory of Causality |
| **Unit-V** | : | Kant – Reconciliation between Empiricism and Rationalism, Possibility of Synthetic Apriority Judgement Space & Time |

**Books Prescribed**


1. Y. Masih – History of Western Philosophy
2. H. Ray & G. Das – (O) Paschatya Darshanara Itihasa
3. Fran Thilly – A History of Philosophy
4. Ira Sengupta – A History of Western Philosophy
5. B. Russell – History of Western Philosophy
6. Barlingay & Kulkarni – A critical survey of Western Philosophy

**Semester – IV**

**(Philosophy Core)**

**Paper – X**

**(PHILOSOPHY OF LANGUAGE)**

**F. M.: 20 + 80 = 100**
**Credits: 04**

| | | |
|---|---|---|
| **Textual Study** | : | John Hospers – An Introduction to Philosophical Analysis |
| **Unit-I** | : | Word – Meaning : Meaning of the word "Meaning" Ambiguity and vagueness |
| **Unit – II** | : | Definitions : Denotative, Connotative, & Ostensive Defining and Accompanying characteristics stipulate & Reparative Definition, Persuasive definition |
| **Unit-III** | : | Sentence – Meaning : Proposition and sentence word-meaning and sentence – meaning, criteria of sentence – meaning/ |
| **Unit –IV** | : | Analytic – synthetic, a priori – a posteriori, distinction, logical possibility and impossibility. |
| **Unit – V** | : | Concept ; Nature and source<br>Truth : Correspondence, Coherence and Truth as it "Works" |

| | | |
|---|---|---|
| **B.A. (Hons)** | **Semester – V / Paper – XI** | **F.M. 20+80 =100** |
| **3rd Year** | **Study of Western Classic** | **Credits -04** |

**[Meditations of Rene Descartes]**

| | | |
|---|---|---|
| **Unit-I** | Meditation – I | Sceptical Doubts |
| | Meditation – II | Cogito ergo sum, Sum res cogitans The wax Argument |
| **Unit – II** | Meditation – III | Clear and distinct perceptions Theory of Ideas, Existence of God |
| **Unit-III** | Meditation – IV | God is no Deceiver, Will, Intellect and Possibility of Error |
| **Unit – IV** | Meditation – V | Essence of Material Things, Existence of God |
| **Unit – V** | Meditation – VI | Mind-body Dualism, Primary & Secondary Quality |

**Book Recommended**


1. Rene Descartes - Meditations on First Philosophy
2. Rae Langton - A study guide to Descartes Meditations
3. Amelie Rorty - Essays on Descartes Meditations

**Semester – V / Paper – XII** **F.M. 20+80 =100**

**Indian Text** **Credits -04**

## ISA UPANISADS WITH SANKARA'S COMMENTARY

**Unit-I** What are Upanisads, place of Upanisads in Indian Philosophy and Culture – Isa Upanisad

**Unit – II** Mantra 1 to 44

**Unit-III** Mantra 5 to 9

**Unit – IV** Mantra 10 to 14

**Unit – V** Mantra 15 to 18

**Basic Study Materials:**


1. The Isa Upanisad with Sankara's Commentary
2. S. Radhakrishnan - The Principal Upanisad
3. Satyavadi Mishra - Central Philosophy of the Upanisads

**+3 IIIrd Year** **Semester – VI** **F.M. 20+80 =100**

**Paper – XIII** **Credits:04**

## SOCIAL & POLITICAL PHILOSOPHY

**Unit-I** Sociality, Social Science & Social Laws Philosophy of Social Science – Relation between Individual society (Mechanical, Organic and Idealistic view)

**Unit – II** Political Ideals – Justice, Liberty, Equality, Equality

Political Doctrines – Humanism, Secularism Feminism, Philosophy Ecology

**Unit-III** Democratic Ideals: Democratic Government, Conditions for successful functioning of Democracy.

**Unit – IV** Political Ideologies (a) Anarchism (b) Marxism (C) Sarvodaya

**Unit – V** Social progress: Human Rights: Origin and development, Declaration of Human Rights : Theory and Practice

**Basic for Suggested Readings:**


1. O.P. Gauba – An Introduction to Political Philosophy
2. J. Sinha – Outlines of Political Philosophy
3. D.D. Raphel – Problems of Political Philosophy
4. Krishna Ray & Chhanda Gupta – Essays in Social & Political Philosophy
5. M.K. Gandhi – Hind Swaraj

**+3 IIIrd Year B.A.** **SEMESTER – VI** **F.M. 20 + 80 = 100**

**PAPER - XIV**

## APPLIED ETHICS

**Unit – I** What is Applied Ethics : Nature & Scope of applied ethics – Ethical Theories – Deontology, Utilitarianism, Relativism and Subjectivism

**Unit – II** **Taking Life** : **Animals** – Animals Rights, Reverence for life, killing of animals

**Unit – III** **Taking Life** : **Humans** – Euthanasia : Types Abortion

**Unit – IV** Environmental Ethics : Relation between man and nature, Anthropocentricism, Non-Anthropocentricism

Western Tradition – Responsibility for Future Generation, Deep Ecology

**Unit – V** Professional Ethics : (a) Business ethics – Rights and obligations, justice & honesty in ethics.

(b) Bio-medical Ethics – Hippocratic Oath, Rights and obligations of Health – care Professionals, Doctor- Patient-Relationship

**Books Recommended**


1. Peter Singer – Practical Ethics
2. J. Jagadev – Biomedical Ethics
3. Tom Regan – Animal Rights
4. J.P. Thirou – Ethics : Theory & Practice

**Discipline Specific Elective (DSE)**

**Semester – V (Credits 4/F.M. 100)**

**Paper – I**

## THE PHILOSOPHY OF BHAGBAD GITA

**Unit – I** The Bhagabad Gita: Concept of Yoga, Concept of life and death.

**Unit – II** Karma & Karmaphala in the Bhagabad Gita, classification of Karma : Karma, Akarma, Vikarma

**Unit- III** Concepts like Jnana & Vijnana, Ksara and Aksara, Uttama Purusa in Bhagabad Gita.

**Unit – IV** Chapter XVIII (Verse 1 to 36) with Sankara's commentary

**Basic Study Materials:**

1. S.Radhakrishnan (Trans. & Ed) - The Bhagabad Gita
2. S.C. Panigrahi - Concept of Yoga in the Gita
3. A.G.K. Warrior (Trans.) - Srimad Bhagabad Gita Bhasya of Sri Sankaracharya
4. K.M. Munshi & R.R. Diwakar - Bhagabad Gita & Modern Life
5. P.N. Srinivasachari - The Ethical Philosophy of the Gita

**Paper – II**

**Philosophy of Religion (DSE-II)**

**Basic Text** John Hick – Philosophy of Religion

**Unit – I** Introduction to Philosophy of Religion Judaism – Christian Concept of God (Chapter – 1)

**Unit – II** Grounds for belief in existence of God (Chapter – 2)

**Unit – III** Grounds for belief against existence of God (Chapter – 3)

**Unit – IV** The Problem of Evil (Chapter – 4)

**Unit- V** Conflicting Truth Claims of different Religions (Chapter – 9) Religious Pluralism

**Books for Reference**

1. Y. Masih- Introduction to Religious Philosophy
2. Arvind Sharma – Philosophy of Religion

## Paper – III

## Philosophy of Mind (DSE-3)

| | |
|---|---|
| Unit – I | Nature and Scope of Philosophy of Mind, Mind and Soul, Nature of Mental Phenomena Consciousness – Theories of Mental Phenomena |
| Unit – II | The Third Person Account: Merits and Limitations. The First Person Account, Theory of intentionality. |
| Unit – III | Some theories of Mind – Dualism, Materialism, Identity Theory, Double Aspect Theory. |
| Unit – IV | The Concept of a person and the problem of personal Identity. |
| Unit – V | Some theories of Mind – Interactionism, Parallelism, Epiphenomenalism, The Problem of Free will. |

**Basic Study Materials**


1. J.A. Shaffer – Philosophy of Mind
2. S. Shoemaker – Self knowledge & self- identity
3. S. Hampshire – Philosophy of Mind
4. T.E. Wilkerson – Minds brains and people

## SEMESTER – VI

## PAPER - I

## Project Compulsory

## (Dissertation 60 + Viva 40 Marks)

The student has to prepare a project of his own selecting a topic from Philosophical perspective in consultation with a teacher. He / She has to prepare a dissertation of 60 marks which will be evaluated by an external examiner and he / she will face a viva-voice test (40 marks) by an external examiner along with his / her supervisor of the concerned project.

## Paper – II

## Gandhian Studies

**Unit – I** **Political Thought of Gandhi** : Gandhi's concept of Politics – goals and methods of action; concept and claim of spiritualizing politics, Satyagraha

**Unit – II** **Economic Thought of Gandhi** : Gandhi's ideas and efforts in the field of economics; Gandhi's critique of industrialization – evils and consequences; philosophy of work & employment, need and greed

**Unit – III** **Gandhi's Social Thought and Social Work**: Philosophy of Sarvodaya, concept of Gram Swaraj, Varnashrama Versus Caste system untouchability.

**Unit- IV** **Gandhi on Education**: Meaning and aims of education Basic education (Nai Talim), Duties of Students, Parents and Teachers in education and their interrelationship.

**Unit – V** **Gandhi's idea of Peace**: Meaning of peace and violence; peace and Disarmament; Non-violent way to world peace. Combating terrorism through non-violence; Gandhian Approach to conflict Resolution – Shanti Sena

**Basic Study Materials :**

1. Mahatma Gandhi - Autobiography
2. Mahatama Gandhi - Hind- Swaraj
3. Mahatama Gandhi - Towards Non-violent Socialism
4. Mahatma Gandhi - Towards New Education
5. S. Radhakrishnan (ed.) - Mahatma Gandhi: Essays & Reflect
6. R.K. Prabhu & U.R. Rao- The mind of Mahatma Gandhi
7. Sarat Mahanty (ODIA) - Gandhi Manisha

**Semester – VI DSE**

**Study of Major Religions of the World**

**Paper –III**

| | |
|---|---|
| **unit– I** | Sanatan Dharma: Basic features of Sanatan Dharma, The Conception of Man (amritasya Putra), His Pursuits: Dharma , Artha, Kama & Moksa |
| **Unit – II** | Buddhism: Basic features of Buddhism, Four noble truths, Eight-fold Path, Nirvana |
| **Unit – III** | Jainism: Three Gems, Five Vows, Liberation |
| **Unit – IV** | Christianity: Basic features, God, World ,Salvation |
| **Unit – V** | Islam: Basic features, Man ,God & Human Destiny |

**Suggested Readings:**

1.Y. Masih - A Comparative Study of Religions

2. Lloyd Ridgeon - Major World Religions

3. K. N.Tiwary - Comparative Religion

| | | |
|---|---|---|
| **First Year** | **GENERIC ELECTIVE (GE)** | **F.M. 100** |
| | | **(20+80)** |
| **First Semester** | **Paper – I (Symbolic Logic)** | **Credits: 04** |

**Text - (Basson & O. Conner)**
**Introduction to Symbolic Logic**

| | |
|---|---|
| Unit – I | Ch- Introductory |
| | Ch-II The Calculus of Propositions |
| Unit – II | Ch-III The Calculus of Propositions (Sec 1 to 6) |
| Unit – III | Ch-III The Calculus of Propositions (Sec 7 to 9) |
| Unit – IV | Ch- V The Elements of Predicate Calculus |
| Unit- V | Appendix Sec 1 to Sec - 4 |

| | | |
|---|---|---|
| **First Year** | **Paper- II** | **F.M. 100** |
| | | **(20+80)** |
| **Second Sem.** | **INDIAN PHILOSOPHY** | **Credits 04** |

| | |
|---|---|
| Unit – I | Salient features of Indian Philosophy and key concepts |
| | Carvaka – Epistemology, Metaphysics |
| | Jainism – Syadvada & Anekantavada |
| Unit – II | Buddhism – Four Noble Truth, Doctrine of Dependent Origination, |
| | No Soul Theory, Nirvana |
| Unit – III | Samkhya – Purusa, Prakriti, Evolution |
| | Yoga – Patanjali's Citta Vritti Nirodha, Astanga Yoga |
| Unit – IV | Nyaya – Theory of Inference |
| | Vaisesika – Padarthas (Categories) |
| Unit- V | Samkara – Brahman, Atman, Maya & Liberation |
| | Ramanyan – Brahman, Atman, Maya & Liberation |

**Books Recommended:**


1. Dutta & Chatterjee – An Introduction to Indian Philosophy
2. C. D. Sharma – A Critical Survey of Indian Philosophy
3. G. C. Nayak (O) Bharatiya Darshana
4. B. B. Choudhury (O) (Trs.) – Bharatiya Darshanara Ruparekha

**Second Year** **GENERIC ELECTIVE (GE)** **F.M: 100**

**(20+80)**

**Third Sem.** **Paper – I** **Credits 04**

**History of Modern European Philosophy**

Unit – I **Bacon:** Theory of Idola, Inductive Method.

**Descartes:** Methods of Doubt, Cogito ergo sum, Innate Ideas.

Unit – II **Spinoza:** Substance, Attributes and Modes

**Leibnitz:** Theory of Monads, Pre-established Harmony

Unit – III **Locke:** Refutation of Innate Ideas, Theory of Knowledge

**Berkeley:** Esse est percipi, Subjective Idealism

Unit – IV **Hume:** Ideas & Impressions, Idea of No Self, Theory of Causality, Scepticism

Unit- V **Kant:** Reconciliation of Empiricism and Rationalism, Theory of space and Time Deduction of Categories of Understanding

**Basic Study Materials**


1. Ira Sengupta – A History of Western Philosophy
2. Barlingay & Kulkarni – A History of Western Philosophy
3. Ray & Das (ODIA) - Paschatya Darshanara Itihasa
4. Y. Masih A Critical History of Western Philosophy
5. R.K. Pati - A History of Modern European Philosophy
6. R. Falkenberg – A History of Philosophy

**GENERIC ELECTIVE (GE)** **F.M 100 (20+80)**

**Four Sem.** **Paper – I** **Credits: 04**

**Ethics: Theory & Practice**

Unit – I **Definition, Nature & Scope of Ethics,** Distinction between moral & non-moral action, stages of development of voluntary Action.

Unit – II Distinction between factual and moral judgment, objects of moral judgment.

Unit – III **Moral Standards :** Hedonism, Mill's Utilitarianism, Kant's Rigorism & Perfectionism

Unit – IV **Environmental Ethics:** Relation between Man & Nature, Anthropocentricism and Non - Anthropocentricism

Unit- V Concept of Bio-centric, Egalitarianism, Deep Ecology – Man's Responsibility for the future generation

**Recommended Study Materials :**


1. William Franken – Ethics
2. J.N. Sinha – A Manual of Ethics
3. Peter Singer – Practical Ethics

## SKILL ENHANCEMENT COURSE

**Paper – I** **F.M 50**

**Critical Thinking**

Unit – I Introduction to Critical Thinking : Standards of Critical thinking, benefits and limitations

Unit – II Arguments & Recognising arguments : Definition & Contents of argument premises, hidden premises, conclusions intermediate conclusions

**Book Recommended :**

1. Hurley, Patrick. J. – A concise Introduction to Logic (2015) 12th Ed.
2. Madhuchhanda Sen - An Introduction to Critical Thinking (2010)

## SKILL ENHANCEMENT COURSE

**Paper – II** **F.M 50**

**Applied Reasoning**

Unit – I Fallacies**:** Introduction, fallacies of Relevance, fallacies of Presumption, Fallacies of Ambiguity, Illicit Transference, fallacies in Ordinary language

Unit – II Types of Reasoning: Analogical, Legal and Moral

Unit – III Science & Superstition: Distinction, Evidentiary Support, Objectivity Integrity

**Book Recommended :**

1. H. Patrick, J. – A Concise Introduction to Logic (2015) 12th Edition
2. M. Sen - An Introduction to Critical Thinking (2010)

# UTKAL UNIVERSITY

SYLLABUS

FOR THE

CHOICE BASED CREDIT SYSTEM

**+3 PUBLIC ADMINISTRATION**

**(Hons. & Pass) program**

**From 2016-2017 Academic Session**

**Approved by the Board of Studies on 20.05.2016**

**Total Marks: 2400**

**Credit points:148**

## SCHEME FOR CHOICE BASED CREDIT SYSTEM IN

**BA (PUBLIC ADMINISTRATION) HONOURS**

| SEMESTER | CORE COURSES | ABILITY ENHANCEMENT COMPULSORY COURSES | SKILL ENHANCEMENT COURSES | GENERIC ELECTIVE COURSES | Discipline Specific Elective Cours |
|---|---|---|---|---|---|
| **6** | **14** | **2** | | **4** | |
| I | Principles of Public Administration<br>Indian Administration | English/MIL Communication/Environmental Science | | GEC-I | |
| II | Comparative Public Administration -I<br>Administrative Thinkers-I | Environmental Science/ English/MIL communication | | GEC-II | |
| III | Administrative Theory:New Concepts<br>----------<br>Comparative Public Administration-II<br>Administrative Thinkers-II | | SEC-I | GEC-III | |
| IV | State Administration<br>Development Administration<br>Public Personnel Administration in India | | SEC-II | GEC-IV | DSE-I<br>DSE-II<br>(From Group-A) |
| V | Organizational Behaviour<br>Local Governance | | | | |
| VI | Human Resource Management<br>Public Policy | | | | One from DSCE- Group B Project(Compulsory) |

As per UGC guidelines the Honours course will have 140 credits. The student has to cover 140 credit courses in 3years. All Core courses, Generic Elective Courses(GEC) and Discipline Specific Elective Courses will have 6 credits each. 6 credits courses have to impart 50hrs of teaching and 10hrs of tutorial. One of the Discipline Specific Courses is project which is compulsory.

**Course structure for B.A.(Hons.) Public Administration**

**Semester-1**

| Name of the Paper | Category | Total Marks | Credit points |
|---|---|---|---|
| Principles of Public Administration | Core-1 | 100 | 6 |
| Indian Administration | Core-2 | 100 | 6 |
| Ability Enhancement Compulsory Course | AECC-1 | 50 | 4 |
| Generic Elective Course | GEC-1 | 100 | 6 |
| TOTAL | | 350 | 22 |

**Semester-II**

| Name of the Paper | Category | Total Marks | Credit points |
|---|---|---|---|
| Comparative Public Administration | Core-3 | 100 | 6 |
| Administrative Thinkers-I | Core-4 | 100 | 6 |
| Ability Enhancement Compulsory Course | AECC-2 | 50 | 4 |
| Generic Elective Course | GEC-2 | 100 | 6 |
| TOTAL | | 350 | 22 |

**Semester-III**

| Name of the Paper | Category | Total Marks | Credit points |
|---|---|---|---|
| Comparative Public Administration-II | Core-5 | 100 | 6 |
| Administrative Thinkers-II | Core-6 | 100 | 6 |
| Administrative Theory:New concepts | Core-7 | 100 | 6 |
| Skill Enhancement Course | SEEC-1 | 50 | 4 |
| Generic Elective Course | GEC-3 | 100 | 6 |
| TOTAL | | 450 | 28 |

**Semester-IV**

| Name of the Paper | Category | Total Marks | Credit points |
|---|---|---|---|
| State Administration | Core-8 | 100 | 6 |
| Development Administration | Core-9 | 100 | 6 |
| Public Personnel Administration in India | Core-10 | 100 | 6 |
| Skill Enhancement Course | SEEC-2 | 50 | 4 |
| Generic Elective Course | GEC-4 | 100 | 6 |
| TOTAL | | 450 | 28 |

**Semester-V**

| Name of the Paper | Category | Total Marks | Credit points |
|---|---|---|---|
| Organizational Behaviour | Core-11 | 100 | 6 |
| Local Governance | Core-12 | 100 | 6 |
| Discipline Specific Elective Course | DSEC-1 (From Group A) | 100 | 6 |
| Discipline Specific Elective Course | DSEC-2 (From Group A) | 100 | 6 |
| TOTAL | | 400 | 24 |

**Semester-VI**

| Name of the Paper | Category | Total Marks | Credit points |
|---|---|---|---|
| Human Resource Management | Core-13 | 100 | 6 |
| Public Policy | Core-14 | 100 | 6 |
| Discipline Specific Elective Course | DSEC-1 (From Group B) | 100 | 6 |
| Discipline Specific Elective Course | Project-Compulsory | 100 | 6 |
| TOTAL | | 400 | 24 |

**Discipline Specific Elective Courses for B.A.(Hons.)Public Administration**

| DSEC—Group-A(Any Two of the Following) | DSEC—Group-B( Any one of the Following Papers) and Project |
|---|---|
| Research Methodology | Financial Administration in India |
| Urban Governance in India | Welfare Administration in India |
| Rural Development in India | Disaster Management in India |
| Indian Administration:Issues and trends | Project (Compulsory) |

**Syllabus in detail**

**Core Public Administration Course-1: Principles of Public Administration**

**6 Credits/100 Marks**

**Course Description:** This paper covers basic principles of public administration. The objective is to provide the students with basic knowledge regarding principles of administration.

Learning Outcome:Students can acquire a basic understanding regarding the concepts of public administration.

**Unit –I**

Public Administration, Meaning Nature, Scope, Role of Public Administration in Developing and Developed Countries, Methods of Study , Difference between Public And Private Administration

**Unit-II**

Formal and Informal Organization, Line and staff Agencies, Principles of Public Administration- Hierarchy, Span of Control, Delegation, Co-ordination

**Unit- III**

Decentralization, Centralization, Organizational Effectiveness

**Suggested Readings**

1. Avasthi and Maheswari, "Public Administration", Agra, Laxmi Narayan Agarwal, 1988.

2. Mohit Bhattacharya "Public Administration", World Press (Second Edition, 1991)

3. B.L. Fadia and Kuldeep Fadia, "Public Administration: Administrative Theories and Concepts", Agra, Sahitya Bhawan, 2014.

4. Rumki Basu, "Public Administration: Concepts and Theories" New Delhi, Sterling Publishers, 2011.

**Core Public Administration Course 2-Indian Administration 6 Credits/100 Marks**

**Course Description:** The papers cover a number of provisions as to Indian Administration.The objective is to apprise the students as to structure and process of Indian Administration.

Learning outcome:Students will acquire rudimentary knowledge as to the functioning of Indian Administration.

**Unit-I**

Evolution of Indian Administration: Ancient Period, Medieval period, Modern Period up to 1947, Salient Features of Indian Constitution, Preamble, Federalism,

**Unit-II**

President, Prime Minister, Cabinet, Centre- State Relations (Administrative, Legislative and financial)

**Unit-III**

Core Institutional mechanisms: Niti Ayog, National Development Council, Planning process, State Planning, District Planning, Election Commission, Finance Commission, Lok Pal and Lokayukta

**Suggested Readings:**


1. Hoshiar Singh and Pankaj Singh, “Indian Administration”, Delhi, Pearson, 2011
2. B.L. Fadia and Kuldeep Fadia, “Indian Administration” Agra, Sahitya Bhawan, 2014
3. D.D. Basu, “Introduction to the constitution of India” New Delhi, Prentice Hall of India, 2014
4. S.R. Mahesswari, “Indian Administration”, New Delhi, Orient Longman, 2011.
5. Pratap Bhanu Mehta & Nirja Gopal Jayal. The Oxford Companion to Politics in India, Oxford University Press, 2011
6. Bidyut Chakrabarty & Rajendra Kumar Pandey, Indian Government and Politics, Sage Publication, 2009

**Core Public Administration Course 3-Comparative Public Administration-1**

**6 Credits/100 Marks**

**Course Description:** The paper carries a comparative understanding of different administrative systems.The objective is to make the students aware of the structure and function of different administrative systems like the UK, USA.Students can have the knowledge of structure and functions of administrative systems like the UK, USA.
Learning outcome: The students will be aware of administrative systems of major democracies.

**Unit-I**

Executive System in U.K., U.S.A., Civil Service in UK & USA.

**Unit-II**

Legislative System in U.K., U.S.A.,

**Unit-III**

Judicial System in U.K., U.S.A.,

**Suggested Readings**

1. Ramesh k. Arora," Comparative Public Administration", 1996.

1. J. A. Chandler (ed), "Comparative Public Administration", Routledge Publications, 2010
2. Sabine Kuhalmann, "Introduction to Comparative Public Administration", Edward Elgar Publishing, 2014.
3. Nirmood Rapheli (ed), "Reading in Comparative Public Administration", 1970

**Core Public Administration Course 4-Administrative Thinkers-1**

**6 Credits/100 Marks**

**Course Description:** The paper contains administrative thinking of a group of Thinkers.
The objective is to make the students apprise of the administrative ideas of a group of Indian and other thinkers.Students can acquire basic idea as to administrative thinking of Kautilya, Taylor, Max Weber, Elton Mayo etc.
Learning outcome:This will enrich students' understating of administrative theories.

**Unit-I**

Kautilya, F W Taylor, Woodrow Wilson

**Unit –II**

Henri Fayol, Gullick, Urwick, Max Weber

**Unit – III**

Mary Parker Follett, Elton Mayo.

**Suggested Readings**


1. D.Ravindra Prasad, V.S. Prasad, P. Satyanarayan, Y. Pardhasarathi, "Administrative Thinkers", New Delhi, Sterling Publishers, 2014.
2. Shriram Maheswari, "Administrative Thinkers", Delhi, Macmillan, 2003.
3. R.K. Sapru, "Administrative Theories and Management Thought", New Delhi, P HI Learning Private Limited, 2013.
4. Bidyut Chakravorty, "Public Administration", New Delhi, Sage, 2013.


**Core Public Administration Course 5: Comparative Public Administration-II**

**6 Credits/100 Marks**

**Course Description:** The paper covers the theories and models of comparative Public Administration.The objective is to make the students aware of theories and models of Comparative Public Administration.

**Learning outcome:**Students will acquire fair knowledge as to comparative Public Administration on reading this paper.

**Unit-I**

The Concept, Nature, Scope and Approaches to the Study of Comparative Public Administration, Emerging Trends in Comparative Public Administration.

**Unit-II**

Theories and Models of Comparative Public Administration: Fred Riggs and Ferrel Heady.

**Unit-III**

Grievance Mechanisms in Administration: U.K. & U.S.A.

**Suggested Readings:**


1. K.K. Ghai, "Major Governments, Political System of U.K., USA, Switzerland, France and China", New Delhi, Kalyani Publishers, 2013.

2. J. A. Chandler (ed), "Comparative Public Administration", Routledge Publications, 2010

3. Sabir Kuhalmann, Introduction to Comparative Public Administration, Edward Elgar Publishing, 2014.

4. Nirmod Rapheli (ed), Reading in Comparative Public Administration, 1970.

**Core Public Administration Course6: Administrative Thinkers-II**

**6 Credits/100 Marks**

**Course Description:** The paper contains administrative thinkers of a group of Thinkers.The objective is to make the students apprise of the administrative ideas of a different modern thinkers.Students can acquire basic ideas concerning administrative thinking of , Chris Argyris, Chester I Barnard, Abraham Maslow, Herzberg, McGregor, Herbert Simon etc.

**Learning outcome:**This will enrich students' understating of different administrative theories.

**Unit I**

Chris Argyris, Chester I Barnard,

**Unit –II**

Abraham Maslow, Hebert Simon,

**Unit III**

Herzberg, McGregor,

**Suggested Readings**

1. D.Ravindra Prasad, V.S. Prasad, P. Satyanarayan, Y. Pardhasarathi, "Administrative Thinkers", New Delhi, Sterling Publishers, 2014.
2. Shriram Maheswari, "Administrative Thinkers", Delhi, Macmillan, 2003.
3. R.K. Sapru, "Administrative Theories and Management Thought", New Delhi, P HI Learning Private Limited, 2013.
4. Bidyut Chakravorty, "Public Administration", New Delhi, Sage, 2013.

**Core Public Administration Course 7:Administrative Theory: New Concepts**

**6 Credits/100 Marks**

**Course Description:** The course covers emerging concepts in Public Administration.The objective is to apprise the students emerging trends and new concepts of Public Administration**.**

**Learning outcome:**Students can acquire knowledge regarding updated concepts of Public Administration.

**Unit-I**

New Public Administration, New Public Management, Minnow-brook Conference –III

**Unit-II**

New Trends & Issues: Public Choice Approach, Public Private Partnership, Corporate Social Responsibility, Civil Society,

**Unit-III**

Good governance, E-governance, Regulatory Governance, Citizen Charter,

**Suggested Readings:**


1. Alaka Dhameja (Ed), "Contemporary Debates in Public Administration", New Delhi, 2003.
2. Arun Kumar Behera, "Public Administration: Theory and Practice", Delhi, Pearson, 2012.
3. Bidyut Chakravarty, "Public Administration: in a Globalized world", New Delhi, Sage, 2014


**Core Public Administration Course 8-State Administration 6 Credits/100 Marks**

**Course Description:** The paper covers different dimensions of State Administration. As a matter of fact students can know the structure and functions of State Administration.To help the students to gain knowledge regarding state administration.
**Learning outcome:**Students will have the knowledge of State Administrative System.

**Unit-I**

State Government: Governor, Council of Ministers, Chief Minister.

**Unit-II**

State Legislature, High Court, Board of Revenue, Revenue Divisional Commissioner.

**Unit-III**

Secretariat Administration: Chief Secretary, Department of General Administration, Finance, Planning and Co-ordination.

**Suggested Readings:**


1. Administrative Reforms Commission Report on State Administration, November, 1969.
2. S.S. Khera, "District Administration", New Delhi, National Publishing House, 1979.
3. Shriram Maheswari, "State Government in India", New Delhi, 1979.
4. J.C. Johari, Indian Government and Politics, New Delhi, 2011

**Core Public Administration Course 9-Development Administration**

**6 Credits/100 Marks**

**Course Description:** The paper will provide ideas regarding the development administration, goals of development and role of United Nations in international development.The objective is to aware the students regarding mixed economy model, decentralized, planning and international aid programme.

**Learning outcome:**The students will gain knowledge regarding development administration, mixed economy model, world trade organization, IMF and World Bank.

**Unit-I**

Development Administration: Conceptual analysis, Scope, Growth and Significance Development Administration and Administrative development,

**Unit-II**

Goals of Development, Mixed Economy Model, Planning System in India: National, state
District Planning

**Unit-III**

Role of United Nations in global development, International Aid and Financial Assistance- IMF & World Bank, World Trade Organisation

**Suggested Readings:**


1. R.K. Sapru, "Development Administration", New Delhi, Sterling Publishers, 2014.
2. Mohit Bhattcharya, "Development Administration", Kolkata, World Press, 1979.
3. V.A. Pai Panandikar (ed) "Development Administration in India", New Delhi, Macmillan, 1974.
4. S.A. Palekar, "Development Administration".


**Core Public Administration Course10-Public Personnel Administration in India**
**6 Credits/100 Marks**

**Course Description:** The paper covers basic ideas concerning Public Personnel Administration in India.On reading this students can know as to structure and function of Central Personnel Recruiting Agency as well as State Counter parts. Also students can have a fair knowledge as to the recruitment, ethics, morale and other related ideas.

**Learning outcome:** Students will acquire knowledge regarding Public Personnel Administration in India.

**Unit-I**

Public Personnel Administration: Concept, Scope, Significance and Objectives, Problems of Public Personnel Administration

**Unit-II**

Civil Service in India: Recruitment, Union Public Service Commission, State Public Service Commission Training, Promotion,.

**Unit-III**

Ethics in Civil Service in India: Code of Conduct, Discipline, Service Conditions, Morale, Civil Service Neutrality

**Suggested Readings:**


1. Rajesh K. Jha (ed), "Public Personnel Administration", New Delhi, 2012
2. Bidyut Chakraborty and Mohit Bhattacharya (ed), "Public Administration – A Reader", New Delhi, Oxford, 2003.
3. K. Bata Dey, "Personnel Administration in India: Retrospective Issues, Prospective Thought", New Delhi, Uppal, 1991.
4. S.L. Goel, Public Personnel Administration, New Delhi, Sterling, 1984.


**Core Public Administration Course 11:Organizational Behavior**

**6 Credits/100 Marks**

**Course Description:** The paper covers concepts relating to organizational behavior and management process.The objective is to know organizational behavior, Organizational Culture, Organizational Development, Organizational Change and few management concepts like motivation, leadership and communication.

**Learning outcome:** Students will acquire basic qualities of a manager and a leader.

**Unit-I**

1. Organizational Behavior- Meaning, Nature and Challenges,

**Unit-II**

Organizational Culture, Organizational Development, Organizational Change

**Unit-III**

Management- Meaning, Functions and Challenges for Managers, Motivation, Leadership, Communication.

**Suggested Reading**


1. Niranjan Pani, "Management Concepts: Organizational Behaviour, Human Resource Management" New Delhi, Kunal Books,2009.
2. S.S. Khanka "Organisation Behaviour", New Delhi, S. Chand and Company Ltd., 2011.

3. Fred Luthans, “Organisational Behaviour”, New Work, M.C. Graw- Hill, 2000.
4. David J Cherrington, “Organisational Behaviour”, Allyn and Bacon, Boston, 1989.

**Core Public Administration Course 12 :Local Governance 6 Credits/100 Marks**

**Course Description:** This paper will make the students aware of problems in Rural and Urban India and give them knowledge regarding policies ,programmes for and approaches to local self governance in India. It will also give knowledge regarding local bodies in India.

**Unit-I**

Rationale and Necessity of Local Government, Democratic Decentralization, Practice of local governance in U.K. & U.S.A

**Unit- II**

Growth of Rural Local Government in India: Balwant Rai Mehta Committee, 73rd Constitutional Amendment Act, PESA Act

**Unit –III**

Urban Local Governance in India: Local Government: Corporation, Municipality, NAC, 74th Constitutional Amendment Act, State Government’s Control over Local Bodies, New Localism

**Suggested Readings:**

1. Bijoyini Mohanty, “Glimpses of Local Governance”, New Delhi, Kunal Books, 2012.
2. Anirban Kashyap, “Panchayati Raj, Views of Founding Fathers and Recommendations of different committees, Lancer Books, 1989.
3. M. Venkatrangaya and M. Pattabhiram, “Local Government in India”, New Delhi, Allied Publishers, 1969.
4. S.R. Maheswari, “Local Government in India”, Agra, Lakshmi Narain Agarwal, 1984.

**Core Public Administration Course13 -Human Resource Management 6 Credits/100 Marks**

**Course Description:** This paper covers concepts concerning human resource management and human resource development. Students can know human resource planning , job analysis, recruitment, promotion, training, and other important concepts concerning human resource management.
Learning outcome: This paper will make the students conscious of how Human Resource Managers should function.

**Unit-1**

Human Resource Management- Meaning, Nature and Evolution, Functions of HRM

**Unit-II**

Human Resource Planning, Job Analysis, Work Design, Recruitment, Promotion and Transfer.

**Unit-III**

Concept of HRD, Distinction between HRM & HRD, Training and Development, Career Planning and Career Development.

**Suggested Readings**


1. Niranjan Pani, "Management Concepts, Organisational Behaviour, Human Resource Management", New Delhi, Kunal Books, 2009.
2. T.N. Chhabra, "Human Resource Management; Concepts and Issues", Delhi, Dhanpatirao and Co. 2012.
3. P. Subba Rao, "Essentials of Human Resource Management and Industrial Relations", Himalaya Publishers, Mumbai, 2010.
4. K.B. Aswathappa, "Personnel and Human Resource Management," Tata Mc. Graw Publishing House, 2003.


**Core Public Administration Course 14-Public Policy 6 Credits/100 Marks**

**Course Description:** The paper covers seminal ideas concerning Public Policy formulation and its implementation.The students will gain the knowledge with regard to the process of Policy- making and policy-implementation.

Learning outcome:Students will become conscious of various aspects of public policy making and policy analysis.

**Unit-I**

Public Policy- Meaning, Types and Significance, Approaches to Public Policy.

**Unit –II**

Institutional Arrangement for Policy Making: Cabinet Secretariat, Prime Minister's Office, Central Secretariat

**Unit –III**

Policy Implementation, Policy Monitoring and Evaluation, Policy Analysis

**Suggested Readings:**


1. R.K. Sapru, "Public Policy: Foundation, Implementation and evaluation", New Delhi, Sterling, 2012.
2. R.K. Sapru, "Public Policy: Art and Craft of Policy Analysis", Delhi, PHI Learning, 2013.
3. Y. Dror, "Public Policy Making Re-examined", New Jersey, Transaction Publishers, 1989.
4. Aaron Wildavsky, "The Art and craft of Policy Analysis", London, Macmillan, 1980.

**Discipline Specific Elective Papers:Public Administration**

**Group-A**

**(1)Research Methodology 6 Credits/100 Marks**

**Course Description:** This paper covers basic ideas relating to research methods in Social Science.The objective is students can gain knowledge as to different dimensions of Social Science Research including Data Collection, Data Analysis and Report Writing.

Learning outcome: On reading the paper, a student will acquire techniques of scientific methods of research and report writing.

**Unit-I**

Meaning of Research, Objectives, Features, Importance of Research in Social Science

**Unit-II**

Research Problem, Hypotheses, Research Design

**Unit – III**

Data Collection, Questionnaire, Observation and Sampling Method , Report Writing

**Suggested Readings:**

1.C.R. Kothari, Research Methodology, New Age International Publisher
2.Wilkinson and Bhandarkar, Methodology and Techniques of Social research, Himalaya Publishing House

**(2)Urban Governance in India 6 Credits/100 Marks**

**Course Description:** This paper will make the students aware of problems in Urban India and give them knowledge regarding policies ,programmes for and approaches to Urban development in India.

**Unit-I**

Rural- Urban Migration, Urban Congestion, Pollution, Urban Crimes.

**Unit-II**

Urban Planning, Problems and Prospects of Urban Planning, City Management, Urban Housing, Sewage, Water Supply, Traffic Jam, Transport System,Urban Finance, Development of sub-urban areas

**Unit-III**

Urban Poverty & its reduction, Urban Development Programmes- JNNURM, Slum Management, Urban Public Health, Institutions of Urban Development – Local Bodies.

**Suggested Readings:**

1. S.A. Baud, New Forms of Urban Governance, Sage Publications, 2009

2. M.M. Hust Evelin, Urbanization and Governance in India, Manohar CHS, 2005

3. Bijoyini Mohanty, "Glimpses of Local Governance", New Delhi, Kunal Books, 2012.

**(3)Rural Development in India 6 Credits/100 Marks**

**Course Description:** This paper will make the students aware of problems in Rural India and give them knowledge regarding policies ,programmes for and approaches to rural development in India.

**Unit-I**

Need of Rural Development, Impact of Globalization, Sector of Rural Development –Agriculture, Diary, Fishery, Animal Resource Development

**Unit-II**

Development Strategies for Rural Development: PURA, Role of NGO in Rural Development, Water Resource Management (Pani Panchayat), Self- Help Groups, Institutions for Rural Development, Rural Local Bodies.

**Unit-III**

Rural-Cooperatives, Rural Banking, Role of Bureaucracy in Rural Development, ORMAS.

Rural Development Programme: MGNREGS, National Rural Livelihood Mission, Nation Rural Health Mission, SGSY Sarva Sikhya Aviyan (SSA)

Suggested Readings:

1. Bijoyini Mohanty, "Glimpses of Local Governance", New Delhi, Kunal Books, 2012.

2. Katar Singh, Rural Development: Principles, Policies and Management, Sage Publication, 2009

3 . A.R. Desai, Rural Sociology in India, Popular Prakashan, 1994

**(4)Indian Administration: Issues and Trends 6 Credits/100 Marks**

**Course Description:** The course will give the students knowledge regarding recent developments in Indian administration.

**Unit-I**

Administrative Reforms in India since independence, Administrative Culture and Ethics.

**Unit-II**

Citizen- Administration Interface, Corruptions in India Administration; Lokpal and Lokayukta, Women Reservations in Legislatures.

**Unit-III**

Digital Governance and its Problems, Privatization and Disinvestment.

Environmental Issues: Disaster and its Management in India-preparedness and Mitigation

Suggested Readings:


1. Hoshiar Singh and Pankaj Singh, "Indian Administration", Delhi, Pearson, 2011
2. B.L. Fadia and Kuldeep Fadia, "Indian Administration" Agra, Sahitya Bhawan, 2014
3. D.D. Basu, "Introduction to the constitution of India" New Delhi, Prentice Hall of India, 2014
4. Pratap Bhanu Mehta & Nirja Gopal Jayal. The Oxford Companion to Politics in India, Oxford University Press, 2011
5. Bidyut Chakrabarty & Rajendra Kumar Pandey, Indian Government and Politics, Sage Publication, 2009
6. S.R. Mahesswari, "Indian Administration", New Delhi, Orient Longman, 2011


**Group-B**

**(1)Financial Administration in India 6 Credits/100 Marks**

**Course Description:** The paper covers basic ideas relating to Financial Administration in India.

The main aim is to apprise the students as to monetary and fiscal policy of the country along with the budgetary process.

**Learning outcome:** Students will have a fair knowledge of money control in India.

**Unit –I**

Financial Administration: meaning and its dimensions, Concept of Budget, Types and Forms,

**Unit-II**

Monetary and Fiscal Policies, Role of Finance Ministry, Parliamentary control over Public expenditure,

**Unit –III**

Budgetary Process in India; Preparation, Enactment and Implementation

**Suggested Readings:**

1. Rudar Dutta & Sundaram, Indian Economy, S Chand Publication
2. Sanjeev Kumar Mahajan, Financial Administration in India, PHI Learning
3. Gurdev Singh Lal, Financial administration in India.
4. B.J. Reed, Public Finance Administration, Sage Publications, 1997

**(2)Welfare Administration in India 6 Credits/100 Marks**

**Course Description:** This paper imparts knowledge on the areas of Social Welfare and Welfare Programmes.The objective is to make the students aware of the public policies in social sector development.

Learning outcome:The students will gain knowledge regarding welfare programmes concerning for women, children and marginalized communities.

**Unit-1**

Concepts of Social Welfare, Welfare Administration in India; Central Social Welfare Board, State Social Welfare Board.

**Unit-II**

Welfare Programmes for Women and Children, Scheduled Caste, Scheduled Tribes

**Unit-III**

Social Justice and Social Change
Major Social Sectors: Health and Education, NHM, Right to Education Act

**Suggested Readings**

1.V.A. Pai Panandikar (ed) “Development Administration in India”, New Delhi, Macmillan, 1974.

2. Dr. D.R. Sachdeva, Social welfare Administration in India, KItab Mahal, 2013

3. Sanjay Bhattacharya, Social Work Administration and Development, Rawat Publication,2006

3) **Disaster Management in India** **6 Credits/100 Marks**

**Course Description:** The paper will impart knowledge on disasters and their management in India. It will created awareness in students as to how to cope with disasters and help the community in disaster preparedness.

**Unit-1**

Understanding natural and man-made disasters

**Unit-II**

Disaster preparedness, institutional mechanism for disaster management in India

**Unit-III**

Rehabilitation, reconstruction and recovery in disasters, gender sensitive disaster management approach

**Suggested Readings:**

1. Ayaz Ahmad, Disaster Manazgement: Through the New Millennium, Anmol Publications

2. B. Narayan, Disaster Management, A.P.H. Publishing Corporation

3.Arvind Kumar, *Disaster Management - Recent Approaches* Anmol Publications

**SCHEME FOR CHOICE BASED CREDIT SYSTEM IN**

**BA (PUBLIC ADMINISTRATION) PASS**

| **Semester-1** | **Semester-II** |
|---|---|
| **Core Public Administration I: Elements of Public Administration** | **Core Public Administration II: Indian Administration** |
| | |
| **Semester-III** | **Semester-IV** |
| **Core Public Administration III: Comparative Public ADministration** | **Core Public Administration IV: Local Governance** |
| | |
| **Semester-V** | **Semester-VI** |
| **Discipline Specific Elective I**<br>**Any One of the Following**<br><br>**i. DSE 1: Development Administration**<br><br>**ii. DSE 2: Public Policy** | **Discipline Specific Elective II**<br>**Any One of the Following**<br><br>**i. DSE1: Public Personnel Administration in India**<br><br>**ii. DSE2:Welfare Administration in India** |

As per UGC guidelines the Pass course will have 120 credits. The student has to cover 120 credit courses in 3years. All Core courses, Generic Elective Courses(GEC) and Discipline Specific Elective Courses(DSEC) will have 6 credits each. In case of 6 credit courses the concerned Department has to impart 50hrs of teaching and 10hrs of tutorial. One of the Discipline Specific Courses is project which is compulsory.

## Course structure for B.A.(Pass) Public Administration

The student opting for Public Administration as a Pass subject has to cover 4 core papers and 24 credits in 4 semesters and 4 Discipline Specific Courses in 5th and 6th Semester.

**Core course Public Administration1-Elements of Public Administration**

**6 Credits/100 Marks**

**Course Description:** This paper covers basic principles of public administration. The objective is to provide the students with basic knowledge regarding principles of administration. Students can acquire a basic understanding regarding the concepts of public administration.

**Unit –I**

Public Administration: Meaning Nature, Scope, Public Administration in a Globalized world, Methods of Study , Difference between Public And Private Administration

**Unit-II**

Concepts : Formal and Informal Organization, Line and staff Agencies, Head Quarter and Field Relations.

Principles of Public Administration - Hierarchy, Unity of Command, Span of Control, Delegation, Co-ordination, Delegated Legislation, Administrative adjudication

**Unit- III**

Theories: Approaches to Public Administration: New Public Administration, New Public Management, Good Governance, Third Minnowbrooke Perspective

**Suggested Readings**

1. Avasthi and Maheswari, “Public Administration”, Agra, Laxmi Narayan Agarwal, 1988.
2. Mohit Bhattacharya “Public Administration”, World Press (Second Edition, 1991)
3. B.L. Fadia and Kuldeep Fadia, “Public Administration: Administrative Theories and Concepts”, Agra, Sahitya Bhawan, 2014.
5. Rumki Basu, “Public Administration: Concepts and Theories” New Delhi, Sterling Publishers, 2011.

**Core Public Administration Course 2-Indian Administration 6 Credits/100 Marks**

**Course Description:** The papers cover a number of provisions as to Indian Administration. The objective is to apprise the students as to structure and process of Indian Administration. Students can acquire rudimentary knowledge as to the functioning of Indian Administration.

**Unit-I**

Evolution of Indian Administration: Ancient Period, Medieval period, Modern Period up to 1947, Constituent Assembly, Salient Features of Indian Constitution, Preamble, Federalism,

**Unit-II**

Central Administration: President, Prime Minister, Cabinet, Centre- State Relations (Administrative, Legislative and financial)

Core Institutional mechanisms: NITI Ayog, National Development Council, Planning process, State Planning, District Planning, Election Commission, Finance Commission, Lok Pal and Lokayukta

**Unit-III**

State Administration: Governor, Chief Minister, Chief Secretary, District Collector, Revenue Divisional Commissioner, Block Administration

**Suggested Readings:**


1. Hoshiar Singh and Pankaj Singh, “Indian Administration”, Delhi, Pearson, 2011
2. B.L. Fadia and Kuldeep Fadia, “Indian Administration” Agra, Sahitya Bhawan, 2014
3. D.D. Basu, “Introduction to the constitution of India” New Delhi, Prentice Hall of India, 2014
4. S.R. Mahesswari, “Indian Administration”, New Delhi, Orient Longman, 2011.
5. Pratap Bhanu Mehta & Nirja Gopal Jayal, The Oxford Companion to Politics in India, Oxford University Press, 2011
6. Bidyut Chakrabarty & Rajendra Kumar Pandey, Indian Government and Politics, Sage Publication, 2009

**Core Public Administration Course 3-Comparative Public Administration 6 Credits/100 Marks**

**Course Description:** The paper carries a comparative understanding of different administrative systems.The objective is to make the students aware of the structure and function of different administrative systems like the UK, USA.Students can have the knowledge of structure and functions of administrative systems like the UK, USA.

**Unit-I**

Comparative Public Administration: Meaning and Scope, Evolution of Comparative Public Administration

Executive System in U.K., U.S.A.,

**Unit-II**

Legislative System in U.K., U.S.A.,

**Unit-III**

Judicial System in U.K., U.S.A., Civil Service in UK & USA.

**Suggested Readings**


1. Ramesh k. Arora," Comparative Public Administration", 1996.
2. J. A. Chandler (ed), "Comparative Public Administration", Routledge Publications, 2010
3. Sabine Kuhalmann, "Introduction to Comparative Public Administration", Edward Elgar Publishing, 2014.
4. Nirmood Rapheli (ed), "Reading in Comparative Public Administration", 1970


**Core Public Administration Course 4 - Local Governance 6 Credits/100 Marks**

**Course Description:** This paper will make the students aware of problems in Rural and Urban India and give them knowledge regarding policies, programmes for and approaches to local self governance in India. It will also give knowledge regarding local bodies in India.

**Unit-I**

Rationale and Necessity of Local Government, Democratic Decentralization, Practice of local governance in U.K. & U.S.A

**Unit- II**

Growth of Rural Local Government in India: BalwantRai Mehta Committee, 73rd Constitutional Amendment Act, PESA Act

**Unit –III**

Urban Local Governance in India: Local Government: Corporation, Municipality, NAC, 74th Constitutional Amendment Act, State Government's Control over Local Bodies, New Localism

**Suggested Readings:**

1. Bijoyini Mohanty, "Glimpses of Local Governance", New Delhi, Kunal Books, 2012.
2. Anirban Kashyap, "Panchayati Raj, Views of Founding Fathers and Recommendations of different committees, Lancer Books, 1989.
3. M. Venkatrangaya and M. Pattabhiram, "Local Government in India", New Delhi, Allied Publishers, 1969.
4. S.R. Maheswari, "Local Government in India", Agra, Lakshmi Narain Agarwal, 1984

**Discipline Specific Elective Course-I**

**1) Development Administration 6 Credits/100 Marks**

**Course Description:** The paper will provide ideas regarding the development administration, goals of development and role of United Nations in international development.The objective is to aware the students regarding mixed economy model, decentralized, planning and international aid programme. The students will gain knowledge regarding development administration, mixed economy model, World Trade Organization, IMF and World Bank.

**Unit-I**

Development Administration: Conceptual analysis, Scope, Growth and Significance Development Administration and Administrative development,

**Unit-II**

Goals of Development, Mixed Economy Model, Planning System in India: National, state
District Planning

**Unit-III**

Role of United Nations in global development, International Aid and Financial Assistance- IMF & World Bank, World Trade Organisation

**Suggested Readings:**

1. R.K. Sapru, "Development Administration", New Delhi, Sterling Publishers, 2014.
2. Mohit Bhattcharya, "Development Administration", Kolkata, World Press, 1979.
3. V.A. Pai Panandikar (ed) "Development Administration in India", New Delhi, Macmillan, 1974.
4. S.A. Palekar, "Development Administration".

**(2)Public Policy** **6 Credits/100 Marks**

**Course Description:** The paper covers seminal ideas concerning Public Policy formulation and its implementation.The students will gain the knowledge with regard to the process of Policy- making and policy-implementation.Students will become conscious of the various aspects of public policy making and policy analysis.

**Unit-I**

Public Policy- Meaning, Types and Significance, Approaches to Public Policy.

**Unit –II**

Institutional Arrangement for Policy Making: Cabinet Secretariat, Prime Minister's Office, Central Secretariat

**Unit –III**

Policy Implementation, Policy Monitoring and Evaluation, Policy Analysis

**Suggested Readings:**


1. R.K. Sapru, "Public Policy: Foundation, Implementation and evaluation", New Delhi, Sterling, 2012.
2. R.K. Sapru, "Public Policy: Art and Craft of Policy Analysis", Delhi, PHI Learning, 2013.
3. Y. Dror, "Public Policy Making Re-examined", New Jersey, Transaction Publishers, 1989.
4. Aaron Wildavsky, "The Art and craft of Policy Analysis", London, Macmillan, 1980.


**Discipline Specific Elective Course-II**

**(1)Public Personnel Administration in India** **6 Credits/100 Marks**

**Course Description:** The paper covers basic ideas concerning Public Personnel Administration in India.On reading this students can know as to structure and function of Central Personnel Recruiting Agency as well as State Counter parts. Also students can have a fair knowledge as to the recruitment, ethics, morale and other related ideas.Students can acquire knowledge regarding Public Personnel Administration in India.

**Unit-I**

Public Personnel Administration: Concept, Scope, Significance and Objectives, Problems of Public Personnel Administration

**Unit-II**

Civil Service in India: Recruitment, Union Public Service Commission, State Public Service Commission Training, Promotion,.

**Unit-III**

Ethics in Civil Service in India: Code of Conduct, Discipline, Service Conditions, Morale, Civil Service Neutrality

**Suggested Readings:**


1. Rajesh K. Jha (ed), "Public Personnel Administration", New Delhi, 2012
2. Bidyut Chakraborty and Mohit Bhattacharya (ed), "Public Administration – A Reader", New Delhi, Oxford, 2003.
3. K. Bata Dey, "Personnel Administration in India: Retrospective Issues, Prospective Thought", New Delhi, Uppal, 1991.
4. S.L. Goel, Public Personnel Administration, New Delhi, Sterling, 1984.


**(2)Welfare Administration in India 6 Credits/100 Marks**

**Course Description:** This paper imparts knowledge on the areas of Social Welfare and Welfare Programmes.The objective is to make the students aware of the public policies in social sector development.The students will gain knowledge regarding welfare programmes concerning for women, children and marginalized communities.

**Unit-1**

Concepts of Social Welfare, Welfare Administration in India; Central Social Welfare Board, State Social Welfare Board.

**Unit-II**

Welfare Programmes for Women and Children, Scheduled Caste, Scheduled Tribes

**Unit-III**

Social Justice and Social Change
Major Social Sectors: Health and Education, NHM, Right to Education Act

**Suggested Readings**


1.V.A. Pai Panandikar (ed) "Development Administration in India", New Delhi, Macmillan, 1974.

2. Dr. D.R. Sachdeva, Social welfare Administration in India, KItab Mahal, 2013

3. Sanjay Bhattacharya, Social Work Administration and Development, Rawat Publication,200

# Sociology undergraduate Syllabus

## (For Honours)

| Nature of Paper | Total No. of Papers | Total Marks | Total Credits |
|---|---|---|---|
| **Core** | **14** | **100x14=1400** | **6x14=84** |
| **Discipline Specific Elective** | **04** | **100x4=400** | **6x4=24** |
| **Generic Elective** | **04** | **100x4=400** | **6x4=24** |

## CORE PAPERS

## (SOC-1) Introduction to Sociology

This introductory paper intends to acquaint the students with Sociology as a social science and the basic concepts used in the discipline. It also focuses on the social processes and the social institutions that man encounters as a member of the society.

**Objectives:** After studying these two papers, the student can

- Can get to know the convergence and divergence of Sociology with other social science disciplines in terms of the subject matter, nature and scope of the discipline and its approach.
- Develop knowledge about its historicity.
- Can get acquainted with the basic concepts used in the subject.
- Can generate ideas about the social processes and social institutions man encounters a s a member of the society.

**Learning Outcomes:**This paper is expected to clarify and broaden the student's notion about the subject, the basic concepts used and some universal societal processes. This will provide a wholesome picture about what the subject is all about.

Unit-1: Sociology: Definition and Subject matter, Nature and Scope, Emergence of Sociology, Sociology and its relationship with Anthropology, Political Science, Economics, and History

Unit-2: Basic Concepts: Society, Culture, Community, Institutions, Association, Social Structure, Status and Role, Norms and Values, Folkways and Mores, Associative and Dissociative processes – Cooperation, Assimilation, Accommodation, Competition, and conflict

Unit-3 : Individual and Society : Individual and society, Socialization, Stages and Agencies of Socialization, Development of Self – Contributions of George Herbert Mead, C.H. Cooley'sLooking Glass Self The Concept of Group : Types of Groups – Primary and Secondary groups, In-Group and Out-group, Reference Group

Unit-4: Social Stratification: Meaning and definition, Dimensions of Stratifictaion, Theories of Stratification – Functionalist,Marxist, Weberian. Social mobility and its determinants.

Unit-5: Social Control: Meaning and types, Formal and Informal social control, Agencies of Social control

## Essential readings:

1.Bottommore. T.B. 1972, Sociology: A guide to problems and literature. Bombay :George Allen and Unwin (India)

2.Harlambos, M.1998. Sociology: Themes and perspectives. New Delhi Oxford University Press

3.Inkeles, Alex, 1987. What is Skociology? New Delhi: Prentice-Hall of India

4.Jaiaram, No. 1988 . What is Sociology .Madras:Macmillan, India :

5. Johnson, Harry M. 1995. Sociology: A Systematic Introduction. New Delhi , Allied Publishers

6.Schaefer, Richard T. and Robert P. Lamm. 1999 Sociology. New Delhi Tata-Mac Graw Hill.

## (SOC-2) Indian Society

Every society has its own peculiar structure and there are some institutions universal to every society, but with their unique manifestations in each society. There are some change agents and initiatives that enable the society to change with the passage of time. This paper focuses on the structure of the Indian society and the changing aspects with the processes operating, change agents and initiatives.

**Objectives:** After studying these two papers on Indian society, the student can

- Get an impression about the basic composition of Indian society, its historical moorings, basic philosophical foundations of the society and the institutions.
- Learn about the changing institutions, the processes, the agents and the interventions that bring about change in the Indian society.

**Learning Outcomes:** This paper is expected to bring familiarity in a student about Indian society. It will present a comprehensive, integrated and empirically –based profile of Indian society. It is hoped that the structure and processes operative in the society, the change agents operating in Indian society presented in this course will also enable students to gain a better understanding of their own situation and region.

Unit-1 : Composition of Indian Society : Caste, Tribe, Religion, Language. Unity in Diversities, Threats to national integration

Unit-2 Hindu Social Organisation: Bases of Hindu Social Organization, Varna, Ashrama and Purushartha. Doctrine of Karma.

Unit-3 : Marriage and Family in India: Hindu marriage as Sacrament, Forms of Hindu Marriage. The Hindu joint family:Patriarchal and Matriarchal systems. Marriage and family among the Muslims. Changes in the institutions of Marriage and Family.

Unit-4 : The Caste system in India: Origin, Features and Functions. Caste and Class, The Dominant Caste,Changes in Caste system, Caste and Politics in India
Constitutional and legal provisions for the Scheduled Castes, Scheduled Tribes.

Unit-5 : Social Change in Modern India : Sanskritization, Westernization, Secularization, and Modernization

## Essential readings:

1. Bose, N.K. 1967, Culture and Society in India. Bombay : Asia Publishing House

2. Bose, N.K. 1975, Structure of Hindu Society. New Delhi
3. Dube, S.C. 1990, Society in India.(New Delhi: National Book Trust.)
4. Dube, S.C. 1995, Indian Village (London : Routledge)
5. Dube, S.C. 1958: India's changing Villages (London: Routledge and Kegan Paul).
6. Karve, Irawati, 1961 : Hindu Society : An Interpretation(Poona : Deccan-College) :: Lannoy,
7. Mandelbaum, D.G. 1970 : Society in India (Bombay: Popular Prakashan)
8. Srinivas, M.N. 1980 : India: Social Structure ( New Delhi: Hindustan - Publishing Corporation)
9. Srinivas, M.N. 1963: Social Change in Modern India (California, Berkeley: University of California Press).
10. Singh, Yogendra, 1973: Modernization of Indian Tradition (Delhi: Thomson Press).

## (SOC-3) Sociological Thought

Sociology originated as an intellectual response to the crisis confronting the mid nineteenth century European society. Its development over two centuries has been influenced by a variety of socio-economic and political conditions. It is now established as a multi-paradigmatic academic discipline, with its body of theoretical knowledge enriched and its methodological techniques and procedures systemized. This paper is intended to familiarize the students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline. It deals with the contributions of the forerunners of the discipline and with the contributions of the founders who gave a systematic shape to the subject.

**Objectives:** After going through these two papers, the student can

- Gain an understanding of some of the classical contributions in Sociology, and their contemporary relevance.
- Learn about the methodological shift in the discipline over the years.

**Learning Outcomes:**This paper is expected to clarify and broaden the student's knowledge about the theoretical and methodological contributions of the classical contributors to the subject and the contemporary relevance of these theories.

Unit-1 : Auguste Comte : Law of the Three Stages, Hierarchy of Sciences, Positivism

Unit-2 : Herbert Spencer : Organismic Analogy, Theory of Social Evolution

Unit-3 : Karl Marx : Dialectical Materialism, Class struggle, Alienation, Sociology of Capitalism

Unit-4 : Emile Durkheim : Division of Labour in Society, Rules of Sociological Method, Theory of Suicide.

Unit-5 : Max Weber : Social Action, Protestant ethic and the spirit of capitalism, Ideal type, Bureaucracy, Authority

## Essential readings:

1. Aron, Ramond. 1967(1982 reprint) Main currents in sociological thoughts (2 volumes). Harmondsworth, Middlesex: Penguin Books
2. Barnes, H.E. 1959. Introduction to the history to the sociology The University of Chicago press
3. Coser, Lewis A. 1979. Masters of Sociological Thought. New York : Harcourt Brance Jovanovich
4. Fletcher, Ronald. 1994.The Making of Sociology (2 volumes) Jaipur-Rawat
5. Morrison, Ken.1995 Marx, Durkheim, Weber: Formation of Modern Social Thought. London; sage
6. Ritzer, George. 1996. Sociological Theory New Delhi. Tata-McGraw Hill
7. Singh, Yogendra. 1986 Indian Sociology: social conditioning and emerging Trends. New Delhi: Vistaar
8. Zeitlin, Irving.1998 (Indian Edition). Rethiking Sociology: A critique of Contemporary Theory. Jiapur: Rawat.

## (SOC-4) Social Change and Development

Change is the law of nature and every society is subject to change. Social change has always been a central concern of Sociological study. Change takes different forms. Change has its pattern which is spelt out by various theories. Change is often propelled by various factors. This paper is designed to provide some ideas to the student about such process, theories and factors.

**Objectives:** After going through this paper, the student can

- Derive knowledge about the meaning, nature, forms and patterns of change.
- Get an idea about the theories that explain change and their adequacy in explaining so.
- Get an impression about the factors that propel change in the society.

**Learning Outcomes:** This paper is expected to provide a wholesome idea to the students about the process of social change. They can relate their experience with the theoretical explanations.

Unit-1 : Social Change : Meaning and nature. Social Progress, Evolutuion and Development.

Unit-2 : Theories of Social Change : Evolutionary theory, Cyclical theory, Conflict Theory, Functionalist theory.

Unit-3 : Factors of Social Change: Cultural, Economic, Technological, Ideological, Demographic

Unit-4 : Economic Growth and Social Development : Indicators of Social Development, Human Development Index, Gender Development Index

Unit-5 : Models of Development : Capitalist, Socialist, and Gandhian.

## Essential readings:

1.Moore,W.E.1965 Social Change, Prentice-Hall of India. New Delhi
2.Gandhi M.K., Hind Swaraj
3.Schumacher, E.F., Small is Beautiful
4.Narain, Shreeman, Principles of Gandhian Planning
5.Mishra, B., Capitalism, Socialism and Planning.
6.UNDP, Human Development Report

## (SOC-5) Research Methodology

Since the days of August Comte, a debate and a deliberate attempt has been initiated to provide a scientific character to social sciences. In this attempt empirical research has been introduced as an integral part of observing social reality and generalising it objectively without any subjective predisposition. Gradually, research methods have been developed and introduced in social sciences to bring it in par with scientific observations. The essence of this paper lies in introducing the students with these methods of research to ensure objectivity as far as practicable in social research.

**Objectives:** Bygoing 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 and Significance of Social Research, Nature of scientific Method, Applicability of scientific method to the study of social phenomena, Major steps in social research.

Unit-2 : Research Design, Types of Research Design: Exploratory, Diagnostic, Descriptive, and Experimental research Design.

Unit-3 : Hypothesis: Meaning, Characteristics, Types and sources of Hypothesis, Role of Hypothesis in Social Research
Sampling: Meaning, and characteristics, Types: Probability and Non-Probability Sampling. Role of Sampling in Social Research
Unit-4 : Qualitative social Research : Observation, Case Study, Content Analysis

Unit-5 : Quantitative methods in Social Research: Survey research, Questionnaires, Interview. Measures of Central Tendency: Mean, Median, Mode.

**Recommended Readings:**


1. Bajaj and Gupta1972Elements of Statistics. New Delhi: R.Chand and Co., New Delhi
2. Beteille, A. and T.N. Madan1975 Encounter and experience: Personal Accounts of Fieldwork. Vikas Publishing House, New Delhi
3. Bryman, Alan 1988 Quality and Quantity in Social Research Unwin Hyman, London
4. Jayram, N.1989. Sociology: Methods and Theory. Madras: MacMillan, Madras
5. Kothari,C.R. Research Methodology : Methods and Techniques, Bangalore, Wiley Eastern.
6. Punch, Keith. 1996. Introduction to Social Research, Sage,London
7. Shipmen, Martin,1988 The Limitations of Social Research Sage, London
8. Young, P.V. 1988 Scientific Social Survey and Research Prentice Hall, New Delhi


## (SOC-6) Gender and Society

The biological basis to the differences between the sexes does not explain the inequalities faced by the sex groups in the society. In the society variations are marked in the roles, responsibilities, rights of and relations between sex groups depending on the social prescriptions relating to sex affiliations. The differences, inequalities and the division of labour between men and women are often simply treated as consequences of 'natural' differences between male and female humans. But, in reality the social norms, institutions, societal expectations play a significant role in deciding and dictating the behaviour of each sex group. This is the fundamental of the study of Gender and Society.

**Objectives:** After studying this paper, the student can

- Conceptualize what is "Gender" and what is "Sex" and draw a line of distinction between the two.
- Note the difference in gender roles, responsibilities, rights and relations.
- Trace out the evolution and institutionalization of the institution of "Patriarchy".
- Get to know the theories of Feminism that brought women issues and demands to the forefront.
- Assess the initiatives undertaken for gender development with the paradigm shift from time to time.

**Learning Outcomes:** This paper is expected to generate ideas and sensitivity about gender in a student which he/she can put into practice in daily life. This will lead to change the prevalent biases and gender practices and create a gender neutral social world where both men and women can enjoy their basic rights and cherish to achieve their dreams.

Unit-1 : Social Construction of Gender : Sex and Gender, Gender stereotyping and socialization, Gender Role and Identity. Gender stratification and Inequality, Gender discrimination and Patriarchy.

Unit-2 : Feminism: Meaning, origin and growth of Feminist Theories. Theories of Feminism : Liberal, Radical, Socialist, and Eco-Feminism.

Unit-3 : Gender and Development: History and Approaches, WID,WAD and GAD. Women Empowerment: Meaning and Dimensions. World Conference of Women, Mexico, Copenhagen, Nairobi and Beijing. Gender- Related Development Index (GDI) and Gender Empowerment Index (GEM).

Unit-4: Status of Women in India : Ancient and Medieval period, women in pre-independence India, Social Reform movements, The Nationalist movement, Women in Independent India.

Unit-5 : Major Challenges and Issues Affecting Women in India: Women and Education, Women and Health, Women and Work. Policy provisions for women.

**Recommended Readings:**


1. Bhasin, Kamla, 2003 Understanding Gender, Kali for Women
2. Bhasin, Kamala , 1986 Khanv, Said Nighat Some Questions on Feminism and Its Relevance in Sourth Asia, Kali for Women, New Delhi
3. Chaudhuri, Maitrayee2004 Feminism in India: Issues in Contemporary Indian Feminism Kali for Women, New Delhi
4. Kabeer, Naila 1994 Reversed Realities: Gender Hierarchies in Development Thought: Gender Hierarchies in Development
5. Srivastava Gouri,2005 Women Education in India Issues and Dimensions,Academic Excellence Publishers & Distributors
6. Agarwal, S.P 2001Women's Education in India, Concept Publishing Company
7. **Satia, J, Misra, M, Arora, R, Neogi, S**, edt. Innovations in Maternal Health - Case studies from India. New Delhi, India: SAGE Publications Pvt. Ltd.

8.Dube, Leela 1990 Structures and Strategies –Women, Work and Family, SAGE Publications, New Delhi

9. Kalia,Anil 1998“Women Workers: Invisible and Unprotected”, Social Welfare, Vol.45, No.1, April

10. Cahwala, Monioca 2006 Gender Justice: Women and Law in India, Deep and Deep Publications


## (SOC-7) Rural Sociology

Rural Sociology is a specialized branch of Sociology describing the society of villages and rural areas. As the rural areas or the villages mark the beginning of human civilization, this paper is designed to bring out the distinct features of the rural society with their typologies and typicalities. In the present paper an attempt is made to introduce the student with the development of this branch overtime with its focus on the typicality of Indian villages, their structures, changing features and social problems faced by the rural people.

**Objectives:** After studying this paper, the student can

- Get an impression about the emergence of the sub discipline Rural Sociology and the forces contributing for its origin.

- Learn about the nature of this branch of knowledge, its subject matter and significance.
- Collect information and knowledge about the mooring of the sub discipline in the Indian context.
- Generate an idea about the typicalities of the rural society and the institutions operating therein and their dynamics.
- Derive ideas about rural social problems of the country.

**LearningOutcomes:** India thrives in her villages. By going through this paper, the student can have a grip on the grass roots of Indian society. This will enable the student to understand the society in a better manner, to note the heterogeneities in culture, institutions and their functions, changes, the contrasts found between the rural urban societies and the problems faced by the people.

Unit-1 : Origin and Scope of Rural Sociology., Nature and Importance of Rural Sociology.

Unit-2 : Rural social Structure: Village Community, Agrarian Economy, Caste System, Mobility and Migration. Rural-Urban Contrast and Continuum

Unit-3: Rural Social problems: Poverty, Unemployment, , Food Security, Landlessness, Indebtedness, Health care and Sanitation

Unit-4 : History and Evolution: Community Development Programme, Land Reforms, Green Revolution. Cooperative Movement, Panchayati Raj Institutions-Constitutional provisions and Structure. Role of Panchayats in Rural Development

Unit-5 Rural Development Programmes: MGNREGA, SGSY, Indira Awas Yojana, Livelihood Mission, Health Mission

**Recommended Books:**

1. Doshi S.L. & P.C. Jain 2002 Rural Sociology, Jaipur, Rawat

2. Desai A.R. Rural Sociology in India 1997 Bombay Popular Prakasan

3. Dhanagare D.N. 1988 Peasant movements in India, New Delhi, Oxford

4. Gupta D.N. 2001 Rural development System New Delhi Books India International

5.Dube, S.C.1988 India's changing Village: Human Factor in Community Development Himalayan Publishing House, Bombay

6. Maheshwari, S.R. 1985Rural Development In India, Sage Publication, New Delhi

7. Vivek, R.& Bhattacharya 1985 The New Strategies of Development in Village India, Metropolitan

8. Jain, Gopal Lal 1985 Rural development Mangaldeep Publication, Jaipur

9. Joshi R P., and S. Narawam 1985 Panchayat Raj in India : Emerging Trends across the States Rawat, Jaipur

10. Singh, Katar1995 Rural development: Principle policies and Management Sage, New Delhi

## (SOC-8) Globalization and Society

Globalisation is the dominant process of social change in the contemporary world. It has resulted in the sinking of time and space and collapse of borders. It is a new coinage for an old process. It has its own dimensions, distinct features and impacts on society. It has given birth to new role players. All these are the focal points of discussion of this paper.

**Objectives:** Bygoing through this paper, the student can

- Collect information about the meaning and nature of this process, its historical mooring.
- Amass knowledge about its dimensions and impacts, both positive and negative.
- Get introduced to the agencies that manage the process.

**Expected Outcomes:** This paper is expected to acquaint the student with an ongoing social process bringing tremendous changes in the nations.

Unit-1 : Meaning and characteristics of Globalization. Historical context, Liberalization, Privatization and Globalization.

Unit-2: Dimensions of Contemporary Globalization: Economic, Technological, Political and Cultural.

Unit-3: Consequences of Globalization: Rising Inequality, Environmental impact, Consumerism, Health and Security. Emergence of Anti-Globalization movements.

Unit-4 Globalisation and Indian Society: Understanding the concepts of liberalization, privatization and globalization in the Indian context; Growth of information technology and communication and its impact manifested in everyday life

Unit-5Impact of globalisation on Religion, Culture, Education, Family, Marriage, Women, Tribes

**Essential Readings:**

1.Appadurai, Arjun 1996, Modernity at Large, University of Minnesota Press

2. Applebaum, R. and Robinson, W., 2005, Critical Global Studies, Routledge, New York. 3.Bremen, Yan, 1993, Footlose Labour, Cambridge University Press, Cambridge 4. Browning, Halcli, Webster(ed), 1996, Understanding contemporary society: Theories of the present, SAGE Publications, London

5. Cohen Robin and Shirin M.(ed), Global Social Movements, The Athlone Press, London

6. Dubhashi P.R., 2002, Peoples Movement against Global Capitalism : EPW Feb.9

7. Giddens, Anthony, 2000, Runaway World : How globalization is reshaping our lives, Routledge, New York.

8. Jha, Avinash, 2000, Background to Globalization, Centre for Education and Documentation, Mumbai

9. Chander Sekhran Bal krishnana - Impact of Globalization on developing countries and India.

10. C, Rangarajan, 2002 Globalization and its impact

## (SOC-9) Marriage, Family and Kinship

This course provides a brief account of the classical approaches to the study of family and kinship. It exposes the students to the distinct aspects of these three interrelated institutions in the Indian context. Finally, it discusses some contemporary issues that pose a challenge to the normative model of these institutions.

**Objectives:**Bygoing through this paper, the student can

- Understand the three institutions that are the foundations of the society.
- Comprehend the theoretical perspectives on these institutions.
- Get to know the rules governing these institutions.
- Estimate the changes coming over these institutions with the process of social change.

**Expected Outcomes:**This paper is expected to instill knowledge about the foundational institutions, their governing principles and the continuity and change features of these institutions.

Unit-1: Theoretical Perspectives:Overview of theoretical developments Descent theory ,Alliance theory ,Recent theorizations and their implications

Unit-2: Marriage: Marriage as social Institutions, Functions of Marriage. Rules of Marriage: Endogamy, Exogamy; Monogamy and Polygamy; Levirate and Sororate; Hypogamy and Hypergamy. Dowry and Bride Price.

Unit-3: The Family: Types of Family on the basis of Rules of Authority, Descent and Residence. Functions of Family. Contemporary changes and problems: Divorce and Family Disintegration.

Unit-4:Contemporary Issues: Changing demographic patterns Migration, Diasporas and Impact on Family Implications of new reproductive technologies Domestic violence Challenges to the normative model of family

Unit-5 : The Kinship and Clan System: Meaning and Definition of Kinship and Clan. Types. Clan, Family, Lineage and Totemism and Taboos.

**Essential Readings:**

1.Fox Robin 1967 Kinship and Marriage: An Anthropological Perspective, Pelican.
2.Parkin, Robert 1997 Kinship: An Introduction to Basic Concepts, Blackwell, Oxford.
3.Parkin, Robert and Linda Stone(ed.) (2004) Kinship and Family : An Anthropological Reader, Blackwell Publishing, USA.
4.Patel, Tulsi (ed.) (2005) The Family in India : Structure and Practice, Sage Publications, New Delhi.
5.Uberoi, Patricia(ed.) (1993) Family, Kinship and Marriage in India, Oxford University Press, Delhi

## (SOC-10) Social Disorganization and Deviance

No society is fully organized in character. Disorganization is apt to occur from time to time. Disorganization is a manifestation of the deviant behavior found among some individuals. This deviance occurs when the individuals feel that the normative order of the society and its institutions are not need fulfilling in character. This present paper makes an attempt to provide an impression about the scenario of disorganization, its forms, causes and consequences with the theories explaining the situation.

**Objectives:** After going through this paper, the student can

- Understand the meaning, causes, consequences and forms of social disorganization.
- Learn about the theories explaining the disorganization situations.
- Comprehend the concept of crime and the existing theories of punishment.

**Learning Outcomes:** This paper is designed with an expectation to impress upon a student the concept of deviant behavior leading to social disorganization, forms, theoretical foundations and criminal activities which he encounters in real life situations.

Unit-1 : Social Disorganization: Meaning and Nature. Family Disorganization and Personality Disorganization Causes and Consequences.

Unit- 2: Theories of Deviant Behaviour : Contributions of Durkheim and Merton. Ecological theory, Delinquent Sub-Culture theory, Differential Association theory, Differential Opportunity theory.

Unit- 3 : Crime and Punishment : Concepts of Crime and Delinquency. Causes and consequences. Theories of Punishment: Retributive, Deterrant,Reformative.

Unit-4: Social Problems: Poverty, Unemployment, Alcholism, Indebtedness,Terrorism

Unit-5 Atrocities against women, Domestic violence, Dowry, Divorce

**Essential Readings:**


1. Mamoria, C.B.,1981 Social Problems and Social Disorganization in India
2. Carrabine;Eamonn,Iganski,Paul,Lee ,Maggy,Plummer Ken,South,Nigel(2004)Criminology: A Sociological Introduction
3. Sutherland, Edwin Hardin Sutherland(1949) White Collar Crime, Dryden Press
4. Ahuja, Ram(2012) Social problems in India,Rawat
5. Chakraborty, Dipangshu(1999) Atrocities on Indian Women, APH


## (SOC-11) Political Sociology

Polity constitutes a vital part of every society. It helps in the system of governance. But the social variables to a great extent determine the course of polity. They decide and detect the system of governance, distribution of power, political institutions like parties and pressure groups, nature of political participation, political socialization. In the same vein, the political institutions, political processes, political culture influence the

society and the course of its progress. The present paper highlights the close nexus between society and polity and how dynamism in one brings dynamism in the other.

**Objectives:** After going through this paper, the student can

- Comprehend the existing forms of states and their relative merits and demerits.
- Differentiate between power, authority and influence which guide and govern the political processes.
- Get to know about the political processes, participation types and determinants and the political institutions.

**Learning Outcomes:**The very aim of this paper is to generate an insight in the student about the political institutions, political processes, political culture he/she encounters in his/her daily life as a member of the society.

Unit-1 State: Characteristics, Aristotle's classification of types of state: Theological, Monarchical, Aristocratic, Democratic and Totalitarian forms.

Unit-2 Influence, Power and Authority: Meaning and types of influence, characteristics of Power, distribution of power: the Constant sum and the Variable sum approach to power, theories of political elites, authority: Weberian classification of authority, different ways of acquiring legitimacy.

Unit-3 Political culture and political socialization: Meaning and dimensions of political culture, meaning and types of political socialization agencies of political socialization and their role.

Unit-4 Political participation: meaning and types of political participation, political apathy – reasons for political apathy, Determinants of political participation – psychological, social and political.

Unit-5 Political parties and pressure groups: Political parties – features and functions, structures of political parties; meaning of pressure groups and their relationship with political parties, types of pressure groups and their role.

Reference:

1.A.K.Mukhopadhyay1980 Political Sociology, K.P.Begchi & Company. Calcutta, 1980

2.Ali Ashaf and Sharma B.N. 2001Political Sociology, University Press, Hyderabad

3. Bhattacharya, D.C. Political Sociology

4.Baral, J.K. Political Sociology

5. T.Bottomore, Political Sociology, Blackie & Sons, Bombay, 1975

6. Lipset S.M.Modern Political Analysis, Printice Hall, New Delhi 1983

7. Dhal, Robert A, Who Governs

## (SOC-12)Environment and Society

Environment and society are in constant interaction with each other. It is the environment which sustains life in society and it is the society that is responsible for the preservation and the degradation of the environment. In the recent years environmental challenges have posed a threat to the lives on the planet. Keeping this in view, the present paper tries to create awareness among the students about the major environmental issues and the efforts geared to tackle them.

**Objectives:** After going through this paper, the student can

- Derive knowledge about the close interaction between society and environment.
- Gain substantial idea about the environmental issues and their repercussions on humanity.
- Accumulate ideas about the ideological currents, issues that drive environment movements.
- Get aware about the global and national efforts to conserve environment.

**Learning Outcomes:**The very aim of this paper is to disseminate knowledge about the significance of environment for society, to change the practices that can protect and preserve the environment and to make the students participate in the mission to preserve, protect and promote the cause of environment.

UNIT – I Environment and its Concepts: Ecology, Eco-system, Environment and Society – their inter-relations; Eco-Feminism

UNIT – 2 Environmental Issues: Sustainable Development, Industrialization and Development, Urbanization and Development, Environmental Degradation

UNIT – 3 Environmental Movements: Chipko Movement, Narmada Bachao Andolan, Ganga Bachao Abhiyan; The Silent valley movement, Forest Rights.

UNIT – 4 Contemporary Environmental Problems: Problems of Water, Deforestation, Urban Wastes, Slums, Global-Warming and Climate Change.

Unit-5 Environment protection efforts at the global level and the national level in India.

**Essential Readings:**


1. Albrow, Martin & Elizabeth King (Ed.)1990, Globalisation, Knowledge and Society, Sage: London
2. Baviskar. Amita 1995, In the Valley of the River: Tribal Conflict over Development in the Narmada Valley, Delhi: OUP.
3. Bhatt, Anil 1989 Development and Social Justice: Micro Action by Weaker Section, Sage: New Delhi.
4. Chauhan, I.S 1998, Environmental Degradation, Delhi: Rawat Publications.

5. Desh Bandhu and Garg, R.K.(eds) 1986 Social Forestry and Tribal Development, Dehradun: Natraj Publishers.
6. Dubey, S.M. and Murdia, Ratno(ed)1980 Land Alienation and Restoration in Tribal Communities in India, Bombay: Himalaya Publishing House.
7. Gadgil, Madhav & Ram Chandra. Guha 1996 Ecology and Equity: The use and Abuse of Nature in contemporary India:: New Delhi: OUP.
8. Ghai, Dharam (ed) 1994 Development and Environment: Sustaining People and Nature. UNRISD: Blackwell Publication.
9. Giddens, Anthony 1996 "Global Problems and Ecological Crisis", 2nd edition New York:W.W.Norton and Co.
10. Guha, Ramechandra 1995 The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya, OUP: Delhi.
11. Mehta S.R. (ed) 1997 Poverty, Population and Sustainable Development, New Delhi: Rawat Publications.
12. Plumwood, Val 1992 Gender and Ecology: Feminism and Making of Nature, London: Routledge.

## (SOC-13)Urban Sociology

Urbanisation is an important social process that changed the face of human civilization. It was initiated with the process of modernization, transport revolution, coming up of river valley civilizations, establishment of trade links and industrial revolution. Urbanisation has brought both prosperity and problems. It is one of the earnest tasks of Sociology to trace out the evolution of the process, social; problems associated with it and policy planning and measures undertaken to overcome these challenges.This paper Urban Sociology concentrates upon these tasks.
**Objectives:** After going through this paper, the student can

- Understand the specific traits of urban areas, its historical patterns of growth.
- Develop knowledge about urban social institutions and problems
- Gain insight into urban development plans, programmes and efforts.

**Learning Outcomes:**The very aim of this paper is to acquaint the students with the process of urbanization, to give an impression about the pattern of evolution of cities, urban institutions, their contrasts with rural institutions, urban problems and the responses developed to arrest them.

Unit-1 Meaning, Nature, Scope and importance of Urban Sociology, Rural Urban Differences: Specific traits of rural world vs. urban world- Socio-cultural differences ,rurbanization,Urbanism as a way of life.

Unit-2 Theories of patterns of city growth: Concentric zone theory- Sector model-Multiple nuclei theory.

Unit-3 Social institutions of Indian urban communities: Family, marriage and kinships in urban India – Caste in urban India – Urban politics and urban economy

Unit-4 Urban social problems: Crime and Juvenile delinquency, Slums, Beggary , Prostitution

Unit-5 Urban development in Indian plans, Urban development programmes, Slum development programmes, Urban Basic Services

**Essential readings:**


1. Lin, Jan and Mele Christipher (edt.)2012The Urban Sociology Reader, Routledge
2. Flanagan, W.,1993 *Contemporary Urban Sociology* Cambridge: University of Cambridge
3. Patel Sujata and Deb, Kushal(edt.) Urban Studies
4. Rao,M.S.A.1992Urban Sociology in India
5. Ramachandran,R 1997 Oxford University Press
6. Jayapalan, N 2002 Urban Sociology,Atlantic Publishers
7. Wilson, Robert,A Schultz,David, A1978 Urban Sociology, prentice Hall


## (SOC-14)
## Practical: Field Work and Dissertation

**(Dissertation: 80 marks and Viva-voce: 20 marks)**

- Dissertation may be written on any social institution, problem or may be an evaluative study.
- It should be based on empirical study.
- Size of the dissertation should be around 5000 words.
- Dissertation paper will be examined jointly by one Internal and one External Examiner to be appointed by the University. Marks will be awarded jointly by the Internal and External Examiners on the basis of the written Dissertation and Viva-voce.

## (SOC-DSE-1)
## Sociology of Movements

Movements reflect the voices raised against the prevailing practices of a society. Every society witnesses social movement in some form or the other. Movements bring social change and transformation. It is a collective effort that is driven by particular issues and brings forth changes. The present paper tries to provide a rudimentary impression to the students about the concept, nature and types of movements with a thrust on the movements witnessed by Indian society.

Objectives:

- To introduce to the students with the concept of social movements and their dynamics.
- To introduce the students to the role of social movements in social transformation .
- To help them understand the various approaches to the study of social movements.

**Learning Outcomes:**The very aim of this paper is to disseminate knowledge about the concept of social movements and its process and change making role in the society.

Unit:1Social Movements:Nature, Definitions, Characteristics of social movement , types: Revolutionary, Reform, Revival, Counter movements
Basis of social movements: Leadership, ideology, resource

Unit-2 Religious movements in India: The SNDP Movements in Kerala The Brahmo Samaj and The Arya Samaj

Unit-3Peasants Movements in India: The Champaran Satyagraha (1917), The Kheda Peasant Struggle, The Bardoli Movement in Gujarat. The Peasant Revolt in Telangana ,TheTebhaga Movement in Bengal.

Unit-4Backward Class Movements in India:Mahar Movement in Maharastra, Dalit Movement in Tamil Nadu, The Non Brahmin Movement in Tamil Nadu

Unit-5Women's Movements in India: In the Pre independence era and the post independence period

**Essential readings:**


1. Foweraker Joe,1995 Theorising Social Movements, Pluto Press, London,
2. Buechler, S. 1997'New Social Movement Theories' in Buechler, S. and Cylke, F.K., Jr. (eds.) Social Movements: Perspectives and Issues. Mountain View: Mayfield Publishing Company
3. Rao, M.S.A. edt.1979Social Movements in India Vol. I and II, Manohar, New Delhi
4. Dhanagare,D.N.1983 Peasant Movements in India1920-1950,OUP, Delhi,1983
5. Kaur, Manmohan, 1968 "Role of Women in the Freedom Movemen 1857-1947", Sterling, New Delhi
6. Basu, Aparna, 1976 "Role of Women in the Freedom Movement", in B.R.Nanda, ed, Indian Women From Purdah to Modernity, Vikas, Delhi.
7. Chattopadhyaya, Kamaladevi, 1983 "Indian Women's Battle for Freedom", Abhinav Publications, New Delhi


## (SOC-DSE-2)

## Industrial Sociology

Industrialisation as a social process has changed the face of humanity over the years. Industrialisation in its wake has brought several social problems and changes in social institutions, practices.The aim of this paper is to analyse the structure and process of

industrial organistions from the sociological perspective. It also deals with the social effects of industrialization on Indian Social Systems and institutions.

**Objectives:** After going through this paper, the student can

- Understand the nature and scope of industrial sociology as branch of Sociology.
- The developmental stages of industry.
- The organizational structure of industries and employee and employer relations in the industry.

**Learning Outcomes:**The very aim of this paper is to impress upon the students of sociology the role they can play in creating effective industrial relations with their knowledge of sociology.

Unit-I Introduction:

Meaning and definition of Industrial sociology. Nature and scope of Industrial Sociology. Significance of Industrial Sociology in India.

Unit-2 Social – industrial Thought:

A. Classical Theories: Adam Smith, Karl Marx, Max Weber, Durkheim and Mayo
B. Sociological Theories: Likert, Herzberg, Maslow, Mclelland.

Unit-3The Development of Industry:

The Manorial system, the Guild system, Domestic system, the Factory system. Industrial evoluation in India.

Unit-4 Industrial Organisation:

Formal Organisation: Its nature and features, problems build-in in the formal organization Informal Organisation: Origin and function of informal organization. Informal Organisation of Management.

Unit-5 Industrial and Labour Relations:

Industrial Relations, International Labour Organisation, Labour Legislation, Industrial Relations in India. Industrial Disputes/conflicts.

Workers' participation in Management (WPM): Industrial Democracy: Levels of participation of WPM: Objectives, WPM Models in India.

Referece:

1.Gisbert, Pascal,1972 Fundamentals of Industrial Sociology, New Delhi, Tata Mcgraw Hill 2.Davis, Keith,1984 Human Behaviour at work, New Delhi, Mcgraw Hill
3.Ramaswamy, E.A.1978 Industrial Relations in India, Delhi, MacMillan
4.Schneider, Eugene 1971Industrial Sociology, Mcgraw Hill- London

## (SOC-DSE-3)
## Population Studies

Demography is both an index and instrument of development and change. India as a country is plagued by population explosion which retards, the economy and blocks social progress. Irrespective of several positive attempts undertaken by the government, India has failed to control its population problem. This paper is designed to provide an idea to the students about population dynamics and its impact on society.

**Objectives:** After going through this paper, the student can

- Understand the various facets of population studies and the theories that depict pollution 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 – I Population Studies: Meaning, Scope and Significance; Demographic Processes: Fertility, Mortality and Migration

UNIT – 2 Population Theories: Malthusian, Demographic Transition and Optimum Population Theory

UNIT – 3 Population Compositions in India: Age Structure, Sex-Ratio, Rural-Urban Composition, Literacy in India

UNIT – 4 Population Planning and Policies: Needs and Objectives; Population Policy of India, National Rural Health Mission

Unit-5 Population Control: Role of technology, women's empowerment, voluntary organisations

Essential Readings:


1. Agarwal, S.N. 1989 Population Studies with Special Reference to India, New Delhi: Lok Surjeet Publication.
2. Bose, Ashish 1991 Demographic Diversity in India, Delhi: B.R.Publishing Corporation.
3. Banarjee, D. 1985 Health and Family Planning Services in India, New Delhi: Lok Parkshan.
4. Chandrasekhar, S. (ed.) 1974 Infant Mortality, Population Growth and Family Planning in India, London: George Alen and Unwin Ltd.
5. Dubey, Surendra Nath 2001 Population of India, Delhi: Authors Press.
6. Kohli, S. 1977 Family Planning in India, New Delhi.
7. Malthus, T.R. 1986 An Essay on the Principle of Population, London: William Pickering.
8. Premi, M.K. 2004 Social Demography, Delhi: Jawahar Publishers and Distributors.
9. Sharma, Rajendra 1997 Demography and Population Problems, New Delhi: Atlantic Publishers.
10. Srivastava, O.S. 1998 Demography and Population Studies, New Delhi: Vikas Publishing House.
11. National Rural Health Mission 2006 Govt. of India, New Delhi.


## (SOC-DSE-4)

## Sociology of Social Institutions

Social institutions play a significant role in the functioning of a society by regulating the activities of the individuals and fulfilling their needs. Though they are universal to every society, they are not uniform in their characteristics and in terms of the norms they prescribe. They vary from society to society and across cultures. The present

paper is designed to introduce to the students the basic social institutions which are fundamental to the lives of the people and significant to the functioning of the society.

**Objectives:** After going through this paper, the student can

- Understand the basic institutions which are vital to the functioning of the society.
- Learn the variations in the structure and functioning of these institutions across time and societies.
- Get an idea about the emerging features of these institutions.

**Learning Outcomes:**The very aim of this paper is to impress upon the students the vital role played by the institutions in social life, their typologies and changing features and functions.

Unit-1 Community, Groups, Institutions and Organizations.

Unit-2 Family, Marriage and Kinship: Key concepts; Different forms of family and marriage; Changes in family pattern worldwide; Importance of Kinship.

Unit-3 Religion : Defining religion; Varieties of religion; Theories of religion.

Unit-4 Education : The development of literacy and schooling; Gender and the education system; Education and ethnicity; Theories of schooling; Education and cultural reproduction; Education and inequality

Unit-5 Economy : Importance of work; Organisation of work; Work and technology; Formal Economy and Informal Economy; Market and Society.

Polity: Modern State; Concepts of Power and Authority; Forms of social distribution of power : Marxist, Elitist, Pluralist

**Essential readings:**

**1.**Ken Browne : An Introduction to Sociology ,Polity, 3rd ed.
2. Anthony Giddens : Sociology (4th ed) : Human Societies
3. Bilton and others : Introductory Sociology ,Macmillan
4. G. Rocher : A General Introduction to Sociology
5. P. Worsely : New Introducing Sociology
6. Smelser, Neil.J Sociology
7. S.K.Pramanik & R.Ganguly(eds) : Globalization in India ,PHI Learning

## (SOC-GE-1)
## Introduction to Sociology

This introductory paper intends to acquaint the students with Sociology as a social science and the basic concepts used in the discipline. It also focuses on the social processes and the social institutions that man encounters as a member of the society.

**Objectives:** After studying these two papers, the student can

- Can get to know the convergence and divergence of Sociology with other social science disciplines in terms of the subject matter, nature and scope of the discipline and its approach.
- Develop knowledge about its historicity.
- Can get acquainted with the basic concepts used in the subject.
- Can generate ideas about the social processes and social institutions man encounters a s a member of the society.

**Learning Outcomes:**This paper is expected to clarify and broaden the student's notion about the subject, the basic concepts used and some universal societal processes. This will provide a wholesome picture about what the subject is all about.

Unit-1: Sociology: Definition and Subject matter, Nature and Scope, Emergence of Sociology, Sociology and its relationship with Anthropology, Political Science, Economics, and History

Unit-2: Basic Concepts: Society, Culture, Community, Institutions, Association, Social Structure, Status and Role, Norms and Values, Folkways and Mores, Associative and Dissociative processes – Cooperation, Assimilation, Accommodation, Competition, and conflict

Unit-3 : Individual and Society : Individual and society, Socialization, Stages and Agencies of Socialization, Development of Self – Contributions of George Herbert Mead, C.H. Cooley's Looking Glass Self The Concept of Group : Types of Groups – Primary and Secondary groups, In-Group and Out-group, Reference Group

Unit-4: Social Stratification: Meaning and definition, Dimensions of Stratifictaion, Theories of Stratification – Functionalist,Marxist, Weberian. Social mobility and its determinants.

Unit-5: Social Control: Meaning and types, Formal and Informal social control, Agencies of Social control

## Essential readings:

1.Bottommore. T.B. 1972, Sociology: A guide to problems and literature. Bombay :George Allen and Unwin (India)

2.Harlambos, M.1998. Sociology: Themes and perspectives. New Delhi Oxford University Press

3.Inkeles, Alex, 1987. What is Skociology? New Delhi: Prentice-Hall of India

4.Jaiaram, No. 1988 . What is Sociology .Madras:Macmillan, India :

5. Johnson, Harry M. 1995. Sociology: A Systematic Introduction. New Delhi , Allied Publishers

6.Schaefer, Richard T. and Robert P. Lamm. 1999 Sociology. New Delhi Tata-Mac Graw Hill.

## (SOC-GE-2)
## Indian Society

Every society has its own peculiar structure and there are some institutions universal to every society, but with their unique manifestations in each society. There are some change agents and initiatives that enable the society to change with the passage of time. This paper focuses on the structure of the Indian society and the changing aspects with the processes operating, change agents and initiatives.

**Objectives:** After studying these two papers on Indian society, the student can

- Get an impression about the basic composition of Indian society, its historical moorings, basic philosophical foundations of the society and the institutions.
- Learn about the changing institutions, the processes, the agents and the interventions that bring about change in the Indian society.

**Learning Outcomes:** This paper is expected to bring familiarity in a student about Indian society. It will present a comprehensive, integrated and empirically –based profile of Indian society. It is hoped that the structure and processes operative in the society, the change agents operating in Indian society presented in this course will also enable students to gain a better understanding of their own situation and region.

Unit-1 : Composition of Indian Society : Caste, Tribe, Religion, Language. Unity in Diversities, Threats to national integration

Unit-2 Hindu Social Organisation: Bases of Hindu Social Organization, Varna, Ashrama and Purushartha. Doctrine of Karma.

Unit-3 : Marriage and Family in India: Hindu marriage as Sacrament, Forms of Hindu Marriage. The Hindu joint family:Patriarchal and Matriarchal systems. Marriage and family among the Muslims. Changes in the institutions of Marriage and Family.

Unit-4 : The Caste system in India: Origin, Features and Functions. Caste and Class, The Dominant Caste,Changes in Caste system, Caste and Politics in India
Constitutional and legal provisions for the Scheduled Castes, Scheduled Tribes.

Unit-5 : Social Change in Modern India : Sanskritization, Westernization, Secularization, and Modernization

## Essential readings:


11. Bose, N.K. 1967, Culture and Society in India. Bombay : Asia Publishing House
12. Bose, N.K. 1975, Structure of Hindu Society. New Delhi
13. Dube, S.C. 1990, Society in India.(New Delhi: National Book Trust.)
14. Dube, S.C. 1995, Indian Village (London : Routledge)
15. Dube, S.C. 1958: India's changing Villages (London: Routledge and Kegan Paul).
16. Karve, Irawati, 1961 : Hindu Society : An Interpretation(Poona : Deccan-College) :: Lannoy,
17. Mandelbaum, D.G. 1970 : Society in India (Bombay: Popular Prakashan)
18. Srinivas, M.N. 1980 : India: Social Structure ( New Delhi: Hindustan - Publishing Corporation)
19. Srinivas, M.N. 1963: Social Change in Modern India (California, Berkeley: University of California Press).
20. Singh, Yogendra, 1973: Modernization of Indian Tradition (Delhi: Thomson Press).


## (SOC-GE-3)
## Sociological Thought

Sociology originated as an intellectual response to the crisis confronting the mid nineteenth century European society. Its development over two centuries has been influenced by a variety of socio-economic and political conditions. It is now established as a multi-paradigmatic academic discipline, with its body of theoretical knowledge enriched and its methodological techniques and procedures systemized. This paper is intended to familiarize the students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline. It deals with the contributions of the forerunners of the discipline and with the contributions of the founders who gave a systematic shape to the subject.

**Objectives:** After going through these two papers, the student can

- Gain an understanding of some of the classical contributions in Sociology, and their contemporary relevance.
- Learn about the methodological shift in the discipline over the years.

**Learning Outcomes:**This paper is expected to clarify and broaden the student's knowledge about the theoretical and methodological contributions of the classical contributors to the subject and the contemporary relevance of these theories.

Unit-1 : Auguste Comte : Law of the Three Stages, Hierarchy of Sciences, Positivism

Unit-2 : Herbert Spencer : Organismic Analogy, Theory of Social Evolution

Unit-3 : Karl Marx : Dialectical Materialism, Class struggle, Alienation, Sociology of Capitalism

Unit-4 : Emile Durkheim : Division of Labour in Society, Rules of Sociological Method, Theory of Suicide.

Unit-5 : Max Weber : Social Action, Protestant ethic and the spirit of capitalism, Ideal type, Bureaucracy, Authority

## Essential readings:

1. Aron, Ramond. 1967(1982 reprint) Main currents in sociological thoughts (2 volumes). Harmondsworth, Middlesex: Penguin Books
2. Barnes, H.E. 1959. Introduction to the history to the sociology The University of Chicago press
3. Coser, Lewis A. 1979. Masters of Sociological Thought. New York : Harcourt Brance Jovanovich
4. Fletcher, Ronald. 1994.The Making of Sociology (2 volumes) Jaipur-Rawat
5. Morrison, Ken.1995 Marx, Durkheim, Weber: Formation of Modern Social Thought. London; sage
6. Ritzer, George. 1996. Sociological Theory New Delhi. Tata-McGraw Hill
7. Singh, Yogendra. 1986 Indian Sociology: social conditioning and emerging Trends. New Delhi: Vistaar
8. Zeitlin, Irving.1998 (Indian Edition). Rethiking Sociology: A critique of Contemporary Theory. Jiapur: Rawat.

## (SOC-GE-4)
## Social Change and Development

Change is the law of nature and every society is subject to change. Social change has always been a central concern of Sociological study. Change takes different forms. Change has its pattern which is spelt out by various theories. Change is often propelled by various factors. This paper is designed to provide some ideas to the student about such process, theories and factors.

**Objectives:** After going through this paper, the student can

- Derive knowledge about the meaning, nature, forms and patterns of change.
- Get an idea about the theories that explain change and their adequacy in explaining so.

- Get an impression about the factors that propel change in the society.

**Learning Outcomes:** This paper is expected to provide a wholesome idea to the students about the process of social change. They can relate their experience with the theoretical explanations.

Unit-1 : Social Change : Meaning and nature. Social Progress, Evolutuion and Development.

Unit-2 : Theories of Social Change : Evolutionary theory, Cyclical theory, Conflict Theory, Functionalist theory.

Unit-3 : Factors of Social Change: Cultural, Economic, Technological, Ideological, Demographic

Unit-4 : Economic Growth and Social Development : Indicators of Social Development, Human Development Index, Gender Development Index

Unit-5 : Models of Development : Capitalist, Socialist, and Gandhian.

## Essential readings:

1.Moore,W.E.1965 Social Change, Prentice-Hall of India. New Delhi
2.Gandhi M.K., Hind Swaraj
3.Schumacher, E.F., Small is Beautiful
4.Narain, Shreeman, Principles of Gandhian Planning
5.Mishra, B., Capitalism, Socialism and Planning.
6.UNDP, Human Development Report

**Sociology undergraduate Syllabus**

**(For Pass)**

| Nature of Paper | Total No. of Papers | Total Marks | Total Credits |
|---|---|---|---|
| **Core** | **04** | **100x4=400** | **6x4=24** |
| **Discipline Specific Elective** | **02** | **100x2=200** | **6x2=12** |
| **Generic Elective** | **02** | **100x2=200** | **6x2=12** |

## CORE PAPERS

## (SOC-1) Introduction to Sociology

This introductory paper intends to acquaint the students with Sociology as a social science and the basic concepts used in the discipline. It also focuses on the social processes and the social institutions that man encounters as a member of the society.

**Objectives:** After studying these two papers, the student can

- Can get to know the convergence and divergence of Sociology with other social science disciplines in terms of the subject matter, nature and scope of the discipline and its approach.
- Develop knowledge about its historicity.
- Can get acquainted with the basic concepts used in the subject.
- Can generate ideas about the social processes and social institutions man encounters a s a member of the society.

**Learning Outcomes:**This paper is expected to clarify and broaden the student's notion about the subject, the basic concepts used and some universal societal processes. This will provide a wholesome picture about what the subject is all about.

Unit-1: Sociology: Definition and Subject matter, Nature and Scope, Emergence of Sociology, Sociology and its relationship with Anthropology, Political Science, Economics, and History

Unit-2: Basic Concepts: Society, Culture, Community, Institutions, Association, Social Structure, Status and Role, Norms and Values, Folkways and Mores, Associative and Dissociative processes – Cooperation, Assimilation, Accommodation, Competition, and conflict

Unit-3 : Individual and Society : Individual and society, Socialization, Stages and Agencies of Socialization, Development of Self – Contributions of George Herbert Mead, C.H. Cooley's Looking Glass Self The Concept of Group : Types of Groups – Primary and Secondary groups, In-Group and Out-group, Reference Group

Unit-4: Social Stratification: Meaning and definition, Dimensions of Stratifictaion, Theories of Stratification – Functionalist,Marxist, Weberian. Social mobility and its determinants.

Unit-5: Social Control: Meaning and types, Formal and Informal social control, Agencies of Social control

## Essential readings:

1.Bottommore. T.B. 1972, Sociology: A guide to problems and literature. Bombay :George Allen and Unwin (India)

2.Harlambos, M.1998. Sociology: Themes and perspectives. New Delhi Oxford University Press

3.Inkeles, Alex, 1987. What is Skociology? New Delhi: Prentice-Hall of India

4.Jaiaram, No. 1988 . What is Sociology .Madras:Macmillan, India :

5. Johnson, Harry M. 1995. Sociology: A Systematic Introduction. New Delhi , Allied Publishers

6.Schaefer, Richard T. and Robert P. Lamm. 1999 Sociology. New Delhi Tata-Mac Graw Hill.

## (SOC-2) Indian Society

Every society has its own peculiar structure and there are some institutions universal to every society, but with their unique manifestations in each society. There are some change agents and initiatives that enable the society to change with the passage of time. This paper focuses on the structure of the Indian society and the changing aspects with the processes operating, change agents and initiatives.

**Objectives:** After studying these two papers on Indian society, the student can

- Get an impression about the basic composition of Indian society, its historical moorings, basic philosophical foundations of the society and the institutions.
- Learn about the changing institutions, the processes, the agents and the interventions that bring about change in the Indian society.

**Learning Outcomes:** This paper is expected to bring familiarity in a student about Indian society. It will present a comprehensive, integrated and empirically –based profile of Indian society. It is hoped that the structure and processes operative in the society, the change agents operating in Indian society presented in this course will also enable students to gain a better understanding of their own situation and region.

Unit-1 : Composition of Indian Society : Caste, Tribe, Religion, Language. Unity in Diversities, Threats to national integration

Unit-2 Hindu Social Organisation: Bases of Hindu Social Organization, Varna, Ashrama and Purushartha. Doctrine of Karma.

Unit-3 : Marriage and Family in India: Hindu marriage as Sacrament, Forms of Hindu Marriage. The Hindu joint family:Patriarchal and Matriarchal systems. Marriage and family among the Muslims. Changes in the institutions of Marriage and Family.

Unit-4 : The Caste system in India: Origin, Features and Functions. Caste and Class, The Dominant Caste,Changes in Caste system, Caste and Politics in India
Constitutional and legal provisions for the Scheduled Castes, Scheduled Tribes.

Unit-5 : Social Change in Modern India : Sanskritization, Westernization, Secularization, and Modernization

## Essential readings:


1.Bose, N.K. 1967, Culture and Society in India. Bombay : Asia Publishing House

2.Bose, N.K. 1975, Structure of Hindu Society. New Delhi

3. Dube, S.C. 1990, Society in India.(New Delhi: National Book Trust.)

4.Dube, S.C. 1995, Indian Village (London : Routledge)

5. Dube, S.C. 1958: India's changing Villages (London: Routledge and Kegan Paul).

6.Karve, Irawati, 1961 : Hindu Society : An Interpretation(Poona : Deccan-College) :: Lannoy,

7.Mandelbaum, D.G. 1970 : Society in India (Bombay: Popular Prakashan)

8. Srinivas, M.N. 1980 : India: Social Structure ( New Delhi: Hindustan - Publishing Corporation)

9.Srinivas, M.N. 1963: Social Change in Modern India (California, Berkeley: University of California Press).

10.Singh, Yogendra, 1973: Modernization of Indian Tradition (Delhi: Thomson Press).


## (SOC-3)<u>Rural Sociology</u>

Rural Sociology is a specialized branch of Sociology describing the society of villages and rural areas. As the rural areas or the villages mark the beginning of human

civilization, this paper is designed to bring out the distinct features of the rural society with their typologies and typicalities. In the present paper an attempt is made to introduce the student with the development of this branch overtime with its focus on the typicality of Indian villages, their structures, changing features and social problems faced by the rural people.

**Objectives:** After studying this paper, the student can

- Get an impression about the emergence of the sub discipline Rural Sociology and the forces contributing for its origin.
- Learn about the nature of this branch of knowledge, its subject matter and significance.
- Collect information and knowledge about the mooring of the sub discipline in the Indian context.
- Generate an idea about the typicalities of the rural society and the institutions operating therein and their dynamics.
- Derive ideas about rural social problems of the country.

**LearningOutcomes:** India thrives in her villages. By going through this paper, the student can have a grip on the grass roots of Indian society. This will enable the student to understand the society in a better manner, to note the heterogeneities in culture, institutions and their functions, changes, the contrasts found between the rural urban societies and the problems faced by the people.

Unit-1 : Origin and Scope of Rural Sociology., Nature and Importance of Rural Sociology.

Unit-2 : Rural social Structure: Village Community, Agrarian Economy, Caste System, Mobility and Migration. Rural-Urban Contrast and Continuum

Unit-3: Rural Social problems: Poverty, Unemployment, , Food Security, Landlessness, Indebtedness, Health care and Sanitation

Unit-4 : History and Evolution: Community Development Programme, Land Reforms, Green Revolution. Cooperative Movement, Panchayati Raj Institutions-Constitutional provisions and Structure. Role of Panchayats in Rural Development

Unit-5 Rural Development Programmes: MGNREGA, SGSY, Indira Awas Yojana, Livelihood Mission, Health Mission

**Recommended Books:**

1. Doshi S.L. & P.C. Jain 2002 Rural Sociology, Jaipur, Rawat

2. Desai A.R. Rural Sociology in India 1997 Bombay Popular Prakasan

3. Dhanagare D.N. 1988 Peasant movements in India, New Delhi, Oxford

4. Gupta D.N. 2001 Rural development System New Delhi Books India International

5.Dube, S.C.1988 India's changing Village: Human Factor in Community Development Himalayan Publishing House, Bombay

6. Maheshwari, S.R. 1985Rural Development In India, Sage Publication, New Delhi

7. Vivek, R.& Bhattacharya 1985 The New Strategies of Development in Village India, Metropolitan

8. Jain, Gopal Lal 1985 Rural development Mangaldeep Publication, Jaipur

9. Joshi R P., and S. Narawam 1985 Panchayat Raj in India : Emerging Trends across the States Rawat, Jaipur

10. Singh, Katar1995 Rural development: Principle policies and Management Sage, New Delhi

## (SOC-4) Social Change and Development

Change is the law of nature and every society is subject to change. Social change has always been a central concern of Sociological study. Change takes different forms. Change has its pattern which is spelt out by various theories. Change is often propelled by various factors. This paper is designed to provide some ideas to the student about such process, theories and factors.

**Objectives:** After going through this paper, the student can

- Derive knowledge about the meaning, nature, forms and patterns of change.
- Get an idea about the theories that explain change and their adequacy in explaining so.
- Get an impression about the factors that propel change in the society.

**Learning Outcomes:** This paper is expected to provide a wholesome idea to the students about the process of social change. They can relate their experience with the theoretical explanations.

Unit-1 : Social Change : Meaning and nature. Social Progress, Evolutuion and Development.

Unit-2 : Theories of Social Change : Evolutionary theory, Cyclical theory, Conflict Theory, Functionalist theory.

Unit-3 : Factors of Social Change: Cultural, Economic, Technological, Ideological, Demographic

Unit-4 : Economic Growth and Social Development : Indicators of Social Development, Human Development Index, Gender Development Index

Unit-5 : Models of Development : Capitalist, Socialist, and Gandhian.

### Essential readings:

1.Moore,W.E.1965 Social Change, Prentice-Hall of India. New Delhi
2.Gandhi M.K., Hind Swaraj
3.Schumacher, E.F., Small is Beautiful
4.Narain, Shreeman, Principles of Gandhian Planning
5.Mishra, B., Capitalism, Socialism and Planning.
6.UNDP, Human Development Report

## (SOC-DSE-1)
## Research Methodology

Since the days of August Comte, a debate and a deliberate attempt has been initiated to provide a scientific character to social sciences. In this attempt empirical research has

been introduced as an integral part of observing social reality and generalising it objectively without any subjective predisposition. Gradually, research methods have been developed and introduced in social sciences to bring it in par with scientific observations. The essence of this paper lies in introducing the students with these methods of research to ensure objectivity as far as practicable in social research.

**Objectives:** Bygoing 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 and Significance of Social Research, Nature of scientific Method, Applicability of scientific method to the study of social phenomena, Major steps in social research.

Unit-2 : Research Design, Types of Research Design: Exploratory, Diagnostic, Descriptive, and Experimental research Design.

Unit-3 : Hypothesis: Meaning, Characteristics, Types and sources of Hypothesis, Role of Hypothesis in Social Research
Sampling: Meaning, and characteristics, Types: Probability and Non-Probability Sampling. Role of Sampling in Social Research
Unit-4 : Qualitative social Research : Observation, Case Study, Content Analysis

Unit-5 : Quantitative methods in Social Research: Survey research, Questionnaires, Interview. Measures of Central Tendency: Mean, Median, Mode.

**Recommended Readings:**

1.Bajaj and Gupta1972 Elements of Statistics. New Delhi: R.Chand and Co., New Delhi

2. Beteille, A. and T.N. Madan1975 Encounter and experience: Personal Accounts of Fieldwork. Vikas Publishing House, New Delhi

3.Bryman, Alan 1988 Quality and Quantity in Social Research Unwin Hyman, London

4.Jayram, N.1989. Sociology: Methods and Theory. Madras: MacMillan, Madras

5.Kothari,C.R. Research Methodology : Methods and Techniques, Bangalore, Wiley Eastern.

6. Punch, Keith. 1996. Introduction to Social Research, Sage,London

7. Shipmen, Martin,1988 The Limitations of Social Research Sage, London

8.Young, P.V. 1988 Scientific Social Survey and Research Prentice Hall, New Delhi

## (SOC-DSE-2)
## Gender and Society

The biological basis to the differences between the sexes does not explain the inequalities faced by the sex groups in the society. In the society variations are marked in the roles, responsibilities, rights of and relations between sex groups depending on the social prescriptions relating to sex affiliations. The differences, inequalities and the division of labour between men and women are often simply treated as consequences of 'natural' differences between male and female humans. But, in reality the social norms, institutions, societal expectations play a significant role in deciding and dictating the behaviour of each sex group. This is the fundamental of the study of Gender and Society.

**Objectives:** After studying this paper, the student can

- Conceptualize what is "Gender" and what is "Sex" and draw a line of distinction between the two.
- Note the difference in gender roles, responsibilities, rights and relations.
- Trace out the evolution and institutionalization of the institution of "Patriarchy".
- Get to know the theories of Feminism that brought women issues and demands to the forefront.
- Assess the initiatives undertaken for gender development with the paradigm shift from time to time.

**Learning Outcomes:** This paper is expected to generate ideas and sensitivity about gender in a student which he/she can put into practice in daily life. This will lead to change the prevalent biases and gender practices and create a gender neutral social world where both men and women can enjoy their basic rights and cherish to achieve their dreams.

Unit-1 : Social Construction of Gender : Sex and Gender, Gender stereotyping and socialization, Gender Role and Identity. Gender stratification and Inequality, Gender discrimination and Patriarchy.

Unit-2 : Feminism: Meaning, origin and growth of Feminist Theories. Theories of Feminism : Liberal, Radical, Socialist, and Eco-Feminism.

Unit-3 : Gender and Development: History and Approaches, WID,WAD and GAD. Women Empowerment: Meaning and Dimensions. World Conference of Women, Mexico, Copenhagen, Nairobi and Beijing. Gender- Related Development Index (GDI) and Gender Empowerment Index (GEM).

Unit-4: Status of Women in India : Ancient and Medieval period, women in pre-independence India, Social Reform movements, The Nationalist movement, Women in Independent India.

Unit-5 : Major Challenges and Issues Affecting Women in India: Women and Education, Women and Health, Women and Work. Policy provisions for women.

**Recommended Readings:**


6. Bhasin, Kamla, 2003 Understanding Gender, Kali for Women
7. Bhasin, Kamala , 1986 Khanv, Said Nighat Some Questions on Feminism and Its Relevance in Sourth Asia, Kali for Women, New Delhi
8. Chaudhuri, Maitrayee2004 Feminism in India: Issues in Contemporary Indian Feminism Kali for Women, New Delhi
9. Kabeer, Naila 1994 Reversed Realities: Gender Hierarchies in Development Thought: Gender Hierarchies in Development
10. Srivastava Gouri,2005 Women Education in India Issues and Dimensions,Academic Excellence Publishers & Distributors

6. Agarwal, S.P 2001Women's Education in India, Concept Publishing Company

7. **Satia, J, Misra, M, Arora, R, Neogi, S**, edt. Innovations in Maternal Health - Case studies from India. New Delhi, India: SAGE Publications Pvt. Ltd.

8.Dube, Leela 1990 Structures and Strategies –Women, Work and Family, SAGE Publications, New Delhi

9. Kalia,Anil 1998"Women Workers: Invisible and Unprotected", Social Welfare, Vol.45, No.1, April

10. Cahwala, Monioca 2006 Gender Justice: Women and Law in India, Deep and Deep Publications


## (SOC-GE-1)<u>Social Disorganization and Deviance</u>

No society is fully organized in character. Disorganization is apt to occur from time to time. Disorganization is a manifestation of the deviant behavior found among some individuals. This deviance occurs when the individuals feel that the normative order of the society and its institutions are not need fulfilling in character. This present paper makes an attempt to provide an impression about the scenario of disorganization, its forms, causes and consequences with the theories explaining the situation.

**Objectives:** After going through this paper, the student can

- Understand the meaning, causes, consequences and forms of social disorganization.
- Learn about the theories explaining the disorganization situations.
- Comprehend the concept of crime and the existing theories of punishment.

**Learning Outcomes:** This paper is designed with an expectation to impress upon a student the concept of deviant behavior leading to social disorganization, forms, theoretical foundations and criminal activities which he encounters in real life situations.

Unit-1 : Social Disorganization: Meaning and Nature. Family Disorganization and Personality Disorganization Causes and Consequences.

Unit- 2: Theories of Deviant Behaviour : Contributions of Durkheim and Merton. Ecological theory, Delinquent Sub-Culture theory, Differential Association theory, Differential Opportunity theory.

Unit- 3 : Crime and Punishment : Concepts of Crime and Delinquency. Causes and consequences. Theories of Punishment: Retributive, Deterrant,Reformative.

Unit-4: Social Problems: Poverty, Unemployment, Alcholism, Indebtedness,Terrorism

Unit-5 Atrocities against women, Domestic violence, Dowry, Divorce

**Essential Readings:**


1.Mamoria, C.B.,1981 Social Problems and Social Disorganization in India

2.Carrabine;Eamonn,Iganski,Paul,Lee ,Maggy,Plummer Ken,South,Nigel(2004)Criminology: A Sociological Introduction

3.Sutherland, Edwin Hardin Sutherland(1949) White Collar Crime, Dryden Press

4.Ahuja, Ram(2012) Social problems in India,Rawat

5.Chakraborty, Dipangshu(1999) Atrocities on Indian Women, APH


## (SOC-GE-2)

## Sociology of Movements

Movements reflect the voices raised against the prevailing practices of a society. Every society witnesses social movement in some form or the other. Movements bring social change and transformation. It is a collective effort that is driven by particular issues and brings forth changes. The present paper tries to provide a rudimentary impression to the students about the concept, nature and types of movements with a thrust on the movements witnessed by Indian society.

Objectives:

- To introduce to the students with the concept of social movements and their dynamics.
- To introduce the students to the role of social movements in social transformation .
- To help them understand the various approaches to the study of social movements.

**Learning Outcomes:**The very aim of this paper is to disseminate knowledge about the concept of social movements and its process and change making role in the society.

Unit:1Social Movements:Nature, Definitions, Characteristics of social movement , types: Revolutionary, Reform, Revival, Counter movements

Basis of social movements: Leadership, ideology, resource

Unit-2 Religious movements in India: The SNDP Movements in Kerala
The Brahmo Samaj and The Arya Samaj

Unit-3Peasants Movements in India: The Champaran Satyagraha (1917), The Kheda Peasant Struggle, The Bardoli Movement in Gujarat. The Peasant Revolt in Telangana ,TheTebhaga Movement in Bengal.

Unit-4Backward Class Movements in India:Mahar Movement in Maharastra, Dalit Movement in Tamil Nadu, The Non Brahmin Movement in Tamil Nadu

Unit-5Women's Movements in India: In the Pre independence era and the post independence period

**Essential readings:**

1.Foweraker Joe,1995 Theorising Social Movements, Pluto Press, London,

2.Buechler, S. 1997'New Social Movement Theories' in Buechler, S. and Cylke, F.K., Jr. (eds.) Social Movements: Perspectives and Issues. Mountain View: Mayfield Publishing Company

3.Rao, M.S.A. edt.1979Social Movements in India Vol. I and II, Manohar, New Delhi

4.Dhanagare,D.N.1983 Peasant Movements in India1920-1950,OUP, Delhi,1983

5.Kaur, Manmohan, 1968 "Role of Women in the Freedom Movemen 1857-1947", Sterling, New Delhi

6.Basu, Aparna, 1976 "Role of Women in the Freedom Movement", in B.R.Nanda, ed, Indian Women From Purdah to Modernity, Vikas, Delhi.

7.Chattopadhyaya, Kamaladevi, 1983 "Indian Women's Battle for Freedom", Abhinav Publications, New Delhi .

**COURSES OF STUDIES**

**FOR**

**+ 3 DEGREE COURSE (ARTS)**

# SANSKRIT

# Under

**(Choice-based Credit System)**

**From the sessions 2016-17 onwards**

UTKAL UNIVERSITY

BHUBANESWAR – 751004

ODISHA

# UTKAL UNIVERSITY
# SCHEME FOR CHOICE BASED CREDIT
# SYSTEM IN B.A. Honours (SANSKRIT)

| | CORE COURSE( 14) | Ability Enhancement Compulsory course (AECC) (2) | Skill Enhancement Course (SEC) (2) | Elective: Discipline Specific DSE (4) | Elective: Generic (GE) (4) |
|---|---|---|---|---|---|
| I | C 1 | (English/ MIL Communication) | | | GE- 1 |
| | C 2 | Environmental Science | | | |
| II | C 3 | Environmental Science/ English | | | GE- 2 |
| | C 4 | MIL Communication | | | |
| III | C 5 | | SEC - 1 | | GE- 3 |
| | C 6 | | | | |
| | C 7 | | | | |
| IV | C 8 | | SEC - 2 | | GE- 4 |
| | C 9 | | | | |
| | C 10 | | | | |
| V | C 11 | | | DSE- 1 | |
| | C 12 | | | DSE- 2 | |
| VI | C 13 | | | DSE- 3 | |
| | C 14 | | | DSE- 4 | |

**Total Papers - 26**
**Total Marks - 2400 ( 350 + 350 + 450 + 450 + 400 + 400)**
**Total Credits - 140 ( 20 + 20 + 26 + 26 + 24 + 24 )**

**COURSE STRUCTURE FOR B.A.(HONS.) SANSKRIT& GENERIC ELECTIVE**

| **1st Year (08 Papers: 700 Marks)** | | | |
|---|---|---|---|
| Sl. | **SEMESTER-IMarks- Credits** | Sl. | **SEMESTER-IIMarks- 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-1Env. Studies (50 -2) | 7. | AECC-2 M.I.L (50 -2) |
| 4. | Generic Elective- 1( If SKT.)(100 -6) | 8. | Generic Elective - 2( IfSKT.) (100 -6) |
| | (6+6+2+6 = 20 Credits) Total: 350 Marks | | (6+6+2+6 = 20 Credits) Total: 350Marks |
| **2nd Year (10 Papers: 900 Marks)** | | | |
| Sl. | **SEMESTER-IIIMarks- Credits** | Sl. | **SEMESTER-IVMarks- 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 (50 -2) | 17. | SEC -II (50 -2) |
| 13. | Generic Elective (If SKT.)-3 (100 -6) | 18. | Generic Elective (If SKT.)-4(100 -6) |
| | (6+6+6+2+6 = 26 Credits)Total: 450 Marks | | (6+6+6+2+6 = 26 Credits)Total: 450Marks |
| **3rd Year (8 Papers: 800 Marks)** | | | |
| Sl. | **SEMESTER-VMarks- Credits** | Sl. | **SEMESTER-VIMarks- 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<br>(Discipline Specific Elective)<br>(100 -6) | 25 | DSE(SKT)- 3<br>(Discipline Specific Elective)<br>(100 -6) |
| 22 | DSE(SKT)- 2<br>(Discipline Specific Elective)<br>(100 -6) | 26 | DSE(SKT)- 4<br>(Discipline Specific Elective)<br>(100 -6)<br>Project Report and Presentation. |
| | (6+6+6+6 = 24 Credits) Total: 400 Marks | | (6+6+6+6 = 24 Credits) Total: 400 Marks |

Grand Total: 26Papers
Grand Total Marks: 2400 (350+350+450+450+400+400)
Grand Total Credits:140 (20+20+26+26+24+24)
CC= Core Course-1400
DSE= Discipline Specific Elective- 400
GE= Generic Elective- 400
SEC= Skill Enhancement Course- 100
AECC= Ability Enhancement Compulsory Course- 100

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

# CORE COURSES

**(14 Papers - 100 × 14 = 1400 Marks)**

## 1st YEAR

**SEMESTER-I**

**CC- 1 MORAL TEACHINGS AND BASICS OF SANSKRIT [Term end: 80 + Midterm 20]**

1. *Hitopadesa* 30
2. *Yaksaprasna of Mahabharata(Aranyakaparva, ch.313)* 30
3. *Sabdarupa&Dhaturupa* 20

**CC-2 DRAMA-I& HISTORY OF SANSKRIT LITERATURE -I [Termend : 80 + Midterm20]**

1. *Abhijnanasakuntalam* (Act I-IV) 50
2. *History of Sanskrit Literature*-I 30

(*Ramayana*, *Mahabharata*,General out lines of *Puranas*,Sanskrit Drama)

**SEMESTER-II**

**CC-3 DRAMA -II & DRAMATURGY [Term end: 80 + Midterm 20]**

1.*Abhijnanasakuntalam* (Act V-VII) 50
2. *Dramaturgy* 30

**CC-4 AN INTRODUCTION TO THE TECHNIQUE OF PANINIAN GRAMMAR& PROSODY [Term end: 80 + Midterm 20]**

1. *Vocabulary Relevant to Sanskrit Grammar and Arrangement of Paninian Grammar* 15
2. *Samjnaprakaranam* 45
3. *Chandas* **20**

## 2nd YEAR

**SEMESTER-III**

**CC-5 POETRY & HISTORY OF SANSKRIT LITERATURE- II [Term end: 80 + Midterm 20]**

1. *Meghadutam*- (*Purvamegha*) 50
2. *History of Sanskrit Literature-II* 30

*( Gitikavyas, Khandakavyas,Gadyakavyas, Kathasahitya)*

**CC-6 META-RULES OF PANINIAN GRAMMAR, POETICS AND FIGURES OF SPEECH [Term end: 80 + Midterm 20]**

1. *Paribhasaprakaranam* 30
2. *Sahityadarpanah(Ch. I & II)* 30
3. *Sahityadarpanah (Alamkaras)* 20

**CC-7 CASES AND CASE ENDINGS IN PANINIAN GRAMMAR & TRANSLATION-I [Term end: 80 + Midterm 20]**

1. *Siddhantakaumudi*(*Karaka- Vibhakti* I-IV) 50
2. *Translation from Sanskrit- Odia/ Eng* 30

**SEMESTER-IV**

**CC-8 INSCRIPTIONS,*UPANISAD*&*BHAGAVADGITA*[Term end: 80 + Midterm 20]**

1. *Inscriptions* 30
(*Girnar Inscription of Rudradaman, Allahabad Pillar Inscription of Samudragupta and Mandasore inscription of Yasovarman)*
2. *Kathopanisad(Adhyaya-I, Vallis-I,II&III)* 30
3. *Bhagavatagita(Ch.XV)* 20

**CC-9 CASE AND CASE ENDINGS OF PANININIAN GRAMMAR, TRANSLATION- II & LEXICON [Term end: 80 + Midterm 20]**

1. *Siddhantakaumudi*(*Karaka- Vibhakti* V-VII) 40
2. *Translation from Odia/ Eng passage-Sanskrit* 30
3. *Amarakosa* 10

**CC-10 ORNATE PROSE & PROSE WRITING [Term end: 80 + Midterm 20]**

1. *Dasakumaracharitam* (*PurvapithikaDvitiya* Ucchvasa) 25
2. *Sukanasopadesa* 25
3. *Essay in Sanskrit* 20
4. *Expansion of Idea in Sanskrit* 10

# 3rd YEAR

**SEMESTER-V**

**CC-11 ORNATE POETRY IN SANSKRIT & HISTORY OF SANSKRIT LITERATURE –III [Term end: 80 + Midterm 20]**

1. *Sisupalabadham*(Canto-I Verses 01-48 ) 30
2. *Kiratarjuniyam* (Canto-I) 30
3.*History of skt.literature* - III *(Mahakavyas and Champu )* 20

**CC-12 VEDA,VEDIC GRAMMAR &HISTORY OF VEDIC LITERATURE [Term end: 80 + Midterm 20]**

1.*Vedic Suktas* 30
2. *Vedic Grammar* 20
3. *History of Vedic Literature* 30

**SEMESTER-VI**

**CC-13 ARTHASASTRA , DHARMASASTRA AND AYURVEDA [Term end: 80 + Midterm 20]**

1.*Arthasastra* (*Adhikarana I,* II–VIII ) 30
2.*Manusmṛti* (2nd Ch. Verses from 1 to 52) 30
3.*Ayurveda* (*Carakasamhita- Dirghamjivitiyadhyaya verses 53-103*) 20

**CC-14 TECHNICAL LITERATURE IN SANSKRIT [Term end: 80 + Midterm 20] (JYOYISHA & VASTU)**

1.*Jyotisha* (*Jyotihsara-ratnavali* Chap- I) 40
( Grahanaksatraparicayaprakaranam)
2.*Vastu* (*Vasturatnakara* Chap-I) 40
(Bhuparigrahaprakaranam)

## ABILITY ENHANCEMENT COMPULSORY COURSE(AECC)

**50 Marks /02 Credits each**

**SEMESTER - I**
**AECC - 1 ENVIRONMENTAL STUDIES**

**SEMESTER - II M.I.L. (ALTERNATIVE SANSKRIT) ( If SANSKRIT) AECC - II 40+10Marks 02 Credits**

## SKILL ENHANCEMENT COURSES (SEC)

**SKILL ENHANCEMENT COURSES (SEC-I) 50 Marks /02 Credits each**

**SKILL ENHANCEMENT COURSES (SEC-II) 50 Marks /02 Credits each**

(A Students has to choose any two Papers out of these four groups namely P, Q, R & S) Group- P YOGA

Group- Q KARMAKANDA
Group- R VASTU
Group- S TRANSLATION AND EDITING SKILL

## DISCIPLINE SPECIFIC ELECTIVE (DSE)

**SEMESTER-V (A Student has to opt two DSE papers out of Groups- A, B, C & D)**

Group- A SCIENCE OF VASTU AND VRKSA

Group- B SOCIO POLITICAL THOUGHTS IN ANCIENT INDIA Group- C

YOGA: THEORY AND PRACTICE

Group- D TRENDS OF INDIAN PHILOSOPHY

**SEMESTER-VI (A Student has to opt one DSE paper out of Groups- E, F, G and one project work of 100 marks )**

Group- E ETHICAL LITERATURE IN SANSKRIT

Group- F SCIENTIFIC LITERATURE IN SANSKRIT

Group- G GENERAL LINGUISTICS AND PHILOLOGY

# GENERIC ELECTIVE (GE)

**SEMESTER-I GE-I (A Student has to opt one from Groups H & I)**

Group- H GRAMMAR, HISTORY OF SKT LIT., DRAMA & PROSE

Group- I MASTERING SANKSRIT LANGUAGE

**SEMESTER-II GE-II (A Student has to opt one from Groups J & K)**

Group- J FUNCTIONAL SANSKRIT

Group- K HISTORY OF LITERATURE, POETRY, PHILOSOPHY & POETICS

**SEMESTER-III GE-III (A Student has to opt one from Groups L & M)**

Group- L POETRY, GRAMMAR & COMPOSITION

Group- M DARSANA, PROSODY & POETICS

**SEMESTER - IV GE - IV (A Student has to opt one from Groups N & O)**

Group- N SOCIO POLITICAL THOUGHTS IN ANCIENT INDIA

Group- O ETHICAL LITERATURE IN SANSKRIT

# SYLLABUS IN DETAIL

## 1st YEAR

**SEMESTER-I**

**CC- 1 MORAL TEACHINGS AND BASICS OF SANSKRIT**

1. *Hitopodeśa Mitralabha* (From *Kathāmukha* to *Gṛdhravidalakatha*) 30Marks
2. *Yaksaprasna of Mahabharata(Aranyakaparva, ch.313 from Verses no. 41 to 133)* 30Marks
3. *Śabdarupa*&*Dhaturupa* 20 Marks

( 'a' *karanta*, 'i' *karanta*, 'ī'*karanta*, 'u'*karanta*, 'ū' *karanta*, 'in' *bhaganta*, *Mātṛ*, *Pitṛ*, *Asmad*, *Yusmad*, *Tad*(*sabdarupas*).*Lat*, *Laṅ*, *Vidhiliṅ*, *Lṛt*, *Lot* and *Litlakaras* of *Path*,*Ni*, *Kṛ*, *Sev*, *Han*, *Pā*, *Dā*, *Śru*, *Śī* and *Krīṇ* in the form of *Ātmanepada*, *Parasmaipada* or *Ubhayapada* whichever is applicable. (*Dhaturupas*)

Unit-I & II *HitopodeśaMitralabha* (From *Kathamukha* to *Gṛdhravidalakatha*) 30 Marks

| | | |
|---|---|---|
| | Long Questions -1 | 15 Marks |
| | Short Questions -3 | 5×3=15 Marks |
| Unit-III & IV | *Yaksaprasna* of *Mahabharata* | 30 Marks |
| | Long Questions-1 | 15 Marks |
| | Explanation - 1 | 8 Marks |
| Translation of a textualVerse | | 7 Marks |
| Unit-V | *Śabdarupa*&*Dhaturupa* | 20 Marks |
| | *Śabdarupa* - 5 | 2×5= 10 Marks |
| | Dhaturupa - 5 | 2×5= 10 Marks |

**Books for Reference:**


3. *Hitopadesah*(*Mitralabhah*) (Ed.) Kapildev Giri, Chaukhamba Publications, Varanasi.
4. *Hitopadesah* (*Mitralabhah*) (Ed.) N.P. Dash and N.S. Mishra, Kalyani Publishers,New Delhi
5. *Vyakaranadarpana*, The Odisha State Bureau of Text Book Preparation andProduction, Bhubaneswar, 2013
6. Critical edition of the *Mahabharata*, (Ed.) V.S. Sukthankar, BORI, Pune
7. *Mahabharata*, Gitapress, Gorakhpur (Prescribed Text)
8. *Yaksaprasna, T. K. Ramaayiyar, R. S. Vadhyar & Sons. Palkad, Kerala*


**CC-2 . DRAMA-I & HISTORY OF SANSKRIT LITERATURE - I**

**1. *Abhijnanasakuntalam* (Act I-IV)** 50 Marks

2. History of Sanskrit Literature-I 30 Marks

(*Ramayana*, *Mahabharata*, General out lines of *Puranas* and Sanskrit Drama)

**1. *Abhijnanasakuntalam* (Act I-IV)**

| | | |
|---|---|---|
| Unit-I | Long Questions -1 | 14 Marks |
| Unit- II | Short Questions -2 | 7×2=14 Marks |
| | Explanation of Verse- 1 | 8 Marks |
| Unit-III | Textual Grammar | 14 Marks |
| | i) *Sandhi* | 1×2= 2 Marks |
| | ii) *Prakṛti- Pratyaya* | 2×2= 4 Marks |
| | iiii) *Karaka*&*Vibhakti* | 2×2= 4 Marks |
| | iv) *Samasa* | 2×2= 4 Marks |

**2. History of Sanskrit Literature-I** 30 Marks

Unit- IV*Ramayana* & *Mahabharata*

| | |
|---|---|
| Long Questions -1 | 10 Marks |
| Short Questions -1 | 05 Marks |

**3. General Outlines of *Puranas* and Sanskrit Drama**

Unit- V General Outlines of *Puranas* and Sanskrit Drama

(Defination and Classification of Puranas, Bhasa, Kalidasa, Sudraka, Visakhadatta, Bhavabhuti, Bhattanarayana)

| | |
|---|---|
| Long Questions -1 | 10 Marks |
| Short Questions -1 | 05 Marks |

**Books for Reference:**


*1. Abhijnanasakuntalam* (Ed.) R.M. Bose, Modern Book Agency Pvt. Ltd., 10 BankimChatterjee Street, Calcutta

*2. Abhijnanasakuntalam* (Ed.) M.R. Kale,Motilal Banarsidass Publishers Pvt. Ltd., NewDelhi-11007, 8th Reprint-2010

*3. Abhijnanasakuntalam* (Ed.) R.MMohapatra, Books &Books , Cuttack

4.*Abhijnanasakuntalam* (Ed.) H.K. Satapathy, Students Store, Cuttack

4. *History of Sanskrit literature*, Baladev Upadhyay, Chaukhamba Publications, Varanasi.

5. *Sanskrit Drama*, A.B.Keith , Oxford University Press, London

6. *Samskrta Sahiytara Itihasa*, (Odia) H.K. Satapathy, Kitab Mahal, Cuttack- 753003.


**SEMESTER-II**

**CC - 3 DRAMA - II & DRAMATURGY**

1.*Abhijnanasakuntalam* (Acts V-VII) 50 Marks

2. *Dramaturgy* 30 Marks

( *Nandi,Prastavana, Purvaranga, Pancha-arthaprakṛti, Panchasandhi*, Pancha-*arthopaksepaka, Nataka,Prakarana*.)

***1. Abhijnanasakuntalam* (Acts V-VII)**

| | | |
|---|---|---|
| Unit-I | Long Questions - 1 | 14 Marks |
| Unit- II | Short Questions - 2 | 8×2= 16 Marks |
| Unit-III | i) Explanation of Verse- 1 | 8 Marks |
| | ii) Verse/ Dialogue Translation-1 | 7 Marks |
| | iii) Translation from Prakṛit to Sanskrit | 5 Marks |

**2. *Dramaturgy* (*Sahityadarpana*,Chapter- VI) 30 Marks**

Unit-IV

*Nandi*, *Prastavana*, *Purvaranga*, *Nataka*, *Prakarana*, Pancasandhi

Short Notes on any three 5× 3= 15 Marks

Unit-V

*Panca - arthaprakṛti* and *Panca- arthopaksepaka*

(Short Notes on any three)) 5×3= 15Marks

**Books for Reference:**

*4. Abhijnanasakuntalam* (Ed.) R.M. Bose, Modern Book Agency Pvt. Ltd., 10 BankimChatterjee Street, Calcutta

*5. Abhijnanasakuntalam* (Ed.) M.R. Kale, Motilal Banarsidass Publishers Pvt. Ltd., NewDelhi-11007, 8th Reprint-2010

*6. Abhijnanasakuntalam* (Ed.) R.MMohapatra, Books &Books , Cuttack

4.*Abhijnanasakuntalam* (Ed.) H.K. Satapathy, Students Store, Cuttack

4. For Dramaturgy- *Sahitya Darpana* (Ed.) P.V.Kane, Motilal Banarsidass Publishers Pvt. Ltd., New Delhi

5. *Odia Translation* of Sahityadarpana by Narayana Mohapatra, Odisha Sahitya Academy,Bhubaneswar.

6. *Sahitya Darpana* with Laksmi Tika (Sanskrit) and Vimala Tika, (Hindi) (Ed.) K.M.Sastri, Chaukhamba Publications, Varanasi.

7. *Sahityadarpana* evam Chanda (Ed.) Dr. Braja Sundar Mishra, Satyanarayan Book Store,Cuttack

9.*Sahityadarpanao Chanda* (Ed.) Niranjan Pati, Vidyapuri, Cuttack

**CC- 4 AN INTRODUCTION TO THE TECHNIQUE OF PANINIAN GRAMMAR & PROSODY**

*1. Vocabulary relevant to Sanskrit Grammar and Arrangement of Paninian Grammar* 15 Marks

2. *Samjna-prakaranam* 45 Marks

3. *Chanda* 20 Marks

***1. Vocabulary relevant to Sanskrit Grammar and Arrangement of Paninian Grammar***

Unit- I 15 Marks

(*Astadhyayi*, *Siddhantakaumudi*,*Ganapatha*, *Dhatupatha*, *Dhatu*, *Antaranga*, *Bahiranga*, *Apavada*, *Agama*, *Adesa*, *Nadi*, *Nistha*,*Krdanta*, *Taddhita*,*Tinanta*,*Nijanta*,*Sananta*, *Yananta*, *Namadhatu*, *Vikarana*, *Luk*, *Lopa*, *Sarvadhatuka*, *Ardhadhatuka*, *ti & Upadha* = 26)

Short Notes on any - 5 3×5= 15Marks

**2. *Samjnaprakaranam*** 45Marks

Unit- II Two Sutras / Vrttis out of 1st 10 Sutras (Upto *tulyasyaprayatnam savarnam*) to be explained. 7½ ×2=15 Marks

Unit- III Two Sutras / Vrttis out of 2nd 10Sutras (From *a a* upto *cadayo'sattve*) to be explained. 7½ ×2= 15 Marks

Unit- IV Two Sutras / Vrttis out of rest Sutras (From *pradayah* upto *dirgham ca*) to be explained. 7½ ×2= 15 Marks

**3. *Chanda* (Prosody)-*Srutabodhah*** **20**Marks

Unit- V Definition and Examples of 4 *Chandas* - out of 7 5×4=20 marks

*(Chandas* such as -*: Arya*, *Anustubh*, *Indravajra*, *Upendravajra*, Upajati, *Vamsastha*, *Vasantatilaka,Mandakranta*, *Malini*, *Shikharini*, *Shardula-vikridita*, *Sragdhara*.)

**Books for Reference:**


1.*Siddhanta-kaumudi* with *Balamanorama* and *Tattvabodhini*, Vol.I (Ed.) Giridhara Sharma Chaturveda, Motilal Banarsidass

2.*Siddhanta-kaumudi* with *Mitabhasini* Com., (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St., Calcutta

3.*Siddhanta-kaumudi*with Eng Tr. (Ed.), S.C. Basu, Motilal Banarsidass, New Delhi-110007,Rpt-1995

4. *Vaiyakarana Siddhanta Kaumudi* (Ed.) M.V. Mahashabde, Dadar Book depot, Bombay.

5. *Siddhanta-kaumudi* (Ed.) Prof. G.K. Dash & Dr(Mrs) K.Dash with Navanita tika, A.K.Mishra Publishers Pvt. Ltd, Cuttack.

6. Siddhanta-kaumudi (Ed.) Minati Mishra, Vidyapuri, Cuttack

7. Siddhanta-kaumudi (Ed.) Dr. Niranjan Pati, Kalyani Publishers, New Delhi

8. Siddhanta-kaumudi (Ed.) P.R.Ray, Sailabala Womens College,(Skt.Deptt.) Cuttack.

9. Vyakaranadarpana, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar- 2013

10. Shrutabodha, Hari Prasad Sharma, Nirnaya Sagar Press

11. Sahityadarpana Evam Chhanda (Ed.) Dr. Brajasundar Mishra, Satyanarayana Book Store, Cuttack**.**


# 2nd YEAR

**SEMESTER-III**

**CC-5 POETRY & HISTORY OF SANSKRIT LITERATURE- II**

1. *Meghadutam*- (*Purvamegha*) 50 Marks

2. *History of Sanskrit Literature*-II 30 Marks

( *Gitikavyas*, *Khandakavyas*,*Gadyakavyas* and*Kathasahitya*)

**1. *Meghadutam*- (*Purvamegha*)** **50 Marks**

Unit-I Long Questions - 1 15 Marks

Unit- II Short Questions - 2 7 ½ ×2= 15Marks

Unit-III i) Explanation of One Verse 12 Marks

ii) Translation of O`ne Verse 8 Marks

***2. History of Sanskrit Literature-II*** **30 Marks**

Unit-IV **( *Gitikavyas&Khandakavyas*)**

Long Questions -1 10 Marks

Short Questions -1 05 Marks

Unit- V **(*Gadyakavyas, Kathasahitya*)**

Long Questions -1 10 Marks

Short Questions -1 05 Marks

**Books for Reference:**

1.*Meghadutam* (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St., Calcutta 2.*Meghadutam* (Ed.) M.R. Kale, Motilal Banarsidass, Delhi

3.*Meghadutam* (Ed.) Radhamohan Mahapatra, Books and Books, Vinodvihari, Cuttack,1984

4.*Meghadutam* (Ed.) Dr. Braja Sundar Mishra, Vidyapuri, Cuttack, 1st Edn-1999

5. *Samskrta Sahitya ka Itihasa*, Baladeva Upadhyaya, Choukhamba, Varanasi.

6.*Samskrta Sahitya ka Ruparekha*, Vacaspati Goreilla, Choukhamba Vidyabhavan, Varanasi.

4. *Samskrta Sahityara Itihasa*, H.K. Satapathy, Kitab Mahal, Cuttack

5. Samskrta Sahitya Itihasa, Text Book Bureau, Govt. of Odisha, Bhubaneswar

**CC-6 META - RULES OF PANINIAN GRAMMAR, POETICS & FIGURES OF SPEECH**

| | |
|---|---|
| 1. *Paribhasaprakaranam* of *Siddhantakaumudi* | 30 Marks |
| 2. *Sahityadarpanah*(Ch.I &II) | 30 Marks |
| 3.*Sahityadarpanah* (Selected *Alamkaras* from *Ch.X* ) | 20 Marks |

***1. Paribhasaprakaranam*** **30 Marks**

| | |
|---|---|
| Unit- I Four *Sutras* to be explained. | 5×4= 20 Marks |
| Unit- II Two *Vrttis/ Vartikas* to be explained. | 5×2= 10 Marks |

***2. Poetics***

| | | |
|---|---|---|
| Unit- III | *Sahityadarpana Ch. I* | |
| | Long Questions -1 | 10 Marks |
| | Short Questions -1 | 05 Marks |
| Unit- IV | *Sahityadarpana Ch. II* (*Vakya, Pada, Abhidha, Laksana, Vyanjana*) | |
| | Long Questions -1 | 10 Marks |
| | Short Questions -1 | 05 Marks |

***3.* Figures of speech** ( without Sub-division)

| | | |
|---|---|---|
| Unit- V | *Sahityadarpana*(Ch.X) | 5×4= 20 Marks |

**(***Alamkaras*such as*Anuprasa,Yamaka,Slesa,Upama,Rupaka,Utpreksa,Bhrantiman, Nidarsana, Arthantaranyasa, Aprastuta-prasamsa, Apahnuti, Vyatireka, Vibhavana, Visesokti, Samasokti, Svabhavokti*)

Definition and Examples of **Four***Alamkaras* (figures of speech) out of **seven.**

**Books for Reference:**

1.Siddhanta-kaumudi with Balamanorama and Tattvabodhini, Vol.I (Ed.) Giridhara Sharma Chaturveda, Motilal Banarsidass

2.Siddhanta-kaumudi with Mitabhasini Com., (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St., Calcutta

3.Siddhanta-kaumudi with Eng Tr. (Ed.), S.C. Basu, Motilal Banarsidass, New Delhi-110007,Rpt-1995

4. Vaiyakarana Siddhanta Kaumudi (Ed.) M.V. Mahashabde, Dadar Book depot, Bombay.

5. Siddhanta-kaumudi (Ed.) Prof. G.K. Dash & Dr(Mrs) K.Dash with Navanita tika, A.K. Mishra Publishers Pvt. Ltd, Cuttack.

4. Siddhanta-kaumudi (Ed.) Minati Mishra, Vidyapuri, Cuttack
5. Siddhanta-kaumudi (Ed.) Dr. Niranjan Pati, Kalyani Publishers, New Delhi
6. Siddhanta-kaumudi (Ed.) P.R.Ray, Sailabala Womens College,(Skt.Deptt.) Cuttack.
7. Sahitya Darpana (Ed.) P.V. Kane, Motilal Banarsidass Publishers Pvt. Ltd., New Delhi
8. Odia Translation of Sahityadarpana by Narayana Mohapatra, Odisha Sahitya Academy, Bhubaneswar.
9. Sahitya Darpana with Laksmi Tika (Sanskrit) and Vimala Tika, (Hindi) (Ed.) K.M. Sastri, Chaukhamba Publications, Varanasi.
10. Sahityadarpana evam Chhanda (Ed.) Braja Sundar Mishra, Satyanarayan Book Store, Cuttack
11. Sahityadarpana o Chhanda (Ed.) Niranjan Pati, Vidyapuri, Cuttack
12. Samskrta Kavyatattva Vicara, Ketaki Nayak, Odisha Text Book Bureu, Bhubaneswar.

**CC-7 CASES AND CASE ENDINGS IN PANINIAN GRAMMAR & TRANSLATION - I**

1. *Siddhantakaumudi*(*Karaka-Vibhakti* I-IV) 50 Marks
2. Translation from Sanskrit unseen passage to Odia/ English 30 Marks

**1. *Siddhantakaumudi(Karaka-Vibhakti I-IV)*** **50 Marks**

Unit- I & II (*Prathama*&*Dvitiya*)

Four*Sutras/ Vrtti/ Vartika* to be explained. 5×4= 20 Marks

Unit- III (*Trtiya*)

Two *Sutras/ Vrtti/ Vartika* to be explained 5×2= 10 Marks

Unit- IV (*Caturthi*)

Four *Sutras/ Vrtti/ Vartika* to be explained. 5×4= 20 Marks

Unit -V *Translation from Sanskrit unseen passage into Odia/ English*

One unseen Sanskrit Passage is to be given for Translation into Odia/ English (At least 10 sentences) 10×3= 30 Marks

**Books for Reference:**

1.Siddhanta-kaumudi with Balamanorama and Tattvabodhini, Vol.I (Ed.) Giridhara Sharma Chaturveda, Motilal Banarsidass
2.Siddhanta-kaumudi with Mitabhasini Com., (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St., Calcutta
3.Siddhanta-kaumudi with Eng Tr. (Ed.), S.C. Basu, Motilal Banarsidass, New Delhi-110007,Rpt-1995
4. Vaiyakarana Siddhanta Kaumudi (Ed.) M.V. Mahashabde, Dadar Book depot, Bombay.
5. Siddhanta-kaumudi (Ed.) Prof. G.K. Dash & Dr(Mrs) K.Dash with Navanita tika, A.K. Mishra Publishers Pvt. Ltd, Cuttack.
6. Siddhanta-kaumudi (Ed.) Minati Mishra, Vidyapuri, Cuttack
7. Siddhanta-kaumudi (Ed.) Dr. Niranjan Pati, Kalyani Publishers, New Delhi
8. Siddhanta-kaumudi (Ed.) P.R.Ray, Sailabala Womens College,(Skt.Deptt.) Cuttack.
9. *Vyakaranadarpana*, The Odisha State Bureau of Text Book Preparation and Production,Bhubaneswar- 2013

*A Guide to Sanskrit Composition and Translation*, M.R.Kale,Motilal Banarsidass, NewDelhi

11. Brhat Anuvada Candrika, Chakradhara Hamsa Nautial Shastri, Motilal Banarsidass, New Delhi

**CC-8 INSCRIPTIONS , *UPANISAD&BHAGAVADGITA***

*1. Inscriptions* 30 Marks
*2. Kathopanisad*(Vallis-I,II&III) 30 Marks
*3. Bhagavadgita* (Chap.XV) 20 Marks

***1. Inscriptions*** **30 Marks**

*(Girnar inscription of Rudradaman, Allahabad Stone Pillar Inscription of Samudragupta and Mandasore Inscription of Yasodharman )*

Unit- I Long Questions -1 15 Marks
Unit- II Short Questions -3 5×3= 15 Marks

**2. *Kathopanisad*(Adhyaya I, Vallis-I,II&III)** **30 Marks**

Unit- III Long Questions -1 15 Marks
Unit- IV i) Explanation - 1 Mantra 08 Marks
ii) Translation- 1 Mantra 07 Marks

**3. *Bhagavadgita*(Ch.XV)** **20 Marks**

Unit- V Long Questions -1 12 Marks
Translation- 1 Verse 08 Marks

**Books for Reference:**


1. *Selected Sanskrit Inscriptions* (Ed.) D.B. Pusalkar, Classical Publishers, New Delhi
2. *Abhilekhamala* (Ed.) Sarojini Bhuyan, Cuttack
3. *Abhilekhamala* (Ed.) Sujata Dash, Cuttack
4. *Abhilekhacayana(*Ed.*)* Jayanta Tripathy, Vidyapuri, Cuttack
5. *Isadi Nau Upanisad* with Sank*a*rabhasya - Gita Press, Gorakhpur
6. *Kathopanisad* with *Sankarabhasya*(Ed.) V.K. Sharma, Sahitya Bhandar, SubhasBazar, Meerut
7. *The Message of the Upanisad* , Swami Ranganathananda, Bharatiya VidyaBhavan,K.M. Munsi Marg Mumbai.
8. *Shrimad-bhagavad-gita* (Ed.) S. Radhakrishnan, Bharatiya Vidya Bhavan
9. *Shrimad-bhagavad-gita* (Ed.) Gambhirananda, Ramakrishna Mission
10. *Shrimad-bhagavad-gita*, Gita Press, Gorakhpur


**CC-9 CASE AND CASE ENDINGS OF PANININIAN GRAMMAR, TRANSLATION-IIAND LEXICON**

1.*Siddhantakaumudi*(*Karaka-Vibhakti* V-VII) 40 Marks
*2. Translation of an unseen Odia/ English passage into Sanskrit* 30Marks
3. *Amarakosa* 10 marks

**1.*Siddhantakaumudi*(*Karaka- Vibhakti* V-VII)**

Unit-I (CASE-V) Answer any two *Sutras/ Vrtti/ Vartika* 5×2= 10 Marks
Unit-II (CASE-VI) Answer any four *Sutras/ Vrtti/ Vartika* 5×4= 20 Marks
Unit-III (CASE-VII) Answer any two *Sutras/ Vrtti/ Vartika* 5×2= 10 Marks

***2. Translation- II*** **30 Marks**

Unit-IV 30 Marks

One unseen Passage of Odia is to be translated into Sanskrit.
(At least Ten sentences)

***3. Amarakosa*** *(Devata, Svarga, Visnu, Laksmi, Durga, Surya, Brahma,Siva, Kartikeya, Ganesa, Sarasvati from Svargavarga)*

**Unit- V** Answer any Two Questions s 5×2= 10 Marks

**Books for Reference:**

1.Siddhanta-kaumudi with Balamanorama and Tattvabodhini, Vol.I (Ed.) Giridhara Sharma Chaturveda, Motilal Banarsidass

2.Siddhanta-kaumudi with Mitabhasini Com., (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St., Calcutta

3.Siddhanta-kaumudi with Eng Tr. (Ed.), S.C. Basu, Motilal Banarsidass, New Delhi-110007,Rpt-1995

4. Vaiyakarana Siddhanta Kaumudi (Ed.) M.V. Mahashabde, Dadar Book depot, Bombay.

5. Siddhanta-kaumudi (Ed.) Prof. G.K. Dash & Dr(Mrs) K.Dash with Navanita tika, A.K. Mishra Publishers Pvt. Ltd, Cuttack.

6. Siddhanta-kaumudi (Ed.) Minati Mishra, Vidyapuri, Cuttack

7. Siddhanta-kaumudi (Ed.) Dr. Niranjan Pati, Kalyani Publishers, New Delhi

8. Siddhanta-kaumudi (Ed.) P.R.Ray, Sailabala Womens College,(Skt.Deptt.) Cuttack.

9. *Vyakaranadarpana*, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar- 2013

10. *A Guide to Sanskrit Composition and Translation*, M.R.Kale,Motilal Banarsidass, New Delhi

11. Brhat Anuvada Candrika, Chakradhara Hamsa Nautial Shastri, Motilal Banarsidass, New Delhi

12. *Namalinganuasanam* (*Amarakosa*), D.G. Padhye et al. Choukhamba Sanskrit Series,New Delhi

13. *Amarakosa* with Ramasrami tika, Choukhamba Sanskrit Series office, Varanasi

**CC-10 ORNATE PROSE & PROSE WRITING**

| | |
|---|---|
| 1. *Dasakumaracaritam*(*Purvapithika,DvitiyaUcchvasa*) | **25 Marks** |
| 2. *Sukanasopadesa* | 25 Marks |
| 2. Essay in Sanskrit | 20 Marks |
| 3. Expansion of Idea in Sanskrit | 10 Marks |

| | | |
|---|---|---|
| **1. *Dasakumaracaritam*(*PurvapithikaDvitiyaUcchvasa*)** | | **25 Marks** |
| Unit-I | Long Questions - 1 | 15 Marks |
| Unit-II | Short Questions - 2 | 5×2=10Marks |

| | |
|---|---|
| **2.*Sukanasopadesa*** | **25 Marks** |
| Unit-III One Long Question | 15 Marks |
| Unit-IV One Explanation | 10Marks |

| | |
|---|---|
| ***3.Essay in Sanskrit*** | **20 Marks** |
| Unit-V Essay in Sanskrit (One) | 20 Marks |
| ***4.Expansion of Idea in Sanskrit*** | **10 Marks** |
| Expansion of Idea in Sanskrit- One | 10 Marks |

**Books for Reference:**

1.*Dasakumaracarita*(Ed.) M.R. Kale, Motilal Banarsidass, Delhi

2. *Dasakumaracarita*,Chaukhamba Publications, Varanasi.

3..*Samskrta-nibandha-shatakam*, Kapila Dev Dvivedi

4.*Brhat Anuvada Shiksa*. Chakradhara Hansa Nautiyal, MLBD, Delhi

5.*Samskrta-nibandhadarshah*, Ramamurti Sharma, Sahitya Niketan, Kanpur

6. *Sukanasopadesa*, (Ed.) Ramakanta Jha, Choukhamba Vidyabhavan, Varanasi

7. *Sukanasopadesa* (Ed.) Nimal Sundar Mishra, Kalyani Publishers, New Delhi

8. *Kadambari* (*Purvardham*) with the Com. of Bhanuchandra Siddhanjani, MLBD, NewDelhi

## 3rd YEAR

**SEMESTER-V**

CC-**11 ORNATE POETRY IN SANSKRIT & HISTORY OF SANSKRIT LITERATURE -III**

| | |
|---|---|
| 1. *Sisupalabadham*(Canto-I Verses 01-48 ) | 30 Marks |
| 2. *Kiratarjuniyam* (Canto-I) | 30Marks |
| 3. History of Sanskrit literature- III (*Mahakavya* and *Campu*). | 20Marks |

| | | |
|---|---|---|
| ***1. Sisupalabadham(Canto-I Verses 01-48 )*** | | **30 Marks** |
| Unit-I | Long Questions -1 | 15 Marks |
| Unit- II | i) Explanation of One Verse | 10 Marks |
| | ii) Translationof One Verse | 05 Marks |
| ***2. Kiratarjuniyam (Canto-I)*** | | **30 Marks** |
| Unit-III | Long Questions -1 | 15 Marks |
| Unit- IV | i) Explanation of One Verse | 10 Marks |
| | ii) Translation of One Verse | 05 Marks |

| | | |
|---|---|---|
| ***3.History of Sanskrit literature- III (Mahakavya and Campu)*** | | **20 Marks** |
| Unit- V | i) Long Questions -1 | 12 Marks |
| | ii) Short Notes- 2 | 4×2= 8 Marks |

**Books for Reference:**

1. *Sisupalabadham* (Ed.) S.R. Ray/ Vallabhatika, Bharatiya Vidya Prakashan, New Delhi.

2. *Sisupalabadham* - Canto-I (Ed.), Devanarayan Mishra,(With *Sarvankasa-tika* ofMallinatha) Sahitya Bhandar, Meerut

3. *Kiratarjuniyam* (Cantos I-III) (Ed.) M.R. Kale, Motilal Banarsidass Publishers Pvt. Ltd.,Delhi,4th Edn-1966,Rpt-1993

4.*Kiratarjuniyam* (Canto- I) (Ed.) Niranjan Pati,Vidyapuri, Cuttack.

4. *History of Sanskrit Literature*, H.R. Agarwal, Mohanrlal Munsiram, Delhi

5. *History of IndianLiterature*(Vol.III) M.Winternitz, Motilal Banarsidass Publishers Pvt.Ltd.

**CC- 12 VEDA,VEDIC GRAMMAR & HISTORY OF VEDIC LITERATURE**

1. *Vaidika Suktas* 30 Marks
2. *Vedic Grammar* 20 Marks
3. *History of Vedic Literature* 30 Marks

***1. Veda*** **30 Marks**

Vedic Suktas from different *Samhitas*

Agni (RV- I.1), Indra (RV- II.12) , Savitr (RV- I.35), Usas (RV- I.48), Purusa-sukta (YV XXXI.1.16), Siva-samkalpa (YV-XXX.1.6), Samjnana(RV X.191), Vak(RV X.125)

| | | |
|---|---|---|
| Unit-I | i) Long Questions -1 | 12 Marks |
| | i) Explanation - 1 Mantra | 08 Marks |
| Unit- II | i) Translation -1 Mantra | 05 Marks |
| | ii) Grammar from the text- 2 Questions | $2^{1/2}$ ×2=05 Marks |

***2. Vedic Grammar*** **20 Marks**

The following Sutras are to be taught:

*Chandasi pare'pi, Vyavahitasca, Caturthyarthe bahulam chandasi, Chandasi lun-lan-litah, Linarthe let,Leto'datau, Sibbahulam leti, Itasca lopah parasmaipadesu, Sa uttamasya, Ata ai, Vaito'nyatra, Hr-grahor bhaschandasi, Chandasi ubhayatha, Tumarthe se-sen-ase-asen-kse-kasen-adhyai-adhyain-kadhyai-kadhyain-shadhyai-shadhyain-tavai-taven-tavenah, Va chandasi, Ses chandasi bahulam, Prakrtya'ntapadam avyapare, Nipatasya ca, Supam suluk purva-savarnac che-ya-da-dya- ya-jalah, Idanto masi, Ajjaserasuk, Dirghadati samanapade*

| | | |
|---|---|---|
| Unit- III | Two *sutras* to be explained | 5×2=10Marks |
| | Two *sadhanas* to be done | 5×2=10 Marks |

***3. History of Vedic Literature*** **30Marks**

(*Samhita*, *Brahmana*, *Aranyaka*, *Upanisad*)

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|---|---|---|
| Unit-IV | Long Questions -1 | 15 Marks |
| Unit- V | Short Questions - 2 | 7 ½ ×2= 15 Marks |

**Books for Reference:**


1. *New Vedic Selection* (Part-I) (Ed.) Telang and Chaubey, Bharatiya Vidya Prakashan, NewDelhi
2. *Veda O Vaidika Prakarana*,(Ed) Niranjan Pati, Vidyapuri, Cuttack.
3.*History of Indian Literature* Vol. I, M.Winternitz, MLBD, New Delhi
4. *Vaidika Sahitya aur Samskrti*, Baladeva Upadhyaya, Chaukhamba, Varanasi
5.*Vaidik sahityaki Ruparekha*,Umashankar Sharma Rsi,Chawkhamba Vidyaprakashan, Varanasi
6. *Vaidika sahitya o Samskrti* , A.C. Das, Grantha Mandira, Cuttack
7. Vaidika Sahitya O Samskrti, Bholanath Rout, Chitrotpala Publication, Salipur


**SEMESTER-VI**

**CC-13 ARTHASASTRA, DHARMASASTRA AND AYURVEDA**

1. *Arthasastra* ( Vinaya*dhikarana* Ch., II - VIII)
   from Vidyasamuddesa to Amatyotpatti. 30Marks
2. *Manusmṛti* (Chap- II. Verses from 1 to 52) 30 Marks
3.*Ayurveda* ( *Carakasamhita*, *Dirghamjivitiyadhyaya*-Verses 53-103) 20 Marks

**1. *Arthasastra* (*Adhikarana* I. II–VIII )** **30 Marks**

Unit I & Unit- II *Arthasastra* from the beginning up to *Vinayadhikarana*, *Adhikarana* I.1-4
Short Notes-4 7½ ×4= 30 Marks

**2. *Manusmṛti* (Chap- II. Verses from 1 to 52)** **30 Marks**

Unit- III & IV *Manusmrti* Chap.II, Verses 1-52

Short Notes-4 7½ ×4=30 Marks

***3.Ayurveda*( *Carakasamhita, Dirghajivitiyadhyaya*-Verses 53-103)** **20 marks**

Unit- V Long Questions -1 10 Marks

Short Questions -2 5 ×2= 10 Marks

**Books for reference**:


1.*Kautilya Arthashastra*, (Ed. &Trans.) R.P. Kangle, 3 Vols., Motilal Banarsidass, New Delhi

2.The*Arthashastra*. (Ed.& Trans),L.N. Rangarajan, Penguin Classics, India, 1992

3.The*Arthashastra*. (Ed.) N.P. Unni, Bharatiya Vidya Prakashan, New Delhi

4.*Arthashastra* (Odia Trans.) Anantarma Kar, Odisha Sahitya Academy, Bhubaneswar

- *Manu's Code of Law: A Critical Edition and Translation of the Mānava-Dharmaśāstra.*(Ed. Olivelle, Patrick, Oxford: Oxford University Press
- *Kautilya Arthashastra*, (Ed.) Vachaspati Gairala, Chaukhamba publication,Varansi

7.*Manusmrti*, (Ed.) Braja Kishor Swain, Sadgrantha Niketan, Srimandira,Puri

8. The *Charaka Samhita*, (Trans.) A.C. Kaviratna and P. Sharma, 5 Vols., Indian Medical Science Series, Sri Sadguru Publications, a division of Indian Books Centre, Delhi 81

9. *Caraka-Samhitā*: Agniveśa's Treatise Refined and annotated byCaraka and Redactedby Drdhabala (text with English translation), Sharma, P. V. , Chaukhambha Orientalia, 1981--1994.

10. *Agniveśa's Caraka Samhitā* (Text with English Translation & Critical Exposition

Based on Cakrapāṇi Datta's Āyurveda Dīpikā), R.K. Sharma & Bhagwan Dash, Chowkhamba Sanskrit Series Office, 1976--2002. Another good English translation of the whole text, with paraphrases of the commentary of Cakrapānidatta.


## CC – 14 TECHNICAL LITERATURE IN SANSKRIT (JYOYISA & VASTU)

1. *Jyotisa* (*Jyotihsara-ratnavali*, Chap I) 40 Marks
(*Graha-naksatra-paricaya-prakaranam*)

2. Vastu (*Vasturatnakara*, Chap-I ) 40 Marks
(*Bhuparigraha-prakaranam*)

**1. *Jyotisa*** **40 Marks**

Unit-I,II& III Four Questions 10×4= 40 Marks

**2. *Vastu*** **40 Marks**

Unit-IV & V Four Questions 10 ×4= 40 Marks

**Books for Reference:**


1.*Jyotihsara-ratnavali*(Part-I) (Ed.) Pandit Baikoli Mahapatra, Radhakrishna Pustakalaya, Satyanarayan Temple Road, Berhampur,Ganjam,Odisha

2. *Vasturatnakar* (Ed.) Vindhyeshwari Prasad Dwivedi, Chowkhamba Krishnadas Academy, Varanasi

**DETAILS OF ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)**
**50 Marks /02 Credits each**

**SEMESTER-II**

**AECC-2 M.I.L.(SANSKRIT) (10 Mid+40 End) 02 Credits**

## M.I.L. (ALTERNATIVE SANSKRIT) 40 Marks 3 Credits

**UNIT- I : SANSKRIT PROSE** **10 Marks**

- *Shri-bhojarajasya rajyapraptih* from the text *Bhojaprabandhah*, *Samskrta Pravesa*,Utkal University
- *Yasya bhavah tasya devah* from the text *Madhurah kathah*, Samskrtabharati,Bangaluru
- *Ambarisha-charitam*, *Samskrtapravesa*, Utkal University

**2 Questions to be answered out of 4 asked** 5 ×2= 10 Marks

**UNIT-II: SANSKRIT POEMS (The following Poems)** **10 Marks**

1. *Canakyanitih* 3rdChapter from the text *Chanakya-niti-darpanah*, Swami JagadishaParananda Saraswati, Vijaya Kumar Govindaram Ashananda, 4408, Newsadak, Delhi- 110006, 2014. (Prescribed Text)
2. *Raksa raksa bharatam* by Prof. Srinivasa Rath from the Anthology *Tadeva gaganam saiva dhara*, Rashtriya Sanskruta Samsthan, New Delhi, 1995
3. *Samyogah* by Prof. Radhavallabh Tripathi, from the Anthology *Kavyagodavari*, (Ed.)P.K. Mishra, Rashtriya Sanskrit Sansthan, New Delhi, 2011
4. *Krusakasyakatha (Verses 1-15)* by Prof. Prafulla Kumar Mishra from the anthology *Kavita bhuvanesvari*, P.G. Dept. of Sanskrit, Utkal University, Vanivihar,Bhubaneswar
5. *Jangama-dura-bhasini* by Sri Sundararaja from the anthology *Kavita bhuvanesvari*,P.G. Dept. of Sanskrit, Utkal University, Vanivihar, Bhubaneswar
6. *Dhanurbhanga* by Sri Bhubaneswar Kar, from the anthology*Kavya-vaitarani*,Vidyapuri, Cuttack
7. Arunapranamah (Verses 10-21 of Kargil Kavyam) by Dr. Braja Sundar Mishra, Adisaila Publications, Kendrapada, 2008.

2 Questions to be answered out of 4 asked 5×2= 10 Marks

**UNIT-III : TRANSLATION** **20 Marks**

Translation from Odia/ English to Sanskrit

**5 sentences to be translated out of 8 asked** 4 × 5 =20 Marks

**DETAILS OF SKILL ENHANCEMENT COURSES (50 Marks /02 Credits each) (A Students has to choose any two Papers out of these four groups namely P, Q, R & S)**

**Group- P YOGA (10 Mid +40 End)**

(Patanjalayogasutram ch.I sutra 1-25)

Unit-I& II (Sutra 1-15) 03 Questionss 8×3= 24 Marks

Unit-III (Sutra 16-25) 02 Questions 8×2= 16 Marks

**Books for References**

1. *Pātañjalayogadarśanam* (Ed.) Narayana Mishra, Choukhamba Prakashan, NewDelhi
2. *Yogasūtra of Patañjali,* (Ed.) M.R. Yardi, BORI, Poona
3. *Pātañjalayogadarśana* (Odia Tr.) Priyabratya Das, Arya samaj, Bhubaneswar

**Group- Q PRIESTLY TRAINING IN SANSKRIT LITERATURE (*KARMAKĀṆḌA*) (10 Mid +40 End)**

4×2= 8 Marks

Unit-I *Ācamanavidhi*, *Saṁkalpa, Snāna, Tarpaṇa*, *Aṅganyāsa* and *Karanyāsa*

Two Questions s 4×2= 8 Marks

*Sandhyā* (*Gāyatrī*, *Prāṇāyāma*), *Dhyāna*,*mantras* of Gaṇeśa, Viṣṇu, Śiva, Bhāskara, Durgā, Sarasvatī and Lakṣmī

Two Questions s 4×2= 8 Marks

Unit-II *Ṣoḍaśopacārapūjā*

Two Questions 4×2= 8 Marks

*Vivāhapaddhati* from *Biharilal Karmakāṇḍa* –topics such as *Vivāha-bheda* (Verse 378), *Vivāha-lakṣaṇa* (416), *Svīkaraṇavidhi* (417), *Varunapuja*(419)

Two Questions 4×2= 8 Marks

Unit-III *Vivāhapaddhati*from *Biharilal Karmakāṇḍa -Mahāvākya* (422), *Kanyādāṇa* (442) *Hastagranthi* (443), *Lajāhoma* (461) and *Saptapadi* (465)Two Questions

**Books for References**

*1. Nityakarma-pujā-prakasa*, Sriramabhabanji Mishra and Lalbihariji Mishra, Gitapress,Gorakhapur

*2. Ṣodaśa-upacāra*, Gitapress, Gorakhpur

*3. Biharilal Karmakāṇḍa*, Dharmagrantha Store, Cuttack

**Group- R VASTU ( VASTU RATNAKAR ) (10 Mid +40 End)**

*(Vastupurusa, Vastuyantra, Subhasubhavrksanirupana, Grhacchadanavyavasta, Prakosthasthananirupana, Jalasayakhodana)*

Unit-I & II(*Vastupurusa, Vastuyantra, Subhasubhavrksanirupana, Grhacchadanavyavasta)*

03 Questions. 8×3=2 4 Marks

Unit-III (*Prakosthasthananirupana, Jalasayakhodana)*

02 Questions. 8×2=16 Marks

**Books for References**

1. *Vasturatnakar* (Ed.) Vindhyeshwari Prasad Dwivedi, Chowkhamba KrishnadasAcademy, Varanasi
2. *Brhatsamhita* varahmihira,(Ed.) N. Chidambaram Iyer, Divine Books, New Delhi.

**Group- S TRANSLATION AND EDITING SKILL (10 Mid +40 End)**

Unit-I Anuvada Kala- 10 Marks

Translation of one Odia/ English Paragraph in to Sanskrit

Unit-II Precises Writing- 10 Marks

One Sanskrit Paragraph is to be precised in 1/3rd words and a suitable title is to be suggested.

Unit-III Proof Correction and Transliteretion 20 Marks

i. Proof Correction-

Two wrongly printed Sanskrit Verses from the Prescribe text are to set for necessary Proof Correction- 5×2= 10 Marks

ii. Two Sanskrit Verses from Prescribe text are to be written in Roman/ Italic script with diacritical marks. 5×2= 10 Marks

**Books for References**

1. Samskrta Vyakaranadarpana, Odisha Text Book Bureau, Bhubaneswar

**DETAILS OF THE DSE COURSES (80 Term-end + 20 Mid-Term)**

**(A Student has to choose <u>two</u> DSE Papers in 5th Semester and <u>two</u> DSE Papers in 6th Semester including <u>one</u> Project work)**

**SEMESTER-V (A Student has to opt two DSE papers out of Groups- A, B, C & D)**

**Group- A**

**THE SCIENCE OF VĀSTU AND VṚKṢA 80+20 = 100**

1. Vāstuvidyā in Bṛhatsaṁhitā (Chap-53) 50 Marks
2. Vṛkṣāyurveda in Bṛhatsaṁhitā (Chap- 52) 30 Marks

Units I, II & III – (Vāstuvidyā in Bṛhatsaṁhitā ) Five Questions s 10×5= 50 Marks

2.Vṛkṣāyurveda in Bṛhatsaṁhitā (Chap- 52) 30 Marks

Units IV & V - Three Questions 10×3= 30 Marks

**Books for References**

1. Bṛhatsaṁhitā of Varāhamihira, (Ed.) N. Chidambaram Iyer, Divine Books, New Delhi
2. Bṛhatsaṁhitā with Vattapaliya vivrti (Ed.) Sudhakar Dwivedi and (re-edited by) Krushnachandra Dwivedi, Sampurnananda Samskrta Viswavidyalaya, Varanasi
3. Bṛhatsaṁhitā (Hindi Trans.), Achyutananda Jha, Choukhamba Prakashan, Varanasi
4. Vṛkṣāyurveda in Ancient India (with original text and translation), Lallanji Gopal, Sandeep Prakashan, New Delhi
5. Vṛkṣāyurveda of Bṛhatsaṁhitā, (Ed.), N.P. Dash, Vidyapuri, Cuttack

**Group- B**

**SOCIO-POLITICAL THOUGHT IN ANCIENT INDIA 80+20 = 100**

1. *Yājñavalkyasmṛti* (*Vyavahārādhyāya* verses 1-65) 40 marks
2. *Manusmṛti* (Chap- VII Verses 1-60) 40 marks

Units- I &II -***Yājñavalkyasmṛti***Five Short Questions 7×5= 35 marks

Units III & IV - ***Manusmṛti***FiveShort Questions 7×5=35 marks

Unit- V Translation of Two verses from the above Units 5×2= 10 marks

**Books for References**

1. *Yājñavalkyasmṛti*, (Ed.) M.N. Dutta, Parimal Publications, New Delhi
2. *Yājñavalkyasmṛti* (*Vyavahārādhyāya*), (Ed.) Kishore Chandra Mahapara, Jageswarilane, Balighat, Puri
3. *Manusmṛti*, (Ed.) Braja Kishore Swain, Sadgrantha Niketana, Puri
4. *Manu's Code of Law: A Critical Edition and Translation of the Mānava Dharmaśāstra*, (Ed.) Ollivele, Patrick, Oxford University Press

**Group- C**

**YOGA : THEORY AND PRACTICE 80+20 = 100** MARKS

*1.Pātañjalayogadarśana*(Chap-I upto Iswara) 40marks

*2.Haṭhayogapradīpikā* of Svātmārāma (Chap-II) 40marks

**1. *Aṣṭāṅgayoga***

Unit-I One Long Questions 15 marks

Unit-II Two Short Questions 7.5×2= 15 marks

***2. Haṭhayogapradīpikā***

Unit-III OneLong Questions 15 marks

Unit-IV Two Short Questions 7.5×2= 15 marks

Unit-V Demonstration of Two*Yogāsanas* 10×2= 20 marks

**Books for References**

1. *Pātañjalayogadarśanam* (Ed.) Narayana Mishra, Choukhamba Prakashan, NewDelhi
2. *Yogasūtra of Patañjali,* (Ed.) M.R. Yardi, BORI, Poona
3. *Pātañjalayogadarśana* (Odia Tr.) Priyabratya Das, Arya samaj, Bhubaneswar.
4. *Hathayogapradipika,* with *jyotsna Vyakhya*, chowkhamba Sanskrit series office,Varanasi.

**Group- D**

**TRENDS OF INDIAN PHILPSOPHY 80+20 = 100 Marks**

1. *Āstikas* 45 marks
2. *Nāstikas* 35 marks

***1.Astikas*** **45 marks**

Unit-I *Sāṁkhya* and *Yoga*

Twenty-five elements of *Sāṁkhya* and*Aṣṭāṅgayoga*of *Yogadarśana*

Two Short Questions s 7.5×2= 15 marks

Unit-II *Nyāya-Vaiśeṣika*
*Asatkāryavāda, Saptapadārthas*
Two Short Questions s 7.5×2= 15 marks

Unit-III *Vedānta* and *Mīmāṁsā*
*Śaktidvaya* of *Māyā* in *Vedānta* and *Karma* in *Mīmāṁsā*
Two Short Questions s 7.5×2= 15 marks

***2.Nāstikas*** **35 marks**

Unit-IV *Nāstikas :Cārvāk* and *Jaina*
*Yadṛcchāvāda* and *Nairātmyavāda* of *Cārvāka*, *Sapta-bhaṅga-nyāya* of *Jaina*
Two Short Questions s 7.5×2= 15 marks
Unit-V *Bauddhadarśana*
*Āryasatyas* andEight Noble-paths
Four Short Questions s 5×4= 20 marks

**Books for References**


1. *History of Indian Philosophy*, S.N. Dasgupta, MLBD, New Delhi
2. *Indian Philosophy*, S. Radhakrishnan, George Allen and Unuin Ltd., New York
3. *A Critical Survey of Indian Philosophy*, MLBD, New Delhi
4. *Outlines of Indian Philosophy*, M. Hiriyana, MLBD, New Delhi
5. *Bharatiya Darshana* (Odia), Gouranga Charan nayak, The Odisha State Bureauof Text Book Preparation and Production, Bhubaneswar


**SEMESTER-VI (A Student has to opt one DSE paper out of Groups- E, F, G and one project work of 100 marks )**

**Group- E**

**ETHICAL LITERATURE IN SANSKRIT** **80+20 = 100 Marks**

1. *Cāṇakyanīti (*Chaps- I, II and III from *Cāṇakyanītidarpaṇa* ) 30 marks
2. *Nītiśataka*of Bhartṛrhari (Verses 1-30) 30 marks
3. *Viduraniti* (Ch.I Verse 20-60) 20 marks

Units-I & II *Cāṇakyanīti*-Four Verses are to be explained - $7^{1/2}$×4= 30 marks

Units –III & IV *Nītiśataka* -FourVerses are to be explained - $7^{1/2}$×4= 30 marks

Unit-V *Viduraniti* Short Questions - 4 5x4= 20 marks

**Books for References**


1. *Cāṇakyanītidarpaṇa* (Ed.) Gunjeswar Choudhury, Choukhamba SurabharatiPrakashan, Varanasi
2. *Nītiśataka* (Ed.) M.R. Kale, MLBD, New Delhi(Text)
3. *Nītiśataka* (Ed.) Naresh Jha, Choukhamba Prakashan, New Delhi
4. *Viduraniti*, Gunjeswar Choudhury, Chawkhamba Surabharati Prakashan, Varanasi
5. *Viduraniti*, Gitapress, Gorakh Pur, *Bhartrhari Satakatrayam*, B. S. Mishra,Vidyapuri, Cuttack.

**Group- F**

**SCIENTIFIC LITERATURE IN SANSKRIT** **80+20 = 100 Marks**

Unit- I (i) *Bhūmidevyāḥkiṁvayaḥ* by A.R. Vasudevamurty
(ii) *Bhāratasya vaijñaniketihāsaḥ* by M.M. Joshi
One long Questions 15 marks

Unit-II (iii) *Mahābhārate vaijñānikaḥaṁśaḥ* by A.R. Vasudevamurti
(iv) *Vaidika-saṁskṛteḥ jagadvyāpyatvam* by M.R. Rao
One long Questions 15 marks

Unit-III (v) *Vṛkṣāyurvedaḥ* -I by Aurobindo Ghose
(vi) *Vṛkṣāyurvedaḥ* -I I by V. Nagraj
One long Questions 15 marks

Unit-IV (vii) *Pūrvajaiḥparigaṇitam āsīt paramāṇoḥ parimāṇam* by A.R. Vasudevamurti
(viii) *Prācīnaṁ rasāyanaśāstram* by K. Venkatesha Murty
One long Questions 15 marks

Unit-V Four short Questions s from the above four units - 5×4= 20 marks

**Books for References**


1. *Bhāratasya vaijñānika-paramparā,* V. Nagraj & others, Samskrtabharati, MataManira Gali, Jhandewalan, New Delhi, 110055
2. *Ancient Indian Science and its Relevance to the Modern World*, (Eds.) K.E.Govindan & Others, Rashtriya Sanskrit Vidyapitha, Tirupati- 517507
3. *Scientific Knowledge in the Vedas*, P.V. Vartak, Dharam Hinduja InternationalCentre of Indic Research, Delhi, Nag Publishers, 11 A/UA, Jawahar Nagar, Delhi-110007
4. *Science in Sanskrit*, Samskrtabharati, Mata Manira Gali, Jhandewalan, New Delhi,110055
5. *Saṁskṛta-vijñāna-Dīpikā*, Nirmal Trikha, Eastern Book Linkers, 5825, NewChandrabala, Jawahar Nagar, Delhi- 110007


**Group- G**

**GENERAL LINGISTICS AND PHILOLOGY** **80+20 = 100 Marks**

Unit- I Bhāṣā-lakṣaṇa, Bhāṣā-svarūpa, bhāṣā-prakārabheda, Bhaṣotpatti
One long Questions
15 marks

Unit-II Bhāṣā-vijñānasya mukhyāṅgāni, Gauṅāṅgāni, Dhvanivijñānam, Rūpavijñānam, Vākyavijñānam, Arthavijñānam
One long Questions
15 marks

Unit-III Dhvaniparivattanasya karaṇāni, Dhanivijñānasya prasiddha-niyamāḥ, Arthaparivarttanasya prakāraḥ, Arthaparivarttanasya karaṇāni
One Long Questions
15 marks

Unit-IV Bhāṣāṇām vargīkaraṇam- Parivārika, Rūpagata, Vividha-bhāṣā-parivārāḥ
One long Questions 15 marks

Unit-V Bharopīya-bhāṣāparivārānam sāmānya-paricayaḥ, Āryabhāṣā-parivārasya bhedadvayam- bhāratīya-īrānīyau, Vaidika-laukika-saṁskṛtam, Avesta
Four short Questions 5×4= 20 marks

**Books for References**


1. Elements of Science of Language, I.J.S. Taraporewalla, Samskrta Pustaka Bhandara, Kolkata
2. An Introduction to Comparative Philology, Chapters-I, II and III, P.D. Gune,
3. Bhāṣāvijñāna o bhāṣāsastra, Kapildev Dwivedi, Vishvavidyalaya Prakashan, Varanasi, Fourth Edn 1994
4. Linguistic Introduction to Sanskrit Chaps I, II & IV, B.K. Ghosh
5. Dhvanivijñāna, G.B. Dhal, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar


**DETAILS OF THE GENERIC ELECTIVE ( G E ) COURSES (80 Term - End + 20 Mid-Term) SEMESTER - I GE - I (A student has to opt one paper from group H & I)**

**Group: H** **Grammar, History of Sanskrit Literature, Drama & Prose** - 100 Mraks

( Mid Term 20 Marks + End Term 80 Marks )

**Unit I**-Śabdarūpa & Dhāturūpa-10 Marks

**Śabda** :*Bālaka, Kavi, Bhānu, Pitṛ, Latā, Mati, Nadī, Dhenū, Vadhū, Mātṛ, Phala, Karman, Vāri, Madhū, Marut, Ātman, Guṇin, Vāk, Sarit, Sarva, Tad, Etad, Yad, Idam, Jagat, Asmad* and *Yuṣmad*.

**Dhātu** :*Bhū, Paṭh, pac, Kṛ, As, Ad, Han, Śī Cur, Sev, Śṛ, Kri, Bhī, Dṛś, Vad*.

Form of 5 *Śabda* 5 Marks

Form of 5 *Dhātu* 5 Marks

**Unit II**- History of Sanskrit Literature (*Rāmāyaṇa*&*Mahābhārata*) - 20 Marks

One Long Questions 12 Marks

Two Short Questions 08 Marks

**Unit III-** Hitopadeśa Mitralābha 20 Marks

Hitopadeśa Mitralābha : Kathāmukha with the following Stories :

*Vṛddhavyāghra pathika kathā, Mṛga kāka śṛgāla kathā , Gṛdhra mārjāra kathā, Ati lobhi śṛgāla kathā , Hastī dhūrtta śṛgāla Kathā*

One Long Questions 12 Marks

One Explanation 08 Marks

**Unit IV & V -** Abhijñānaśākuntalam ( Act 1- 4 ) - 30 Marks

Unit IV - One Long Questions - 12 Marks

One Explanation - 06 Marks

Unit V - Two Short Questions 12

Marks

**Books Recommended :**


1. Vyākaraṇadarpaṇa, Published by Odisha State Bureau of Text Book Preparation and production, Pustak Bhavan, Bhubaneswar, 2013.
2. History of Indian Literature (Vol.III), M. Winternitz, MLBD, Delhi.
3. History of Classical Sanskrit Literature, M. Krishnamachariar, MLBD, Delhi.
4. Saṁskṛta Sāhitya kā Itihāsa, Baladev Upadhyaya, Sarada Niketan, Varanasi.
5. Saṁskṛta Sāhityara Itihāsa, Prof. Harekrushna Satapathy, Kitab Mahal, Cuttack.
6. Hitopadeśa of Nārāyaṇa, M.R. Kale, Motilal Banarsidass, Delhi.
7. Hitopadeśa Mitralābha, Kapil Dev Giri, Chowkhamba Publications, Varanasi,1988.
8. Hitopadeśa Mitralābha, Dr. Braja Sundar Mishra, Vidyapuri, Cuttack.
9. Abhijñānaśākuntalam, M.R. Kale, MLBD, New Delhi.
10. Abhijñānaśākuntalam, R.M. Bose, Modern Book Agency Private Limited, Calcutta - 12, 1976.
11. Abhijñānaśākuntalam, Dr. Ganga Sagar Rai, Chowkhamba Sanskrit Bhawan, Varanasi, 2000.
11. Abhijñānaśākuntalam, Prof. Hare Krushna Satpathy, Kitab Mahal, Cuttack.


**Group: I**

**Mastering Sanskrit Language -** 100 Marks

(Mid Term 20 Marks + End Term 80 Marks)

**Unit I :** History of Sanskrit Literature ( Mahākāvya & Gītikāvya )- 20 Marks

Origin and development of Sanskrit *Mahākāvyas* and *Gītikāvyas* with special reference to the following :

**Mahākāvya**:*Kumārasambhava, Raghuvaṁśa, Kirātārjunīya, Śiśupālavadha*and*Naiṣadhīyacarita.*

**Gītikāvya** :*Meghadūta, Ṛtusaṁhāra, Nitiśataka, Śṛṅgāraśataka, Vairāgyaśataka,Caṇḍīśataka, Sūryaśataka, Amaruśataka, Mohamudgara* and *Gītagovinda.*

One Long Questions from *Mahākāvyas* - 12 Marks

Two short Questions from *Gītikāvyas* - 08 Marks

**Unit II**- Śukanāśopadeśa from Kādambarī- 20 Marks

One Long Questions - 12 Marks

One Explanation 08 Marks

**Unit III & IV** - Abhijñānaśākuntalam ( Act5- 7 ) - 30 Marks

Unit III - One Long Questions 12 Marks

One Explanation 06 Marks

Unit IV - Two Short Questions 12 Marks

**Unit V** - Dramaturgy - 10 Marks

The following Portions to be studied from Sāhityadarpaṇa Chapter VI:

*Nāṭaka , Prakaraṇa , Prastāvanā , Pūrvaraṅga, Nāndī* and *Pañca sandhi*.

Two Short Notes - 2 X 5= 10 Marks

**Books Recommended :**


11. History of Indian Literature (Vol.III), M. Winternitz, MLBD, Delhi.
12. History of Classical Sanskrit Literature, M. Krishnamachariar, MLBD, Delhi.
13. Saṁskṛta Sāhitya kā Itihāsa, Baladev Upadhyaya, Sarada Niketan, Varanasi.
14. Saṁskṛta Sāhityara Itihāsa, Prof. Harekrushna Satapathy, Kitab Mahal, Cuttack.
15. Śukanāśopadeśah, Mohandev Panth and Harishcandra Vidyalamkara, Motilal Banarsidass, Delhi, 2010.
16. Kādambarī - Śukanāśopadeśaḥ, Ramakanta Jha and Harihara Jha, Chowkhamba Vidya Bhavan, Varanasi, 2011.
17. Śukanāśopadeśaḥ, Dr. Nirmal Sundar Mishra, Kalyani Publishers, New Delhi.
18. Abhijñānaśākuntalam, M.R. Kale, MLBD, New Delhi.
19. Abhijñānaśākuntalam, R.M. Bose, Modern Book Agency Private Limited, Calcutta - 12, 1976.
20. Abhijñānaśākuntalam, Dr. Ganga Sagar Rai, Chowkhamba Sanskrit Bhawan, Varanasi, 2000.
21. Abhijñānaśākuntalam, Prof. Hare Krushna Satpathy, Kitab Mahal, Cuttack.
22. Sāhityadarpaṇa, Sheshraja Sharma Regmi, Chowkhamba Krishnadasa Academy, Varanasi.
23. Sāhityadarpaṇa, Odisha Sahitya Akademi, Bhubaneswar.

14. Sāhityadarpaṇa evaṁ Chanda, Dr. Braja Sundar Mishra, Satyanarayan Book Store, Binod Behari, Cuttack -2.

**SEMESTER – II GE - 2 (A student has to opt one paper from group J & K)**

**Group: J Functional Sanskrit – 100 Marks**

(Mid Term 20 Marks + End Term 80 Marks)

**Unit I -** Sanskrit conversation - 20 Marks

A Specific incident/ Occurrence will be given in the Questions Paper ( in Sanskrit) and the students will be asked to present that in Sanskrit with Conversation style.

**Unit II -** General idea about *Vācya*. The divisions of *Vācya* like *Karttṛvācya*, *Karma Vācya* and *Bhāvavācya*. - 20 Marks

The students will be asked to change the voice (*Vācya*) of any 10 sentences as directed. 10 x 2 = 20 Marks

**Unit III** - Saṁjñā Prakaraṇam from Laghu Siddhānta kaumudī- 20 Marks

Four *Sūtras*. 4 x 5 = 20 Marks

**Unit IV & V** -Nītiśataka of Bharttṛhari ( Verses 1 - 20) - 20 MarksFour Short Questions 4 x 5 = 20 Marks

**Books Recommended :**

1. Functional Sanskrit: Its Communicative Aspect, Dr. Narendra, Sri Aurovindo Ashram, Pondicherry.
2. Vyākaraṇadarpaṇa, Published by Odisha State Bureau of Text Book Preparation and production, Pustak Bhavan, Bhubaneswar, 2013.
3. Laghu Siddhānta Kaumudī , Sridharananda Sashtri , MLBD , New Delhi.
4. Laghu Siddhānta Kaumudī, Isvara Chandra, Samskrta Granthagara, New Delhi, 2007.
5. Laghu Siddhānta Kaumudī , Sadasiva Shastri, Chowkhamba Sanskrit Office,Varanasi.
6. The Nīti and Vairāgya Śataka of Bharttṛhari, M.R. Kale, MLBD, New Delhi.
7. Śatakatraya , Dr. Braja Sundar Mishra, Vidya puri, Cutack , 2010.

**Group: K History of Sanskrit Literature, Poetry, Philosophy and Poetics. -** 100 Marks

**(**Mid Term 20 Marks + End Term 80 Marks)

**Unit I & II -** History of Sanskrit Literature - 20 Marks

(*Gadyakāvya*, Fairy Tales & Fables, *Campū*)

Unit I - One Long Questions - 12 Marks

Unit II - Two Short Notes - 08 Marks

**Unit III -**Meghadūta :*Pūrvamegha*( Verses 1 - 39 ) - 20 Marks

One Long Questions - 12 Marks

Two Short Questions s - 08 Marks

**Unit IV** -Śrīmad Bhagavad Gītā : ( Chapter XV )- 20 Marks

One Long Questions - 12 Marks

Two Short Questions s - 08 Marks

**Unit V** - Alaṁkāra (From*Sāhityadarpaṇa*Ch -x) - 20 Marks

*Anuprāsa, Yamaka, Śleṣa, Upamā, Rūpaka, Utprekṣā, Apahnuti, Samāsokti, Vyājastuti* and *Arthāntaranyāsa.*

*Lakṣa-lakṣaṇa-samanvaya* of any four. 4x5 = 20 Marks

**Books Recommended :**


1. History of Indian Literature (Vol.III), M. Winternitz, MLBD, Delhi.
2. History of Classical Sanskrit Literature, M. Krishnamachariar, MLBD, Delhi.
3. Saṁskṛta Sāhitya kā Itihāsa, Baladev Upadhyaya, Sarada Niketan, Varanasi.
4. Saṁskṛta Sāhityara Itihāsa, Prof. Harekrushna Satapathy, Kitab Mahal, Cuttack.
5. Meghadūta of Kālidasa , M.R. Kale, MLBD, New Delhi.
6. Meghasandeśa, N. P. Unni, Bharatiya Vidya Prakashan, New Delhi.
7. Meghadūta, Dr. Braja Sundar Mishra, Vidyapuri, Cuttack.
8. Srīmad Bhagavad Gītā ( With Sāṅkara Bhāṣya ), Gita Press, Gorakh Pur.
9. Sāhityadarpaṇa evaṁ Chanda, Dr. Braja Sundar Mishra, Satyanarayan Book Store, Binod Behari, Cuttack.
10. Sāhityadarpaṇa , P. V. Kane , MLBD , New Delhi.


**SEMESTER - III GE - 3 (A student has to opt one paper from group L & M)**

**Group: L** **Poetry, Grammar and Composition -** 10 Marks

**(**Mid Term 20 Marks + End Term 80 Marks)

**Unit I -**Kirātārjunīyam : Canto I- 20

Marks

One Long Questions - 12 Marks

One Explanation - 08 Marks

**Unit II -** Vibhaktyartha Prakaraṇa from Laghu Siddhāntakaumudī- 15Marks

Three *Sūtras*. 3 X 5 = 15 Marks

**Unit III -** Essay in Sanskrit - 20 Marks

**Unit IV -** Translation from Odia/ English to Sanskrit–15 Marks

**Unit V** - Retranslation from Sanskrit to Odia/ English - 10 Marks

**Books Recommended :**


1. Kirātārjunīyam (Canto - I- III ), M.R.Kale, MLBD, Delhi.
2. Kirātārjunīyam (Canto - I ) Kanta Bhatia and Amaldhari Singh, Bharatiya Vidya Prakashan, Delhi.
3. Kirātārjunīyam O Nātyatattava, Dr. Niranjan Pati, Kalyani Publishers, New Delhi.
4. Laghu Siddhānta Kaumudī , Sridharananda Sashtri , MLBD , New Delhi.
5. Laghu Siddhānta Kaumudī, Isvara Chandra, Samskrta Granthagara, New Delhi, 2007.
6. Laghu Siddhānta Kaumudī , Sadasiva Shastri, Chowkhamba Sanskrit Office, Varanasi.
7. Laghusiddhanta Kaumudi, Ghanashyama Dora, A.K.Mishra Agency, Cuttack.
8. Vyākaraṇadarpaṇa, Published by Odisha State Bureau of Text Book Preparation and production, Pustak Bhavan, Bhubaneswar, 2013.
9. Saṁskṛta nibandhaśatakam, Kapildev Dwivedi.

**Group: M Darśana, Prosody and Poetics -** 100 Marks

**(**Mid Term 20 Marks + End Term 80 Marks)

**Unit I -** Pātañjala Yogadarśana- 20 Marks

The following *sūtras* from*Samādhipāda* :

*Atha yogānusāsanam* (1), *Yogaścittavṛtti-nirodhaḥ* (2), *Pratyakṣānumānāgamāḥ pramāṇāni* (7), *Anubhūtaviṣayāsaṁpramoṣaḥ smṛtiḥ* (11), *Abhyāsavairāgyābhyāṁ tannirodhaḥ* (12), *dṛṣṭānuśravikaviṣayavitṛṣṇasya vaśīkārasaṁjñā vairāgyam* (15), *tatparaṁ puruṣakhyāter guṇavaitṛṣṇyam* (16) and *kleśakarmavipākāśayair aparāmṛṣṭaḥ puruṣaviśeṣa īśvaraḥ* (24).
Four Sutras to be explained. 4 X 5 = 20 Marks

**Unit II -** Prosody - 20 Marks

The following Chandas from *Śrutabodha*.

*Āryā, Śloka, Indravajrā, Upendra vajrā, Upajāti, Vaṁśastha, Vasanta tilakā, Mālinī, sikhariṇī* and *Mandākrāntā*.

4 Chandas to be explained with exmpals. 4 X 5 = 20 Marks

**Unit III -** General idea about*Kāvya prayojana,Kāvyalakṣaṇa, Kāvyahetu*and*Kāvyabheda* from *Sāhityadarpaṇa* - 10 Marks
Two Short Notes -2 X 5 = 10 Marks

**Unit IV -** General idea about*Abhidhā, Lakṣaṇā*and*Vyañjanā*from *Sāhityadarpaṇa* - 10 Marks

Two Short Notes - 2 X 5 = 10 Marks

**Unit V -** Comprehension - 20 Marks

One Sanskrit passage will be given and the students will be asked to answer five Questions s in Sanskrit that follow the passage. 5 X 4 = 20 Marks

**Books Recommended :**

- Pātañjala yogasutravṛttiḥ, Vimala Karnataka, Krishnadas Academy, Varanasi.
- Siddhāntakaumudī, Dr. Minati Mishra, Vidyapuri, Cuttack.
- Siddhāntakaumudī, Dr. Gopal Krishna Dash & Dr. Kadambini Dash, A.K.Mishra Agency, Cuttack.
- Sāhityadarpaṇa, P.V.Kane, MLBD, New Delhi.
- Sāhityadarpaṇa evaṁ Chanda, Dr. Braja Sundar Mishra, Satyanarayan Book Store, Binod Behari, Cuttack.
- Vyākaraṇadarpaṇa, Published by Odisha State Bureau of Text Book Preparation and production, Pustak Bhavan, Bhubaneswar, 2013.

**SEMESTER – IV GE - 4 (A student has to opt one paper from group N & O)**
**Group: N SOCIO-POLITICAL THOUGHT IN ANCIENT INDIA 80+20 = 100**

1. *Yājñavalkyasmṛti* (*Vyavahārādhyāya* verses 1-65) 40 marks
2. *Manusmṛti* (Chap- VII Verses 1-60) 40 marks

Units- I &II -***Yājñavalkyasmṛti***Five Short Questions 7×5= 35 marks
Units III & IV - ***Manusmṛti***Five Short Questions s 7×5= 35 marks
Unit- V Translation of Two verses from the above Units 5×2= 10 marks

**Books for References**

D. *Yājñavalkyasmṛti*, (Ed.) M.N. Dutta, Parimal Publications, New Delhi
E. *Yājñavalkyasmṛti* (*Vyavahārādhyāya*), (Ed.) Kishore Chandra Mahapara, Jageswari lane,Balighat, Puri
F. *Manusmṛti*, (Ed.) Braja Kishore Swain, Sadgrantha Niketana, Puri
G. *Manu's Code of Law: A Critical Edition and Translation of the Mānava Dharmaśāstra*,(Ed.) Ollivele, Patrick, Oxford University Press

**Group: O ETHICAL LITERATURE IN SANSKRIT**

1. *Cāṇakyanīti (*Chaps- I, II and III from *Cāṇakyanītidarpaṇa* ) 30 marks
2. *Vairagyaśataka*of Bhartṛrhari (Verses 1-30) 30 marks
3. *Viduraniti*(Ch.I Verse 20-60)

Units-I &II *Cāṇakyanīti*-Four Verses are to be explained - $7^{1/2}$×4= 30 marks

Units –III &IV *Nītiśataka*-Four Verses are to be explained - $7^{1/2}$×4= 30 marks

Unit-V Short Questions - 4 5x4= 20 marks

**Books for References**

M. *Cāṇakyanītidarpaṇa* (Ed.) Gunjeswar Choudhury, Choukhamba Surabharati Prakashan,Varanasi
N. *Vairagyaśataka* (Ed.) M.R. Kale, MLBD, New Delhi(Text)
O. *Viduraniti*, Gunjeswar Choudhury, Chawkhamba Surabharati Prakashan, Varanasi
P. *Viduraniti*, Gitapress, Gorakh Pur
Q. *Bhartrhari Satakatrayam* B.S. Mishra,Vidyapuri, Cuttack.

# SCHEME FOR CHOICE BASED CREDITSYSTEM

# IN B.A. PASS (SANSKRIT)

| SEMESTER | M.I.L. | AECC | DSC | SEC | DSE | GE |
|---|---|---|---|---|---|---|
| | ENGLISH | | | | | |
| 1 st SEM | ENGLISH-I | AECC- 1 (50) | DSC- 1 A<br>DSC- 2 A | | | |
| 2 nd SEM | M.I.L- I | AECC- 2 (50) | DSC- 1 B<br>DSC- 2 B | | | |
| 3 rd SEM | ENGLISH-II | | DSC- 1 C<br>DSC- 2 C | SEC- 1 (50) | | |
| 4 th SEM | M.I.L- II | | DSC- 1 D<br>DSC- 2 D | SEC- 2 (50) | | |
| 5 th SEM | | | | SEC- 3 (50) | DSC- 1 A<br>DSC- 2 A | GE- 1 |
| 6 th SEM | | | | SEC- 4 (50) | DSC- 1 B<br>DSC- 2 B | GE- 2 |
| | 400 | 100 | 800 | 200 | 400 | 200 |
| | | | | | | TOTAL-2100 |

1. SKT. M.I.L (If SKT.) 200
2. AECC 50
3. DSC 400
4. SEC 200
5. DSE 200
6. GE 100

1150

**SCHEME FOR B.A. SANSKRIT PASS COURSES UNDER CBC SYSTEM**

ABBREVIATION: 1. **DSC**= Discipline Specific Core, 2. **DSE**= Discipline Specific Elective, 3. **GE**= Generic Elective, 4. **SEC**= Skill Enhancement Course, 5. **AECC**= Ability EnhancementCompulsory Course

b. **A student may opt Sanskrit either as Core 1 or Core 2 in DSC and DSE**

| **SEM- I** | **Marks-Credits** |
|---|---|
| 1. English- 1 xxxxx | 100 – 06 |
| B. DSC-1A (if Sanskrit) Drama I and History of Sanskrit Literature I | 100 – 06 |
| C. DSC-2A (if Sanskrit) ) Drama and History of Sanskrit Literature I | 100 – 06 |
| 4. AECC-1 xxxxxx | 50 – 02 |
| | 350 – 20 |
| **SEM-II** | |
| 5. M.I.L.-1 (if Sanskrit) | 100 – 06 |
| 6. DSC- 1B (if Sanskrit) Drama II Dramaturgy | 100 – 06 |
| 7. DSC-2B (if Sanskrit) Drama II Dramaturgy | 100 – 06 |
| 8. AECC-2 Alt.Eng/ M.I.L. (if Sanskrit) | 50 – 02 |
| | 350 – 20 |
| **SEM-III** | |
| 9. English-II - xxxxxx | 100 – 06 |
| 10. DSC-1C (if Sanskrit) Poetry and Hist.of Sans. Lit-II | 100 – 06 |
| 11. DSC- 2C (if Sanskrit) Poetry and Hist.of Sans. Lit-II | 100 – 06 |
| 12. SEC-1- (if Sanskrit) Yoga | 50 – 02 |
| | 350 – 20 |
| **SEM-IV** | |
| 13. M.I.L.-2 (if Sanskrit) M.I.L. II | 100 – 06 |
| 14. DSC-1D (if Sanskrit) Ornate Prose and Prose Writing | 100 – 06 |
| 15. DSC-2D (if Sanskrit) Ornate Prose and Prose Writing | 100 – 06 |
| 16. SEC-2 -(if Sanskrit) Karmakanda | 50 – 02 |
| | 350 – 20 |
| **SEM-V** | |
| 17. SEC-3- (if Sanskrit) Vastu | 50 – 02 |
| 18. DSE-1A (if Sanskrit) | 100 – 06 |
| 19. DSE-2A (if Sanskrit) Sociopolitical Thought in Ancient India | 100 – 06 |
| 20. GE-1 (if Sanskrit) Functional Sanskrit | 100 - 06 |
| | 350 – 20 |
| **SEM-VI** | |
| 21. SEC-4 (if Sanskrit) Translation and Editing Skill | 50 – 02 |
| 22. DSE-1B (if Sanskrit) Ethical Literature in Sanskrit | 100 – 06 |
| 23. DSE-2B (if Sanskrit) Ethical Literature in Sanskrit | 100 – 06 |
| 24. GE-2 (if Sanskrit) Project/ Dissertation | 100 - 06 |
| | 350 – 20 |

**Grand Total 24 Papers** **Grand Total 2100 Marks / 120 Credits**

*** N.B. – Under no circumstances a student can opt. the same paper twice.**

# PASS COURSES IN SANSKRIT

**SEMESTER - I Discipline Specific Core (DSC) 1A/2A**
**80 Marks End Term+ 20 Marks Mid-term= 100 Marks/ 6 Credits**
**DRAMA-I & HISTORY OF SANSKRIT LITERATURE -I**

| | | |
|---|---|---|
| 1. *Abhijnanasakuntalam* (Act I-IV) | 50 Marks | 04 Credits |
| *2. History of Sanskrit Literature-I* | 30 Marks | 02 Credits |

**SEM- II DSC 1B/ 2B 80 Marks End Term+20 Marks Mid-term = 100 Marks /6 Credits**
**DRAMA -II & DRAMATURGY**

| | |
|---|---|
| 1.*Abhijnanasakuntalam* (Acts V-VII) | 50 Marks |
| 2. *Dramaturgy* | 30 Marks |

**SEMESTER - III DSC 1C/ 2C**
**80 Marks End Term+20 Marks Mid-term = 100 Marks /6 Credits**
**POETRY & HISTORY OF SANSKRIT LITERATURE - II**

| | |
|---|---|
| 1. *Meghadutam*- (*Purvamegha*) | 50 Marks |
| 2. *History of Sanskrit Literature*-I | 30 Marks |

**SEMESTER-III**
**SKILL ENHANCEMENT COURSES (SEC-I) 50 Marks /02 Credits**

**Yoga (**Patanjalayogasutram ch.I sutra 1-25)

**SEMESTER- IV DSC 1D / 2D**
**80 Marks End Term+20 Marks Mid-term = 100 Marks /6 Credits**
**ORNATE PROSE & PROSE WRITING**

| | |
|---|---|
| *1. Dasakumaracaritam*(*Purvapithika dvitiya ucchvasa*) | 25 Marks |
| *2.Sukanasopadesa* | 25 Marks |
| *3. Essay in Sanskrit* | 20 Marks |
| *4.Expansion of Idea in Sanskrit* | 10 Marks |

**SEMESTER-IV**
**SKILL ENHANCEMENT COURSES (SEC-II) 50 Marks /02 Credits**
**Karmkanda***(Yajnopavitadharanam, Kalasapujanam, Pancadevataavahanam, Pancopacarapujanam, Visarjanam)*

**SEMESTER - V SEC- III Vastu** *(Vastupurusa, Vastuyantra, Subhasubhavrksanirupana, Grhacchadanavyavasta, Prakosthasthananirupana, Jalasayakhodana)*

**SEMESTER - V Discipline Specific Elective (DSE) 1A/2A**
**80 Marks End Term+20 Marks Mid-term = 100 Marks /6 Credits**

**SOCIO - POLITICAL THOUGHT IN ANCIENT INDIA 80+20 = 100**

| | |
|---|---|
| 3. *Yājñavalkyasmṛti* (*Vyavahārādhyāya* verses 1-65) | 40 marks |
| 4. *Manusmṛti* (Chap- VII Verses 1-60) | 40 marks |

**SEMEMESTER - V Generic Elective (GE) 1**

**80 Marks End Term+20 Marks Mid-term = 100 Marks /6 Credits**
**A student has to opt one GE Paper out of two Groups V & W.**
**Group V**

**FUNCATIONAL SANSKRIT – 100**
**Marks Group W**
**Darśana, Prosody and Poetics -** 100 Marks

**SEMESTER - VI SEC- IV TRANSLATION AND EDITING SKILL**

**SEMESTER - VI Discipline Specific Elective (DSE) 1B/2B**

**80 Marks End Term+20 Marks Mid-term = 100 Marks /6 Credits**
**ETHICAL LITERATURE IN SANSKRIT**

3. *Cāṇakyanīti (*Chaps- I, II and III from *Cāṇakyanītidarpaṇa* ) 30 marks
4. *Vairagyaśataka*of Bhartṛrhari (Verses 1-30) 30 marks
3. *Viduraniti*(Ch.I Verse 20-60) 20 marks

**SEM- VI Generic Elective (GE) 2 Project Work 100 Marks**

## DETAILS OF PASS COURSES IN SANSKRIT

**SEMESTER - I Discipline Specific Core (DSC) 1A/2A**
**80 Marks End Term+ 20 Marks Mid-term= 100 Marks/ 6 Credits**
**DRAMA-I & HISTORY OF SANSKRIT LITERATURE -I**

1. *Abhijnanasakuntalam* (Act I-IV) 50 Marks 04 Credits
*2. History of Sanskrit Literature-I* 30 Marks 02 Credits
(*Ramayana*, *Mahabharata* General out lines of *Puranas* and Sanskrit Drama)

***1.Abhijnanasakuntalam* (Act I-IV)** **50 Marks**

| | | |
|---|---|---|
| Unit-I | Long Questions -1 | 14 Marks |
| Unit- II | Short Questions -2 | 7×2= 14 Marks |
| | Explanation of Verse- 1 | 8 Marks |
| Unit-III | Textual Grammar | 14 Marks |
| | i) *Sandhi* | 1×2= 2 Marks |
| | ii) *Prakṛti- Pratyaya* | 2×2= 4 Marks |
| iiii) *Karaka*&*Vibhakti* | | 2×2= 4 Marks |
| iv) *Samasa* | | 2×2= 4 Marks |

**2. *History of Sanskrit Literature-I*** **30 Marks**

| | | |
|---|---|---|
| Unit- IV | *Ramayana*&*Mahabharata* | |
| | Long Questions -1 | 10 Marks |
| | Short Questions -1 | 05 Marks |

Unit- V *General Outlines of Puranas and Sanskrit Drama*
*( Defination& Classification of Puranas, Bhasa, Kalidasa, Sudraka, Visakhadatta, Bhavabhuti, Bhattanarayana)*

| | | |
|---|---|---|
| Long Questions | -1 | 10 Marks |
| Short Questions | -1 | 05 Marks |

**Books for Reference**:


*1. Abhijnanasakuntalam* (Ed.) R.M. Bose, Modern Book Agency Pvt. Ltd., 10 BankimChatterjee Street, Calcutta
*2. Abhijnanasakuntalam* (Ed.) M.R. Kale,Motilal Banarsidass Publishers Pvt. Ltd., New Delhi-11007, 8th Reprint-2010
*3. Abhijnanasakuntalam* (Ed.) R.MMohapatra, Books &Books , Cuttack
4. *Abhijnanasakuntalam* (Ed.) H.K. Satapathy, Students Store, Cuttack
5. *History of Sanskrit literature*, Baladev Upadhyay, Chaukhamba Publications, Varanasi.
6. *History of Sanskrit literature*, A.B.Keith (Trans. into Odia)Bhubaneswar,Text Book Bureau,Govt. of Odisha, Bhubaneswar
7. *Sanskrit Drama*, A.B. Keith , Oxford University Press, London
8. *Samskrta Sahiytara Itihasa*, (Odia) H.K. Satapathy, Kitab Mahal Cuttack- 753003.


**SEM- II DSC 1B/ 2B 80 Marks End Term+20 Marks Mid-term = 100 Marks /6 Credits**
**DRAMA -II & DRAMATURGY**

1.*Abhijnanasakuntalam* (Acts V-VII) 50 Marks
2. *Dramaturgy* 30 Marks
( *Nandi,Prastavana, Purvaranga, Pancha-arthaprakṛti, Panchasandhi*, Pancha-*arthopaksepaka, Nataka,Prakarana*.)

**1. *Abhijnanasakuntalam* (Acts V-VII)**

| | | | |
|---|---|---|---|
| Unit-I | Long Questions | -1 | 14 Marks |
| Unit- II | Short Questions | s-2 | 8×2= 16 Marks |
| Unit-III | i) Explanation of Verse- 1 | | 8 Marks |
| | ii) Verse/ Dialogue Translation-1 | | 7 Marks |
| | iii) Translation from Prakṛit to Sanskrit | | 5 Marks |

**2. *Dramaturgy* (*Sahityadarpana*,Chapter- VI) 30 Marks**

Unit-IV
*Nandi, Prastavana, Purvaranga, Nataka, Prakarana*, Pancasandhi
(Short Notes on any three) 5× 3= 15

Unit-V
*Panca - arthaprakṛti* and *Panca- arthopaksepaka*
(Short Notes on any three)
5×3= 15

**Books for Reference:**


*1. Abhijnanasakuntalam* (Ed.) R.M. Bose, Modern Book Agency Pvt. Ltd., 10 BankimChatterjee Street, Calcutta
*2. Abhijnanasakuntalam* (Ed.) M.R. Kale, Motilal Banarsidass Publishers Pvt. Ltd., New Delhi-11007, 8th Reprint-2010

3. *Abhijnanasakuntalam* (Ed.) R.MMohapatra, Books &Books , Cuttack
4.*Abhijnanasakuntalam* (Ed.) H.K. Satapathy, Students Store, Cuttack

A For Dramaturgy- *Sahitya Darpana* (Ed.) P.V.Kane, Motilal Banarsidass Publishers Pvt. Ltd., New Delhi

B *Odia Translation* of Sahityadarpana by Narayana Mohapatra, Odisha Sahitya Academy,Bhubaneswar.

C *Sahitya Darpana* with Laksmi Tika (Sanskrit) and Vimala Tika, (Hindi) (Ed.) K.M. Sastri,Chaukhamba Publications, Varanasi.

D *Sahityadarpana* evam Chanda (Ed.) Dr. Braja Sundar Mishra, Satyanarayan Book Store,Cuttack
9.*Sahityadarpanao Chanda* (Ed.) Niranjan Pati, Vidyapuri, Cuttack

**SEMESTER - III DSC 1C/ 2C**
**80 Marks End Term+20 Marks Mid-term = 100 Marks /6 Credits**
**POETRY & HISTORY OF SANSKRIT LITERATURE - II**

| | |
|---|---|
| 1. *Meghadutam*- (*Purvamegha*) | 50 Marks |
| 2. *History of Sanskrit Literature*-I | 30 Marks |
| ( *Gitikavyas*, *Khandakavyas*,*Gadyakavyas* and*Kathasahitya*) | |

| | | | |
|---|---|---|---|
| **1. *Meghadutam*- (*Purvamegha*)** | | | **50 Marks** |
| Unit-I | Long Questions | -1 | 15 Marks |
| Unit- II | Short Questions | -2 | 7 ½ ×2= 15 Marks |
| Unit-III | i) Explanation of One Verse | | 12 Marks |
| | ii) Translation of One Verse | | 8 Marks |
| ***2. History of Sanskrit Literature-II*** | | | **30 Marks** |
| Unit-IV | **( *Gitikavyas&Khandakavyas*)** | | |
| | Long Questions | -1 | 10 Marks |
| | Short Questions | -1 | 05 Marks |
| Unit- V | **(*Gadyakavyas, Kathasahitya*)** | | |
| | Long Questions | -1 | 10 Marks |
| | Short Questions | -1 | 05 Marks |

**Books for Reference:**

1. *Meghadutam* (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St., Calcutta
2. *Meghadutam* (Ed.) M.R. Kale, Motilal Banarsidass, Delhi
3. *Meghadutam* (Ed.) Radhamohan Mahapatra, Books and Books, Vinodvihari,Cuttack,1984
4. *Meghadutam* (Ed.) B.S. Mishra, Vidyapuri, Cuttack, 1st Edn-1999
5. *Samskrta Sahitya ka Itihasa*, Baladeva Upadhyaya, Choukhamba, Varanasi.
6. *Samskrta Sahitya ka Ruparekha*, Vacaspati Goreilla, Choukhamba Vidyabhavan, Varanasi.
7. *Samskrta Sahitya ra Itihasa*, H.K. Satapathy, Kitab mahal, Cuttack

**SEMESTER-III**

**DETAILS OF SKILL ENHANCEMENT COURSES (50 Marks /02 Credits each)**
**SKILL ENHANCEMENT COURSES (SEC-I) 50 Marks /02 Credits**

**Yoga (**Patanjalayogasutram ch.I sutra 1-25)
05 Questions 10×5= 50 Marks

**Books for References**

1. *Pātañjalayogadarśanam* (Ed.) Narayana Mishra, Choukhamba Prakashan, New Delhi
2. *Yogasūtra of Patañjali,* (Ed.) M.R. Yardi, BORI, Poona
3. *Pātañjalayogadarśana* (Odia Tr.) Priyabratya Das, Arya samaj, Bhubaneswar

**SEMESTER- IVDSC 1D / 2D**
**80 Marks End Term+20 Marks Mid-term = 100 Marks /6 Credits**

**ORNATE PROSE & PROSE WRITING**

| | |
|---|---|
| *1. Dasakumaracaritam*(*Purvapithika dvitiya ucchvasa*) | 25 Marks |
| *2.Sukanasopadesa* | 25 Marks |
| *3. Essay in Sanskrit* | 20 Marks |
| *4.Expansion of Idea in Sanskrit* | 10 Marks |
| ***1.Dasakumaracaritam* (*Purvapithika dvitiya ucchvasa*)** | **25 Marks** |
| Unit-I Long Questions -1 | 15 Marks |
| Unit-II Short Questions - 2 | 5×2= 10 Marks |
| **2. *Sukanasopadesa*** | **25 Marks** |
| Unit-III One long Questions - | 15 Marks |
| Explanation - 1 | 10 Marks |
| ***3.Essay in Sanskrit*** | **20 Marks** |
| Unit-IV Essay in Sanskrit (One) | 20 Marks |
| ***4. Expansion of Idea in Sanskrit*** | **10 Marks** |
| Unit-V Expansion of Idea in Sanskrit(One) | 10 Marks |

**Books for Reference:**

1.*Dasakumaracarita*(Ed.) M.R. Kale, Motilal Banarsidass, Delhi
2. *Dasakumaracarita,*Chaukhamba Publications, Varanasi.
3.*Nibandhamala*, A.T. Sharma 4.*Samskrta-nibandha-shatakam*, Kapila Dev Dvivedi
5.*Brhat Anuvada Shiksa*. Chakradhara Hansa Nautiyal, MLBD, Delhi
6.*Samskrta-nibandhadarshah*, Ramamurti Sharma, Sahitya Niketan, Kanpur
7. *Sukanasopadesa*, (Ed.) Ramakanta Jha, Choukhamba Vidyabhavan, Varanasi
8. *Sukanasopadesa* (Ed.) Dr. Nirmal Sundar Mishra, Kalyani Publishers, New Delhi
9. *Kadambari* (*Purvardham*) with the Com. of Bhanuchandra Siddhanjani, MLBD, New Delhi10.Vyakaranadarpana, Tex Book Bureau, Govt. of Odisha, Sukavihar, Bhubaneswar.

**SEMESTER-IV**
**SKILL ENHANCEMENT COURSES (SEC-II) 50 Marks /02 Credits**
**Karmkanda** *( Yajnopavitadharanam, Kalasapujanam, Pancadevataavahanam, Pancopacarapujanam, Visarjanam)*
05 Questions 10×5= 50 Marks

**Books for References**

1. *Nityakarma-pujā-prakaraṇa*, Sriramabhabanji Mishra and Lalbihariji Mishra, Gitapress,Gorakhapur
2. *Ṣodaśa-upacāra*, Gitapress, Gorakhpur
3. *Biharilal Karmakāṇḍa*, Dharmagrantha Store, Cuttack

**SEMESTER - V Discipline Specific Elective (DSE) 1A/2A**
**80 Marks End Term+20 Marks Mid-term = 100 Marks /6 Credits**

**SOCIO - POLITICAL THOUGHT IN ANCIENT INDIA 80+20 = 100**

5. *Yājñavalkyasmṛti* (*Vyavahārādhyāya* verses 1-65) 40 marks
6. *Manusmṛti* (Chap- VII Verses 1-60) 40 marks

Units- I &II -***Yājñavalkyasmṛti***Five Short Questions 7×5= 35 marks
Units III & IV - ***Manusmṛti***FiveShort Questions 7×5= 35 marks
Unit- V Translation of Two verses from the above Units 5×2= 10 marks

**Books for References**

5. *Yājñavalkyasmṛti*, (Ed.) M.N. Dutta, Parimal Publications, New Delhi
6. *Yājñavalkyasmṛti* (*Vyavahārādhyāya*), (Ed.) Kishore Chandra Mahapara, Jageswari lane,Balighat, Puri
7. *Manusmṛti*, (Ed.)Prof. Braja Kishore Swain, Sadgrantha Niketana, Puri
8. *Manu's Code of Law: A Critical Edition and Translation of the Mānava Dharmaśāstra*,(Ed.) Ollivele, Patrick, Oxford University Press.

**SEMESTER - V SEC- III VASTU (10 Mid +40 End)**
*(Vastupurusa, Vastuyantra, Subhasubhavrksanirupana, Grhacchadanavyavasta, Prakosthasthananirupana, Jalasayakhodana)*
Unit-I & II (*Vastupurusa, Vastuyantra, Subhasubhavrksanirupana, Grhacchadanavyavasta)*
03 Questions 8×3=2 4 Marks
Unit-III (*Prakosthasthananirupana, Jalasayakhodana)*
02 Questions 8×2=16 Marks

**Books for References**

1. *Vasturatnakar* (Ed.) Vindhyeshwari Prasad Dwivedi, Chowkhamba Krishnadas Academy,Varanasi
2. *Brhatsamhita* varahmihira,(Ed.) N. Chidambaram Iyer, Divine Books, New Delhi

**SEMEMESTER - V Generic Elective (GE) 1**

**80 Marks End Term+20 Marks Mid-term = 100 Marks /6 Credits**
**A student has to opt one GE Paper out of two Groups V & W.**
**Group V**
**FUNCATIONAL SANSKRIT – 100 Marks**

(Mid Term 20 Marks + End Term 80 Marks)

**Unit I -** Sanskrit conversation - 20 Marks

A Specific incident/ Occurrence will be given in the Questions Paper ( in Sanskrit) and the students will be asked to present that in Sanskrit with Conversation style.

**Unit II -** General idea about*Vācya*. The divisions of*Vācya*like*Karttṛvācya,Karma Vācya* and *Bhāvavācya*. - 20 Marks

The students will be asked to change the voice (*Vācya*) of any 10 sentences as directed. 10 X 2 = 20 Marks

**Unit III** - Saṁjñā Prakaraṇam from Laghu Siddhānta kaumudī- 20 MarksFour *Sūtras*. 4 X 5 = 20 Marks

**Unit IV & V** -Nītiśataka of Bharttṛhari ( Verses 1 - 20) - 20 Marks
Four Short Questions 4 X 5 = 20 Marks

**Books Recommended :**


1. Functional Sanskrit: Its Communicative Aspect, Dr. Narendra, Sri Aurovindo Ashram, Pondicherry.
2. Vyākaraṇadarpaṇa, Published by Odisha State Bureau of Text Book Preparation and production, Pustak Bhavan, Bhubaneswar, 2013.
3. Laghu Siddhānta Kaumudī , Sridharananda Sashtri , MLBD , New Delhi.
4. Laghu Siddhānta Kaumudī, Isvara Chandra, Samskrta Granthagara, New Delhi, 2007.
5. Laghu Siddhānta Kaumudī , Sadasiva Shastri, Chowkhamba Sanskrit Office,Varanasi.
6. The Nīti and Vairāgya Śataka of Bharttṛhari, M.R. Kale, MLBD, New Delhi.
7. Śatakatraya , Dr. Braja Sundar Mishra, Vidya puri, Cutack , 2010.


**Group W**
**Darśana, Prosody and Poetics -** 100 Marks

**(**Mid Term 20 Marks + End Term 80 Marks)

**Unit I -** Pātañjala Yogadarśana- 20 Marks

The following *sūtras* from*Samādhipāda* :

*Atha yogānusāsanam* (1), *Yogaścittavṛtti-nirodhaḥ* (2), *Pratyakṣānumānāgamāḥ pramāṇāni* (7), *Anubhūtaviṣayāsaṁpramoṣaḥ smṛtiḥ* (11), *Abhyāsavairāgyābhyāṁ tannirodhaḥ* (12), *dṛṣṭānuśravikaviṣayavitṛṣṇasya vaśīkārasaṁjñā vairāgyam* (15),

*tatparaṁ puruṣakhyāter guṇavaitṛṣṇyam* (16) and *kleśakarmavipākāśayair aparāmṛṣṭaḥ puruṣaviśeṣa īśvaraḥ* (24).

Four Sutras to be explained. 4 X 5 = 20 Marks

**Unit II -** Prosody - 20 Marks

The following Chandas from *Śrutabodha*.

*Āryā, Śloka, Indravajrā, Upendra vajrā, Upajāti, Vaṁśastha, Vasanta tilakā, Mālinī, sikhariṇī* and *Mandākrāntā*.

4 Chandas to be explained with exmpals. 4 X 5 = 20 Marks

**Unit III -** General idea about*Kāvya prayojana*,*Kāvyalakṣaṇa*, *Kāvyahetu*and*Kāvyabheda* from *Sāhityadarpaṇa* - 10 Marks

Two Short Notes -2 X 5 = 10 Marks

**Unit IV -** General idea about*Abhidhā, Lakṣaṇā*and*Vyañjanā*from *Sāhityadarpaṇa* - 10 Marks

Two Short Notes - 2 X 5 = 10 Marks

**Unit V -** Comprehension - 20 Marks

One Sanskrit passage will be given and the students will be asked to answer five Questions s in Sanskrit that follow the passage. 5 X 4 = 20 Marks

**Books Recommended :**


1. Pātañjala yogasutravṛttiḥ, Vimala Karnataka, Krishnadas Academy, Varanasi.
2. Siddhāntakaumudī, Dr. Minati Mishra, Vidyapuri, Cuttack.
3. Siddhāntakaumudī, Dr. Gopal Krishna Dash & Dr. Kadambini Dash, A.K.Mishra Agency, Cuttack.
4. Sāhityadarpaṇa, P.V.Kane, MLBD, New Delhi.
5. Sāhityadarpaṇa evaṁ Chanda, Dr. Braja Sundar Mishra, Satyanarayan Book Store, Binod Behari, Cuttack.
6. Vyākaraṇadarpaṇa, Published by Odisha State Bureau of Text Book Preparation and production, Pustak Bhavan, Bhubaneswar, 2013.

**SEMESTER- VI Discipline Specific Elective (DSE) 1B/2B**
**80 Marks End Term+20 Marks Mid-term = 100 Marks /6 Credits**
**ETHICAL LITERATURE IN SANSKRIT**

1. *Cāṇakyanīti (*Chaps- I, II and III from *Cāṇakyanītidarpaṇa* ) 30 marks
2. *Vairagyaśataka* of Bhartṛrhari (Verses 1-30) 30 marks
3. *Viduraniti*(Ch.I Verse 20-60) 20 marks

Units-I & II *Cāṇakyanīti*- Three Questions are to be answered 10x3= 30 marks
Units –III &IV *Nītiśataka*- Three Questions are to be answered 10x3= 30 marks
Unit-V Viduraniti Two Questions are to be answered 10x2= 20 marks

**Books for References**


7. *Cāṇakyanītidarpaṇa* (Ed.) Gunjeswar Choudhury, Choukhamba Surabharati Prakashan,Varanasi
8. *Vairagyaśataka* (Ed.) M.R. Kale, MLBD, New Delhi(Text)
9. *Viduraniti*, Gunjeswar Choudhury, Chawkhamba Surabharati Prakashan, Varanasi
10. *Viduraniti*, Gitapress, Gorakh Pur *Bhartrhari Satakatrayam*, B. S. Mishra, Vidyapuri,Cuttack


**SEMESTER- VI SEC- IV TRANSLATION AND EDITING SKILL (10 Mid +40 End)**

Unit-I Anuvada Kala- 10marks
Translation of one Odia/ English Paragraph in to Sanskrit

Unit-II Precises Writing- 10marks
One Sanskrit Paragraph is to be precised in 1/3rd words and a suitable title is to be suggested.

Unit-III Proof Correction and Transliteretion 20marks
i. Proof Correction-
Two wrongly printed Sanskrit Verses from the Prescribe text are to set for necessary Proof Correction- 5×2= 10 marks
ii. Two Sanskrit Verses from Prescribe text are to be written in Roman/ Italic script with diacritical marks. 5×2= 10 marks

**Books for References**


1. Samskrta Vyakaranadarpana, Odisha Text Book Bureau, Bhubaneswar

**SEM- VI Generic Elective (GE) 2 Project Work**
**100 Marks**

# DETAILS OF M.I.L. (SANSKRIT)

**+3 M.I.L.( Sanskrit)**
**Paper-1**
**Full Marks- 80 + 20 = 100Marks**

**1. Sanskrit Prose** 30Marks
**2. Sanskrit Poetry** 30Marks
**3. Modern Sanskrit Poetry** 20Marks
**Unit- I & II Sanskrit Prose** 30Marks
**1. Aparīkshitakārakam**
**2. Pitṛbhaktih**
**3. Jimutabahanakatha**
One Long Questions 15Marks
Three Short Questionss 5×3 = 15Marks

**Unit- III & IV Sanskrit Poetry**
1. Samjnanasuktam of Rg.veda(Rv..10.191)
2. Valmikiramayanam, Ayodhyakanda, Prathamodhyayah, Verses- 19-43
3. Mahabharata, Shantiparva, Adhyaya 163 (Satyasvarupam)
4. Viduranītih, Prathamodhyayah,Slokah – 61- 90
One Long Questions - 15Marks
Three Short Questionss - 5×3 = 15Marks

**Unit- V Modern Sanskrit Poetry**
a. Śāradāvandanam, SvargataVaikunthabihariNandasharma( From Kavyavaitarani, 2006)
b. ViraputrahKalingah, PanditPrabodhkumarMishra( From Kavyamahanadī, 2004)
c. He Lekhani ! Bhubaneswar kar,( FromKavyamahanadī, 2004)
d. Utsavah, Prof. Kesav Chandra Dash, ( FromAndhasrotah, 2004)
e. Jangamdūrabhasinī, Sri Sundarrajah,(From Kavyagodavarī, 2011)
f. Arunapraṇāmah, BrajaSundar Mishra,( Verses 10- 21 of KargilKavyam, 2008)
One Long Questions - 10Marks
Two Short Questions - 5×2 = 10Marks

**Books Recommended:**
a. Veda O VaidikaPrakarana, Dr.NiranjanPati, Vidyapuri, Cattack.
b. Ramayanam, Part-I, Gita Press, Gorakhpur.
c. Mahabharatam, Part-V, Santiparva, Gita Press, Gorakhpur.
d. Viduranitih, Dr. GunjeswarChaudhury, ChowkhambaSurabharatiPrakashan, Varanasi,2003
e. Kavyavaitarani, Ed. Prafulla Kumar Mishra, Vidyapuri, Cuttack, 2006.
f. Kavyamahanadi,Ed. ManmohanAcharya, All Odisha Sanskrit Poets Conference, F-31, Sector-
g. C.D.A., Cuttack,2004.
A AndhaSrotah, Kesab Chandra Dash, Shasirekha, Bhoodan Nagar, Puri, 2004.
B KargilKavyam, BrajaSundar Mishra, Adisaila Publications, Kendrapada, 2008.

**+3 M.I.L.( Sanskrit)**
**Paper-II**
**Full Marks- 80+ 20 = 100Marks**

**1. Modern Sanskrit Prose** **60Marks**
**2. Essay in Sanskrit** **20Marks**

**Unit- I & II** **Modern Sanskrit Prose** **30Marks**
**Mama Satyaprayogakatha**(Sanskrit Translation of Gandhiji's work My Experiments with Truth)
The following Portions are to be Studied

i) KhadyePrayogah
ii) Dharmasya Sphuranam
iii) Sevabhabah
iv) Saralajivanam

One Long Questions 15Marks
Two Short Questions $7^{1/2} \times 2$ =15Marks

**Unit- III & IV** **30Marks**
**Bharatasya Samskrtikanidhih**
The following portions are to be studied:
i) Samskarah
ii) Asramavyabastha : Up to the end of Jainavidyalayah on page 44. The last sentence is :NirmanavyavasthaPrayoVaidikabauddhasamsthanurupabhavat.

One Long Questions 15Marks
Two Short Questions $7^{1/2} \times 2$ =15Marks

**Unit- V One Essay in Sanskrit -** **20 Marks**

**Books Recommended:**

1.Atmacritaracanamathava Mama Satyaprayogakatha(Sanskrit Translation of Gandhiji's work My Experiments with Truth), Translated by Kshirod Chandra Dash, Vidyapuri, Cuttack,2009
2. BharatasyaSamskrtikanidhih, RamjiUpadhyaya, ChawkhambaVidyabhawan, Varanasi.
3. Prabandharatnakarah, Ramesh Chandra Sukla, ChawkhambaVidyabhawan, Varanasi.

**DETAILS OF ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)**

**50 Marks /02 Credits each**

**SEMESTER-II**
**AECC-2**

# M.I.L. (ALTERNATIVE SANSKRIT)

**UNIT-I : SANSKRIT PROSE** **40 Marks**

*1.Shri-bhojarajasya rajyapraptih* from the text *Bhojaprabandhah, Samskruta Pravesha*,Utkal University

*2.Yasya bhavah tasya devah* from the text *Madhurah kathah*, Samskrtabharati, Bangaluru

*3.Ambarisha-charitam, Samskrtapravesa*, Utkal University.

**2 Questions to be answered out of 5 asked** **5×2=10 Marks**

**UNIT-II : SANSKRIT POEMS** **10 Marks**

1. *Canakyanitih* 3rdChapter from the text *Chanakya-niti-darpanah*, ChowkhambaPublication, Varanasi
2. *Raksa raksa bharatam* by Prof. Srinivasa Rath from the Anthology *Tadeva gaganam saiva dhara*, Rashtriya Sanskruta Samsthan, New Delhi, 1995
3. *Samyogah* by Prof. Radhavallabh Tripathi, from the Anthology *Kavyagodavari*, (Ed.)P.K. Mishra, Rashtriya Sanskrit Sansthan, New Delhi, 2011
4. *Krusakasyakatha* by Prof. Prafulla Kumar Mishra from the anthology *Kavita bhuvanesvari*, P.G. Dept. of Sanskrit, Utkal University, Vanivihar, Bhubaneswar
5. *Jangama-dura-bhasini* by Sri Sundararaja from the anthology *Kavita bhuvanesvari*, P.G.Dept. of Sanskrit, Utkal University, Vanivihar, Bhubaneswar
6. *Dhanurbhanga* by Sri Bhubaneswar Kar, from the anthology*Kavya-vaitarani*, Vidyapuri,Cuttack

**2 Questions to be answered out of 4 asked** **5×2=10 Marks**

**UNIT-III : TRANSLATION** **20 Marks**

Translation from Odia/ English to Sanskrit

**5 sentences to be translated out of 7 asked** **4×5=20Marks**

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# Proposed Syllabus and Scheme of Examination

## Under Choice Based Credit System
## For

## B.A. (Honours)

## POLITICAL SCIENCE

**Submitted**

**To**

**University Grants Commission**

**New Delhi**

**April 2015**

**CHOICE BASED CREDIT SYSTEM**

**LIST OF PAPERS AND COURSES**

**B.A (HONOURS) POLITICAL SCIENCE**

**A) CORE COURSE (14)**

Paper I- Understanding Political Theory

Paper II- Constitutional Government and Democracy in India

Paper III – Political Theory-Concepts and Debates

Paper IV- Political Process in India

Paper V- Introduction to Comparative Government and Politics

Paper VI –Perspectives on Public Administration

Paper VII- Perspectives on International Relations and World History

Paper VIII- Political Processes and Institutions in Comparative Perspective

Paper IX- Public Policy and Administration in India
Paper X- Global Politics

Paper XI- Classical Political Philosophy
Paper XII- Indian Political Thought-I
Paper XIII- Modern Political Philosophy
Paper XIV- Indian Political Thought-II

**B) Generic Elective -4 (Interdisciplinary): Any Four**

1. Feminism: Theory and Practice

2. Gandhi and the Contemporary World

3. Governance: Issues and Challenges

4. United Nations and Global Conflicts

**C) Discipline Specific Elective-4 (DSE): Four**

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

**D) <u>Ability Enhancement-2 (AE Skill Based): Any Two</u>**

1. Legislative Practices and Procedures
2. Peace and Conflict Resolution

**E) <u>Ability Enhancement (Compulsory) Fondation: Two</u>**

1. Language-MIL/ENGLISH
2. Environmental Science

**CHOICE BASED CREDIT SYSTEM**

**SYLLABI AND READING LIST**

**BA (HONOURS) POLITICAL SCIENCE**

**A) CORE COURSE**

## 1.1 Paper I- Understanding Political Theory

**Course Objective**: This course is divided into two sections. Section A introduces the studentsto the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends. Section B is designed to reconcile political theory and practice through reflections on the ideas and practices related to democracy.

**I: Introducing Political Theory (30 Lectures)**

1. What is Politics: Theorizing the 'Political'
2. Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative
3. Approaches to Political Theory: Normative, Historical and Empirical
   Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern

**II: Political Theory and Practice (30 Lectures)**
**The Grammar of Democracy**

1. Democracy: The history of an idea
2. Procedural Democracy and its critique
3. Deliberative Democracy
4. Participation and Representation

**Essential Readings**

**I: Introducing Political Theory**

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) *PoliticalTheory: An Introduction.* New Delhi: Pearson Longman, pp. 2-16.

Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.

Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methodsin Political Science.* London: Macmillan, pp. 21-40.

Sanders, D. (1995) 'Behavioral Analysis', in Marsh, D. and Stoker, G. (eds.) *Theory andMethods in Political Science.* London: Macmillan, pp. 58-75.

Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) *Theory andMethods in Political Science.* London: Macmillan, pp. 94-114.

Bharghava, R, 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 17-36.

Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. and Gaus, G. F. (eds.) *Handbook of Political Theory.* New Delhi: Sage, pp. 46-54.

Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press, 2004, pp. 19-80.

**II: The Grammar of Democracy**

Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: AnIntroduction.* New Delhi: Pearson Longman, pp. 106-128.

Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts.* Manchester and New York: Manchester University Press, pp. 105-117.

Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.

Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press.

Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 130-146.

Brighouse, H. (2008) 'Citizenship', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 241-258.

## 1.2 Paper II- Constitutional Government and Democracy in India

**Course objective:** This course acquaints students with the constitutional design of statestructures and institutions, and their actual working over time. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice. It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment.

**I. The Constituent Assembly and the Constitution (16 lectures)**

a. Philosophy of the Constitution, the Preamble, and Features of the Constitution (2 weeks or 8 lectures)

b. Fundamental Rights and Directive Principles (2 weeks or 8 lectures)

**II. Organs of Government (20 lectures)**

a. The Legislature: Parliament (1.5 weeks or 6 lectures)
b. The Executive: President and Prime Minister (2 weeks or 8 lectures)
c. The Judiciary: Supreme Court (1.5 weeks or 6 lectures)

**III. Federalism and Decentralization (12 lectures)**
a. Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules (2 weeks or 8 lectures)
b. Panchayati Raj and Municipalities (1 week or 4 lectures)

## ***READING LIST***

**I. The Constituent Assembly and the Constitution**
**a. Philosophy of the Constitution, the Preamble, and Features of the Constitution**
Essential Readings:
G. Austin, (2010) 'The Constituent Assembly: Microcosm in Action', in *The IndianConstitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1-25.
R. Bhargava, (2008) 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.

Additional Reading:
D. Basu, (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.
S. Chaube, (2009) *The Making and Working of the Indian Constitution*, Delhi: National Book Trust.

**b. Fundamental Rights and Directive Principles**
Essential Readings:
G. Austin, (2000) 'The Social Revolution and the First Amendment', in *Working a DemocraticConstitution*, New Delhi: Oxford University Press, pp. 69-98.
A. Sibal, (2010) 'From Niti to Nyaya,' *Seminar*, Issue 615, pp 28-34.

Additional Reading:
*The Constitution of India: Bare Act with Short Notes*, (2011) New Delhi: Universal, pp. 4-16.

**II. Organs of Government**
**a. The Legislature: Parliament**
Essential Readings:
B. Shankar and V. Rodrigues, (2011) 'The Changing Conception of Representation: Issues, Concerns and Institutions', in *The Indian Parliament: A Democracy at Work*, New Delhi: Oxford University Press, pp. 105-173.
V. Hewitt and S. Rai, (2010) 'Parliament', in P. Mehta and N. Jayal (eds.) *The OxfordCompanion to Politics in India*, New Delhi: Oxford University Press, pp. 28-42.

**b. The Executive: President and Prime Minister**
Essential Readings:
J. Manor, (2005) 'The Presidency', in D. Kapur and P. Mehta P. (eds.) *Public Institutions inIndia*, New Delhi: Oxford University Press, pp.105-127.

J. Manor, (1994) 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) *Nehruto the Nineties: The Changing Office of the Prime Minister in India,* Vancouver: University ofBritish Columbia Press, pp. 20-47.

H. Khare, (2003) 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: AComparative Perspective,* New Delhi: Konark, pp. 350-368.

**c. The Judiciary: Supreme Court**

Essential Readings:

U. Baxi, (2010) 'The Judiciary as a Resource for Indian Democracy', *Seminar,* Issue 615, pp. 61-67.

R. Ramachandran, (2006) 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpal et.al (eds.) *Supreme but not Infallible: Essays in Honour of the Supreme Court of India,* New Delhi: Oxford University Press, pp. 107-133.

Additional Reading:

L. Rudolph and S. Rudolph, (2008) 'Judicial Review Versus Parliamentary Sovereignty', in *Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006: Volume 2: The Realm of Institutions: State Formation and Institutional Change.* New Delhi: Oxford University Press,pp. 183-210.

**III. Federalism and Decentralization**

**a. Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules**

Essential Readings:

M. Singh, and R. Saxena (eds.), (2011) 'Towards Greater Federalization,' in *Indian Politics:Constitutional Foundations and Institutional Functioning,* Delhi: PHI Learning Private Ltd., pp.166-195.

V. Marwah, (1995) 'Use and Abuse of Emergency Powers: The Indian Experience', in B. Arora and D. Verney (eds.) *Multiple Identities in a Single State: Indian Federalism in a ComparativePerspective,* Delhi: Konark, pp. 136-159.

B. Sharma, (2010) 'The 1990s: Great Expectations'; 'The 2000s: Disillusionment Unfathomable', in *Unbroken History of Broken Promises: Indian State and Tribal People,*
Delhi: Freedom Press and Sahyog Pustak Kuteer, pp. 64-91.

*The Constitution of India: Bare Act with Short Notes,* (2011) New Delhi: Universal, pp 192-213.

Additional Readings:

R. Dhavan and R. Saxena, (2006) 'The Republic of India', in K. Roy, C. Saunders and J. Kincaid (eds.) *A Global Dialogue on Federalism*, Volume 3, Montreal: Queen's University Press, pp. 166-197.

R. Manchanda, (2009) *The No Nonsense Guide to Minority Rights in South Asia*, Delhi: Sage Publications, pp. 105-109.

**b. Panchayati Raj and Municipalities**

Essential Readings:

P. deSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas,Practices and Controversies*, New Delhi: Permanent Black, pp. 370-404.

M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), pp. 3986-3993.

Raghunandan, J. R (2012) Decentralization and local governments: The Indian Experience, Orient Black Swan, New Delhi

Baviskar, B.S and George Mathew (eds) 2009 Inclusion and Exclusion in local governance: Field Studies from rural India, New Delhi, Sage

## 2.1 Paper III – Political Theory-Concepts and Debates

**Course Objective**: This course is divided into two sections. Section A helps the studentfamiliarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. Section B introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political debates.

### Section A: Core Concepts

### I. Importance of Freedom (10 Lectures)

a) Negative Freedom: Liberty

b) Positive Freedom: Freedom as Emancipation and Development

*Important Issue*: Freedom of belief, expression and dissent

### II. Significance of Equality (12 lectures)

a) Formal Equality: Equality of opportunity

b) Political equality

c) Egalitarianism: Background inequalities and differential treatment

*Important Issue*: Affirmative action

**III. Indispensability of Justice (12 Lectures)**

a) Procedural Justice

b) Distributive Justice

c) Global Justice

*Important Issue*: Capital punishment

**IV. The Universality of Rights (13 Lectures)**

a) Natural Rights

b) Moral and Legal Rights

c) Three Generations of Rights

d) Rights and Obligations

*Important Issue*: Rights of the girl child

**Section B: Major Debates (13 Lectures)**

**I.** Why should we obey the state? Issues of political obligation and civil disobedience.

**II.** Are human rights universal? Issue of cultural relativism.

**III.** How do we accommodate diversity in plural society? Issues of multiculturalism andtoleration.

**Essential Readings**

**Section A: Core Concepts**

**I. Importance of Freedom**

Riley, Jonathan. (2008) 'Liberty' in Mckinnon, Catriona (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-119.

Knowles, Dudley. (2001) *Political Philosophy*. London: Routledge, pp. 69- 132.

Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians.*
Cambridge: Polity Press, pp. 51-88.

Carter, Ian. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds.). *PoliticalConcepts*. Manchester: Manchester University Press, pp. 4-15.

Sethi, Aarti. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 308-319.

**II. Significance of Equality**

Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians.*
Cambridge: Polity Press, pp. 91-132.

Casal, Paula & William, Andrew. (2008) 'Equality', in McKinnon, Catriona. (ed.) *Issues in PoliticalTheory*. New York: Oxford University Press, pp. 149- 165.

Acharya, Ashok. (2008) 'Affirmative Action', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 298-307.

**III. Indispensability of Justice**

Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *PoliticalTheory: An Introduction.* New Delhi: Pearson Longman, pp. 74-86.

Wolf, Jonathan. (2008) 'Social Justice', in McKinnon, Catriona. (ed.) *Issues in Political Theory.* New York: Oxford University Press, pp. 172-187.

Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians.*
Cambridge: Polity Press, pp. 9-48.

Knowles, Dudley. (2001) *Political Philosophy.* London: Routledge, pp. 177-238.

McKinnon, Catriona. (ed.) (2008) *Issues in Political Theory.* New York: Oxford University Press, pp. 289-305.

Bedau, Hugo Adam. (2003) 'Capital Punishment', in LaFollette, Hugh (ed.). *The OxfordHandbook of Practical Ethics.* New York: Oxford University Press, pp. 705-733.

**IV. The Universality of Rights**

Seglow, Jonathan. (2003) 'Multiculturalism' in Bellamy, Richard and Mason, Andrew (eds.). *Political Concepts.* Manchester: Manchester University Press, pp. 156-168.

Tulkdar, P.S. (2008) 'Rights' in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory:An Introduction.* New Delhi: Pearson Longman, pp. 88-104.

McKinnon, Catriona. (2003) 'Rights', in Bellamy, Richard and Mason, Andrew. (eds.) *PoliticalConcepts*. Manchester: Manchester University Press, pp. 16-27.
Menlowe, M.A. (1993) 'Political Obligations', in Bellamy Richard.(ed.) *Theories and Conceptsof Politics*. New York: Manchester University Press, pp. 174-194.

Amoah, Jewel. (2007) 'The World on Her Shoulders: The Rights of the Girl-Child in the Context of Culture & Identity', in *Essex Human Rights Review,* 4(2), pp. 1-23.

Working Group on the Girl Child (2007), *A Girl's Right to Live: Female Foeticide and GirlInfanticide*, available on http://www.crin.org/docs/Girl's infanticide CSW 2007.txt

**Section B: Major Debates**

Hyums, Keith. (2008) 'Political Authority and Obligation', in Mckinnon, Catriona. (ed.) *Issuesin Political Theory,* New York: Oxford University Press, pp. *9*-26

Martin, Rex. (2003) 'Political Obligation', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts,* Manchester: Manchester University Press, pp. 41-51.

Campbell, Tom. (2008) 'Human Rights' in Mckinnon, Catriona. (ed.) *Issues in Political Theory.* New York: Oxford University Press, pp. 194-210.

Mookherjee, Monica, 'Multiculturalism', in Mckinnon, Catriona. (ed.) *Issues in PoliticalTheory*. New York: Oxford University Press, pp. 218- 234.

Seglow, Jonathan, 'Multiculturalism', in Bellamy, Richard and Mason, Andrew. (eds.) *PoliticalConcepts*, Manchester: Manchester University Press, pp. 156-168.

## 2.2 Paper IV- Political Process in India

**Course objective:** Actual politics in India diverges quite significantly from constitutional legalrules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

**I. Political Parties and the Party System (1.5 weeks or 6 lectures)**
Trends in the Party System; From the Congress System to Multi-Party Coalitions

**II. Determinants of Voting Behaviour (2 weeks or 8 lectures)**
Caste, Class, Gender and Religion

**III. Regional Aspirations (2 weeks or 8 lectures)**

The Politics of Secession and Accommodation

**IV. Religion and Politics (2 weeks or 8 lectures)**
Debates on Secularism; Minority and Majority Communalism

**V. Caste and Politics (1.5 weeks or 6 lectures)**
Caste in Politics and the Politicization of Caste

**VI. Affirmative Action Policies (1.5 weeks or 6 lectures)**
Women, Caste and Class

**VII. The Changing Nature of the Indian State (1.5 weeks or 6 lectures)**
Developmental, Welfare and Coercive Dimensions

## READING LIST

**I. Political Parties and the Party System: Trends in the Party System; From the Congress System to Multi-Party Coalitions**
Essential Readings:
R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) *Parties and Party Politics in India*, New Delhi: Oxford University Press, pp 39-55.
E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in *Coalition Politics and Democratic Consolidation in Asia,* New Delhi: Oxford University Press.

Additional Reading:
Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P. deSouza and E. Sridharan (eds.) *India'sPolitical Parties*, New Delhi: Sage Publications, pp. 73-115.

**II. Determinants of Voting Behaviour: Caste, Class, Gender and Religion**
Essential Readings:
Y. Yadav, (2000) 'Understanding the Second Democratic Upsurge', in F. Frankel, Z. Hasan, and R. Bhargava (eds.) *Transforming India: Social and Political Dynamics in Democracy*, New Delhi: Oxford University Press, pp. 120-145.
C. Jaffrelot, (2008) 'Why Should We Vote? The Indian Middle Class and the Functioning of World's Largest Democracy', in *Religion, Caste and Politics in India,* Delhi: Primus, pp. 604-619.
R. Deshpande, (2004) 'How Gendered was Women's Participation in Elections 2004?', *Economic and Political Weekly,* Vol. 39, No. 51, pp. 5431-5436.
S. Kumar, (2009) 'Religious Practices Among Indian Hindus,' *Japanese Journal of PoliticalScience,* Vol. 10, No. 3, pp. 313-332.

**III. Regional Aspirations: The Politics of Secession and Accommodation**
Essential Readings:
M. Chadda, (2010) 'Integration through Internal Reorganisation', in S. Baruah (ed.) *Ethnonationalism in India: A Reader*,New Delhi: Oxford University Press, pp. 379-402.
P. Brass, (1999) 'Crisis of National Unity: Punjab, the Northeast and Kashmir', in *The*

*Politicsof India Since Independence*, New Delhi: Cambridge University Press and Foundation Books,pp.192-227.

**IV. Religion and Politics: Debates on Secularism: Minority and Majority Communalism**

Essential Readings:

T. Pantham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in R. Vora and S. Palshikar (eds.) *Indian Democracy: Meanings and Practices*, New Delhi: Sage, pp. 235-256.

N. Menon and A. Nigam, (2007) 'Politics of Hindutva and the Minorities', in *Power andContestation: India since 1989*, London: Fernwood Publishing, Halifax and Zed Books, pp.36-60.

Additional Reading:

N. Chandhoke, (2010) 'Secularism', in P. Mehta and N. Jayal (eds.) *The Oxford Companion toPolitics in India*, New Delhi: Oxford University Press, pp. 333-346.

**V. Caste and Politics: Caste in Politics and the Politicization of Caste**

Essential Readings:

R. Kothari, (1970) 'Introduction', in *Caste in Indian Politics*, Delhi: Orient Longman, pp.3-25. M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in Atul Kohli (ed.) *TheSuccess of India's Democracy*, New Delhi: Cambridge University Press, pp. 193-225.

G. Omvedt, (2002) 'Ambedkar and After: The Dalit Movement in India', in G. Shah (ed.) *Social Movements and the State*, New Delhi: Sage Publications, pp. 293-309.

**VI. Affirmative Action Policies: Women, Caste and Class**

Essential Readings:

M. Galanter, (2002) 'The Long Half-Life of Reservations', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices, Controversies*, New Delhi: Permanent Black, pp. 306-318.

C. Jaffrelot, (2005) 'The Politics of the OBCs', in *Seminar*, Issue 549, pp. 41-45.

M. John, (2011) 'The Politics of Quotas and the Women's Reservation Bill in India', in M. Tsujimura and J. Steele (eds.) *Gender Equality in Asia*, Japan: Tohoku University Press, pp. 169-195.

**VII. Changing Nature of the Indian State**: **Developmental, Welfare and Coercive Dimensions**

Essential Readings:

S. Palshikar, (2008) 'The Indian State: Constitution and Beyond', in R. Bhargava (ed.) *Politicsand Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 143-163.

R. Deshpande, (2005) 'State and Democracy in India: Strategies of Accommodation and Manipulation', Occasional Paper, Series III, No. 4, Special Assistance Programme, Department of Politics and Public Administration, University of Pune.

M. Mohanty, (1989) 'Duality of the State Process in India: A Hypothesis', *Bhartiya*

*SamajikChintan*, Vol. XII (1-2)

Additional Readings:
T. Byres, (1994) 'Introduction: Development Planning and the Interventionist State Versus Liberalization and the Neo-Liberal State: India, 1989-1996', in T. Byres (ed.) *The State,Development Planning and Liberalization in India*, New Delhi: Oxford University Press, 1994,pp.1-35.
A. Verma, (2007) 'Police Agencies and Coercive Power', in S. Ganguly, L. Diamond and M. Plattner (eds.) *The State of India's Democracy*, Baltimore: John Hopkins University Press, pp. 130-139.

## 3.1 Paper V- Introduction to Comparative Government and Politics

**Course objective:** This is a foundational course in comparative politics. The purpose is tofamiliarize students with the basic concepts and approaches to the study of comparative politics. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.

**I. Understanding Comparative Politics (8 lectures)**
a. Nature and scope
b. Going beyond Eurocentrism

**II. Historical context of modern government (16 lectures)**
a. Capitalism: meaning and development: globalization
b. Socialism: meaning, growth and development
c. Colonialism and decolonization: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonization

**III. Themes for comparative analysis (24 lectures)**

A comparative study of constitutional developments and political economy in the following countries: Britain, Brazil, Nigeria and China.

**I.Understanding Comparative Politics**
Essential Readings:
J. Kopstein, and M. Lichbach, (eds), (2005) *Comparative Politics: Interests, Identities, andInstitutions in a Changing Global Order.* Cambridge: Cambridge University Press, pp.1-5; 16-36; 253-290.
M. Mohanty, (1975) 'Comparative Political Theory and Third World Sensitivity', *in TeachingPolitics*, Nos. 1 and 2, pp. 22-38
Additional Readings:
A. Roy, (2001) 'Comparative Method and Strategies of Comparison', in *Punjab Journal ofPolitics.* Vol. xxv (2), pp. 1-15.
J. Blondel, (1996) 'Then and Now: Comparative Politics', in *Political Studies*. Vol. 47 (1), pp. 152-160.
N. Chandhoke, (1996) 'Limits of Comparative Political Analysis ', in *Economic and PoliticalWeekly*, Vol. 31 (4), January 27, pp.PE 2-PE2-PE8

**II Historical context of modern government a. Capitalism**

Essential Readings:
R. Suresh, (2010) *Economy & Society -Evolution of Capitalism*, New Delhi, Sage Publications, pp. 151-188; 235-268.
G. Ritzer, (2002) 'Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization', in *Globalization: A Basic Text*. London: Wiley-Blackwell, pp. 63-84.
Additional Readings:
M. Dobb, (1950) 'Capitalism', in *Studies in the Development of Capitalism*. London: Routledge and Kegan Paul Ltd, pp. 1-32.
E. Wood, (2002) 'The Agrarian origin of Capitalism', in *Origin of Capitalism: A Long View*. London: Verso, pp. 91-95; 166-181.
A. Hoogvelt, (2002) 'History of Capitalism Expansion', in *Globalization and Third WorldPolitics.* London: Palgrave, pp. 14-28.

**b. Socialism**
Essential Readings:
A. Brown, (2009) 'The Idea of Communism', in *Rise and Fall of Communism*, Harpercollins (e-book), pp. 1-25; 587-601.
J. McCormick, (2007) 'Communist and Post-Communist States', in *Comparative Politics inTransition*, United Kingdom: Wadsworth, pp. 195-209
Additional Readings:
R. Meek, (1957) 'The Definition of Socialism: A Comment', *The Economic Journal*. 67 (265), pp. 135-139.

**c. Colonialism, decolonization& postcolonial society**
Essential Readings:
P. Duara, (2004) 'Introduction: The Decolonization of Asia and Africa in the Twentieth Century', in P. Duara, (ed), *Decolonization: Perspective From Now and Then.* London: Routledge, pp. 1-18.
J. Chiryankandath, (2008) 'Colonialism and Post-Colonial Development', in P. Burnell, et. al, *Politics in the Developing World.* New Delhi: Oxford University Press, pp. 31-52.

Additional Reading:
M. Mohanty, (1999) 'Colonialism and Discourse in India and China', Available at http://www.ignca.nic.in/ks_40033.html http, Accessed: 24.03.2011.

**III. Themes for Comparative Analysis**
Essential Reading:
L. Barrington et. al (2010) *Comparative Politics - Structures & Choices*, Boston, Wadsworth, pp. 212-13; 71-76; 84-89.
M. Grant, (2009) 'United Kingdom Parliamentary System' in *The UK Parliament.* Edinburgh: Edinburgh University Press, pp. 24-43
J. McCormick, (2007) *Comparative Politics in Transition*, UK: Wadsworth, pp. 260-270 (China)

M. Kesselman, J. Krieger and William (2010), *Introduction to Comparative Politics: PoliticalChallenges and Changing Agendas*, UK: Wadsworth. pp. 47-70 (Britain); 364-388 (Nigeria);625-648 (China); 415-440 (Brazil).

Additional Reading:
P. Rutland, (2007) 'Britain', in J. Kopstein and M. Lichbach. (eds.) *Comparative Politics:Interest, Identities and Institutions in a Changing Global Order.* Cambridge: CambridgeUniversity Press, pp. 39-79.

## 3.2 PERSPECTIVES ON PUBLIC ADMINISTRATION

***Objective*:**The course provides an introduction to the discipline of public administration.This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

### I. PUBLIC ADMINISTRATION AS A DISCIPLINE [ 15 lectures ]

- Meaning, Dimensions and Significance of the Discipline
- Public and Private Administration
- Evolution of Public Administration

### II. THEORETICAL PERSPECTIVES [ 25 lectures ]

**CLASSICAL THEORIES**

- Scientific management (F.W.Taylor)
- Administrative Management (Gullick, Urwick and Fayol)
- Ideal-type bureaucracy (Max Weber)

**NEO-CLASSICAL THEORIES**

- Human relations theory (Elton Mayo)
- Rational decision-making (Herbert Simon)

**CONTEMPORARY THEORIES**

- Ecological approach (Fred Riggs)
- Innovation and Entrepreneurship (Peter Drucker)

### III. PUBLIC POLICY [ 10 lectures ]

- Concept, relevance and approaches
- Formulation, implementation and evaluation

**IV. MAJOR APPROACHES IN PUBLIC ADMINISTRATION [ 20 lectures ]**

- New Public Administration
- New Public Management
- New Public Service Approach
- Good Governance
- Feminist Perspectives

## READINGS

**I. Public Administration as a Discipline**
**Meaning, Dimensions and Significance of the Discipline**.
Nicholas Henry, *Public Administration and Public Affairs*, Prentice Hall, 1999

D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009) *Public Administration: UnderstandingManagement, Politics and Law in Public Sector,* 7th edition, New Delhi: McGraw Hill, pp. 1-40

W. Wilson, (2004) 'The Study of Administration', in B. Chakrabarty and M. Bhattacharya (eds), *Administrative Change and Innovation: a Reader*, New Delhi: Oxford University Press, pp. 85-101

**b. Public and Private Administration.**
M. Bhattacharya, (2008) *New Horizons of Public Administration*, 5th Revised Edition. New Delhi: Jawahar Publishers, pp. 37-44.

G. Alhson, (1997) 'Public and Private Management', in Shafritz, J. and Hyde, A. (eds.) *Classicsof Public Administration,* 4th Edition. Forth Worth: Hartcourt Brace, TX, pp. 510-529.

**Evolution of Public Administration**
N. Henry,*Public Administration and Public Affairs*, 12th edition. New Jersey: Pearson,2013

M.Bhattacharya,*Restructuring Public Administration: A New Look*, New Delhi: Jawahar

Publishers, 2012

P.Dunleavy and C.Hood, "From Old Public Administration to New Public Management",

Public Money and Management, Vol. XIV No-3, 1994

M. Bhattacharya, *New Horizons of Public Administration*, New Delhi: Jawahar Publishers, 2011

Basu, Rumki, Public Administration : Concepts and Theories Sterling Publishers, New Delhi 2014

**II. Theoretical Perspectives Scientific Management**
D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972
F. Taylor, 'Scientific Management', in J. Shafritz, and A. Hyde, (eds.) *Classics of PublicAdministration*, 5th Edition. Belmont: Wadsworth, 2004
P. Mouzelis, 'The Ideal Type of Bureaucracy' in B. Chakrabarty, And M. Bhattacharya, (eds), *Public Administration: A Reader*, New Delhi: Oxford University Press,2003
**Administrative Management**
H.Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyrnarayana, [eds.], Administrative Thinkers, Sterling Publishers, 2010
I. J. Ferreira, A. W. Erasmus and D. Groenewald , Administrative Management, Juta Academics, 2010
**Ideal Type-Bureaucracy**
R. Weber,'Bureaucracy', in C. Mills, and H. Gerth, F*rom Max Weber: Essays in Sociology*. Oxford: Oxford University Press, 1946
Warren. G.Bennis, *Beyond Bureaucracy*, Mc Graw Hill, 1973

**Human Relations Theory**
D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972
B. Miner, 'Elton Mayo and Hawthrone', in *Organisational Behaviour 3: Historical Origins andthe Future.* New York: M.E. Sharpe, 2006
**Rational-Decision Making**
S. Maheshwari, *Administrative Thinkers*, New Delhi: Macmillan, 2009
Fredrickson and Smith, 'Decision Theory', in *The Public Administration Theory Primer*. Cambridge: Westview Press, 2003
**Ecological approach**
R. Arora, 'Riggs' Administrative Ecology' in B. Chakrabarty and M. Bhattacharya (eds), *PublicAdministration: A reader*, New Delhi, Oxford University Press, 2003
A. Singh, *Public Administration: Roots and Wings*. New Delhi: Galgotia Publishing Company, 2002
F. Riggs, *Administration in Developing Countries: The Theory of Prismatic Society*. Boston: Houghton Miffin,1964
**Innovation and Entrepreneurship**
Peter Drucker, *Innovation and Entrepreneurship*, Harper Collins,1999
Peter F. Drucker , *The Practice of Management*, Harper Collins, 2006

**III. Public Policy**
**Concept, Relevance and Approaches**
T. Dye, (1984) *Understanding Public Policy,* 5th Edition. U.S.A: Prentice Hall, pp. 1-44
*The Oxford Handbook of Public Policy* ,OUP,2006
Xun Wu, M.Ramesh, Michael Howlett and Scott Fritzen ,*The Public Policy Primer: ManagingThe Policy Process*, Rutledge, 2010
Mary Jo Hatch and Ann .L. Cunliffe Organisation Theory : *Modern, Symbolicand Postmodern Perspectives*, Oxford University Press,2006
Michael Howlett, *Designing Public Policies : Principles And Instruments*, Rutledge, 2011 *The Oxford Handbook Of Public Policy*, Oxford University Press,

2006

**Formulation, implementation and evaluation**

Prabir Kumar De, *Public Policy and Systems*, Pearson Education, 2012
R.V. Vaidyanatha Ayyar, *Public Policy Making In India*, Pearson,2009
Surendra Munshi and Biju Paul Abraham [Eds.] *Good Governance, Democratic Societies AndGlobalisation*, Sage Publishers, 2004

**IV. Major Approaches in Public Administration a. Development administration**
M. Bhattacharya, 'Chapter 2 and 4', in *Social Theory, Development Administration andDevelopment Ethics*, New Delhi: Jawahar Publishers, 2006
F. Riggs,*The Ecology of Public Administration, Part 3*, New Delhi: Asia Publishing House, 1961

**c. New Public Administration**
Essential Reading:
M. Bhattacharya, *Public Administration: Issues and Perspectives*, New Delhi: Jawahar Publishers, 2012
H. Frederickson, 'Toward a New Public Administration', in J. Shafritz, & A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition, Belmont: Wadsworth, 2004

**d.New Public Management**
U. Medury, *Public administration in the Globalization Era*, New Delhi: Orient Black Swan, 2010
A. Gray, and B. Jenkins, 'From Public Administration to Public Management' in E. Otenyo and N. Lind, (eds.) *Comparative Public Administration: The Essential Readings*: Oxford University Press, 1997
C. Hood, 'A Public Management for All Seasons', in J. Shafritz, & A. Hyde, (eds.) *Classics ofPublic Administration*, 5th Edition, Belmont: Wadsworth, 2004

**d. New Public Service Approach**
R.B.Denhart & J.V.Denhart [Arizona State University] " The New Public Service: Serving Rathet Than Steering", in Public Administration Review ,Volume 60, No-6,November-December 2000

**e. Good Governance**

A. Leftwich, 'Governance in the State and the Politics of Development', in *Development andChange*. Vol. 25,1994
M. Bhattacharya, 'Contextualizing Governance and Development' in B. Chakrabarty and
M. Bhattacharya, (eds.) *The Governance Discourse.* New Delhi: Oxford University Press,1998 B. Chakrabarty, *Reinventing Public Administration: The India Experience.* New Delhi: Orient Longman, 2007
U. Medury, *Public administration in the Globalisation Era*, New Delhi: Orient Black Swan, 2010

**f. Feminist Perspective**

Camila Stivers, *Gender Images In Public Administration*, California : Sage Publishers,2002 Radha Kumar, *The History of Doing*, New Delhi: Kali For Women, 1998
Sylvia Walby, *Theorising Patriarchy*, Oxford, Basil Blackwell.1997
Amy. S. Wharton, *The Sociology Of Gender*, West Sussex : Blackwell-Wiley Publishers,2012 Nivedita Menon [ed.], *Gender and Politics*, Delhi: Oxford University Press, 1999
Simone De Beauvoir, *The Second Sex*, London: Picador, 1988
Alison Jaggar, *Feminist Politics And Human Nature*, Brighton: Harvester Press,1983 Maxine Molyneux and Shahra Razavi , *Gender, Justice, Development and Rights* ,Oxford: Oxford University Press, 2002

## 3.3 Paper VII- Perspectives on International Relations and World History

**Course Objective:** This paper seeks to equip students with the basic intellectual tools forunderstanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the agency-structure problem through the levels-of-analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro - centricism of International Relations by highlighting certain specific perspectives from the Global South.

**A. Studying International Relations (15 Lectures)**

i.How do you understand International Relations: Levels of Analysis (3 lectures) ii.History and IR: Emergence of the International State System (2 Lectures) iii.Pre-Westphalia and Westphalia (5 lectures)
iv.Post-Westphalia (5 lectures)

**D. Theoretical Perspectives (25 Lectures)**

i Classical Realism & Neo-Realism (6 lectures)
ii. Liberalism & Neoliberalism (5 lectures)
iii. Marxist Approaches (5 lectures)
iv. Feminist Perspectives (4 lectures)
v. Eurocentricism and Perspectives from the Global South (5 Lectures)

**C. An Overview of Twentieth Century IR History (20 Lectures)**

i. World War I: Causes and Consequences (1 Lecture)
ii. Significance of the Bolshevik Revolution (1 Lecture)
iii. Rise of Fascism / Nazism (2 Lectures)
iv. World War II: Causes and Consequences (3 Lectures)
v. Cold War: Different Phases (4 Lectures)
vi. Emergence of the Third World (3 Lectures)

vii.Collapse of the USSR and the End of the Cold War (2 Lectures)

viii. Post Cold War Developments and Emergence of Other Power Centers of Power (4 Lectures)

**Essential Readings:**

M. Nicholson, (2002) *International Relations: A Concise Introduction,* New York: Palgrave, pp. 1-4.

R.Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories andApproches,* 3rd Edition, Oxford: Oxford University Press, pp. 2-7

S.Joshua. Goldstein and J. Pevehouse, (2007) *International Relations,* New York: Pearson Longman, 2007, pp. 29-35

C. Brown and K. Ainley, (2009) *Understanding International Relations,* Basingstoke: Palgrave, pp. 1-16.

Additional Readings:

K. Mingst and J. Snyder, (2011) *Essential Readings in International Relations,* New York: W.W. Nortan and Company, pp. 1-15.

M. Smith and R. Little, (eds) (2000) 'Introduction', in *Perspectives on World Politics,* New York: Routledge, 2000, 1991, pp. 1-17.

J. Baylis and S. Smith (eds), (2008) *The Globalization of World Politics: An Introduction toInternational Relations,* New York: Oxford University Press, pp. 1-6.

R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics,* New York: Routledge, pp. 2-32.

Rumki Basu, (ed)(2012) International Politics: Concepts, Theories and Issues New Delhi, Sage.

**History and IR: Emergence of the International State System:**

Essential Readings:

R. Mansbach and K. Taylor, (2012) *Introduction to Global Politics,* New York: Routledge, pp. 33-68.

K. Mingst, (2011) *Essentials of International Relations,* New York: W.W. Nortan and Company, pp. 16-63.

P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security,Economy, Identity,* Pearson Education, pp. 40-85.

Additional Readings:

J. Baylis, S. Smith and P. Owens, (2008) *The Globalization of World Politics: An Introductionto International Relations,* New York: Oxford University Press, pp. 36-

89.
R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 70-135.

J Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 50-69.
E. Hobsbawm, (1995) *Age of Extremes: The Short Twentieth Century 1914-1991*, Vikings.

S. Lawson, (2003) *International Relations*, Cambridge: Polity Press, pp. 21-60.

**How do you Understand IR (Levels of Analysis):**

Essential Readings:
J. Singer, (1961) 'The International System: Theoretical Essays', *World Politics*, Vol. 14(1), pp. 77-92.

B. Buzan, (1995) 'The Level of Analysis Problem in International Relations Reconsidered,' in K. Booth and S. Smith, (eds), *International Relations Theory Today*, Pennsylvania: The Pennsylvania State University Press, pp. 198-216.

Additional Readings:
K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Nortan and Company, pp. 93-178.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 35-49.

K. Waltz, (1959) *Man, The State and War*, Columbia: Columbia University Press.

**<u>Theoretical Perspectives:</u>**

**Classical Realism and Neorealism**
Essential Readings:
E. Carr, (1981) *The Twenty Years Crisis, 1919-1939: An Introduction to the Study ofInternational Relations*, London: Macmillan, pp. 63-94.

H. Morgenthau, (2007) 'Six Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 7-14.

T. Dunne and B. Scmidt, (2008) 'Realism', in J. Baylis and S. Smith (eds), *The Globalization ofWorld Politics: An Introduction to International Relations*, New York: Oxford University Press,pp. 90-107.

K. Waltz, (2007) 'The Anarchic Structure of World Politics', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 29-49.

**Additional Readings:**
M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 6-7.

H. Bull, (2000) 'The Balance of Power and International Order', in M. Smith and R. Little (eds), *Perspectives on World Politics*, New York: Routledge, pp. 115-124.

**Liberalism and Neoliberalism**
Essential Readings:
T. Dunne, (2008) 'Liberalism', in J. Baylis and S. Smith (eds.), *The Globalization of WorldPolitics: An Introduction to International Relations*, New York: Oxford University Press, pp.
108-123.

R. Keohane and J. Nye, (2000) 'Transgovernmental Relations and the International Organization', in M. Smith and R. Little (eds.), *Perspectives on World Politics*, New York: Routledge, pp. 229-241.

Additional Readings:
J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 127-137.

R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories andApproaches*, 3rd Edition, Oxford: Oxford University Press, pp. 97-128.

**Marxist Approaches**
Essential Readings:
I. Wallerstein, (2000) 'The Rise and Future Demise of World Capitalist System: Concepts for Comparative Analysis', in Michael Smith and Richard Little (eds), *Perspectives on WorldPolitics*, New York: Routledge, pp. 305-317.

S. Hobden and R. Jones, (2008) 'Marxist Theories of International Relations' in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 142-149; 155-158.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 494-496; 500-503.

Additional Readings:
J. Galtung, (2000) 'A Structural Theory of Imperialism', in M. Smith and R. Little, (eds), *Perspectives on World Politics*, New York: Routledge, pp. 292-304.

A. Frank, (1966) 'The Development of Underdevelopment' *Monthly Review*, pp. 17-30.

P. Viotti and M. Kauppi (2007), *International Relations and World*

*Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.

Modern History Sourcebook: Summary of Wallerstein on World System Theory, Available at http://www.fordham.edu/halsall/mod/Wallerstein.asp, Accessed: 19.04.2013

**Feminist Perspectives**

Essential Readings:

J. Tickner, (2007) 'A Critique of Morgenthau's Principles of Political Realism', in R. Art and R. Jervis, *International Politics,* 8th Edition, New York: Pearson Longman, pp. 15-28.

F. Halliday, (1994) *Rethinking International Relations,* London: Macmillan, pp. 147-166. Additional Readings:

M. Nicholson, *International Relations: A Concise Introduction*, New York: Palgrave, 2002, pp. 120-122.

J. Goldstein and J. Pevehouse, (2007) *International Relations,* New York: Pearson Longman, pp. 138-148.

S. Smith and P. Owens, (2008) 'Alternative Approaches to International Theory' in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to InternationalRelations*, New York: Oxford University Press, pp. 181-184.

**IR, Eurocentricism and Perspectives from the Global South on Eurocentricism**

Essential Readings:

A. Acharya and B. Buzan, (2007) 'Why Is There No Non- Western IR Theory: Reflections on and From Asia', *International Relations Of The Asia- Pacific,* Vol 7(3), pp. 285-286.

T. Kayaoglu, (2010) 'Westphalian Eurocentrism in I R Theory', in *International StudiesReview,* Vol. 12(2), pp. 193-217.

Additional Readings:

O. Weaver and A. Tickner, (2009) 'Introduction: Geocultural Epistemologies', in A. Tickner and O. Waever (eds), *International Relations: Scholarship Around The World,* London: Routledge, pp. 1-31.

R.Kanth (ed), (2009) *The Challenge of Eurocentris: Global Perspectives,Policy & Prospects,* New York: Palgrave-McMillan.

S.Amin, (2010) *Eurocentrism: Modernity, Religion & Democracy,* New York: Monthly Review Press.

**<u>An Overview of Twentieth Century IR History</u>**

**(a) World War I: Causes and Consequences**

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 22-35.

**(b) Significance of the Bolshevik Revolution**

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 54-78.

**(c) Rise of Fascism / Nazism**

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 108-141.

Carr, E.H. (2004) *International Relations between the Two World Wars: 1919-1939*. New York: Palgrave, pp. 197-231 and 258-278.

**(d) World War II: Causes and Consequences**

Taylor, A.J.P. (1961) *The Origins of the Second World War*. Harmondsworth: Penguin, pp.29-65.

Carrtuthers, S.L. (2005) 'International History, 1900-1945' in Baylis, J. and Smith, S. (eds.) (2008)

*The Globalization of World Politics. An Introduction to International Relations*. 4th edn.Oxford: Oxford University Press, pp. 76-84.

**(e) Cold War: Different Phases**

Calvocoressi, P. (2001) *World Politics: 1945—2000*. Essex: Pearson, pp. 3-91.

Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) *TheGlobalization of World Politics. An Introduction to International Relations*. 4th edn. Oxford:Oxford University Press, pp. 93-101.

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 225-226.

**(f) Emergence of the Third World**

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 207-222.

**(g) Collapse of the USSR and the End of the Cold War**

Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.)

(2008) *TheGlobalization of World Politics. An Introduction to International Relations*. 4th edn. Oxford:Oxford University Press, pp. 93-101.

**(h) Post Cold War Developments and Emergence of Other Power Centres of Power: Japan, European Union (EU) and Brazil, Russia, India, China (BRIC)**

Brezeznski, Z. (2005) *Choice: Global Dominance or Global Leadership*. New York: Basic Books, pp. 85-127.34

Gill, S. (2005) 'Contradictions of US Supremacy' in Panitch, L. and Leys, C. (eds.) *SocialistRegister: The Empire Reloaded*. London: Merlin Press. 2004, London, Merlin Press and NewYork, Monthly Review Press. *Socialist Register*, pp.24-47.

Therborn, G. (2006) 'Poles and Triangles: US Power and Triangles of Americas, Asia and Europe' in Hadiz, V.R. (ed.) *Empire and Neo Liberalism in Asia.* London: Routledge, pp.23-37.

## 4.1 Paper VIII- Political Processes and Institutions in Comparative Perspective

**Course objective:** In this course students will be trained in the application of comparativemethods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative political.

**I. Approaches to Studying Comparative Politics (8 lectures) a.** Political Culture
**b**. New Institutionalism

**II. Electoral System (8 lectures)**
Definition and procedures: Types of election system (First Past the Post, Proportional Representation, Mixed Representation)

**III. Party System (8 lectures)**
Historical contexts of emergence of the party system and types of parties

**IV. Nation-state (8 lectures)**
What is nation–state? Historical evolution in Western Europe and postcolonial contexts 'Nation' and 'State': debates

**V. Democratization (8 lectures)**
Process of democratization in postcolonial, post- authoritarian and post-communist countries

**VI. Federalism (8 lectures)** Historical context Federation and Confederation: debates aroundterritorial division of power.

## ***READING LIST***

**I: Approaches to Studying Comparative Politics**

Essential Readings:

M. Pennington, (2009) 'Theory, Institutional and Comparative Politics', in J. Bara and Pennington. (eds.) *Comparative Politics: Explaining Democratic System.* Sage Publications, New Delhi, pp. 13-40.

M. Howard, (2009) 'Culture in Comparative Political Analysis', in M. Lichback and A. Zuckerman, pp. 134- S. (eds.) *Comparative Political: Rationality, Culture, and Structure*. Cambridge: Cambridge University Press.

B. Rosamond, (2005) 'Political Culture', in B. Axford, et al. *Politics*, London: Routledge, pp. 57-81.

Additional Readings:

P. Hall, Taylor and C. Rosemary, (1996) 'Political Science and the Three New Institutionalism', *Political Studies*. XLIV, pp. 936-957.

L. Rakner, and R. Vicky, (2011) 'Institutional Perspectives', in P. Burnell, et .al. (eds.) *Politicalin the Developing World.* Oxford: Oxford University Press, pp. 53-70.

**II: Electoral System**

Essential Readings:

A. Heywood, (2002) 'Representation, Electoral and Voting', in *Politics*. New York: Palgrave, pp. 223-245.

A. Evans, (2009) 'Elections Systems', in J. Bara and M. Pennington, (eds.) *Comparativepolitics.* New Delhi: Sage Publications, pp. 93-119.

Additional Reading:

R. Moser, and S. Ethan, (2004) 'Mixed Electoral Systems and Electoral System Effects: Controlled Comparison and Cross-national Analysis', in *Electoral Studies.* 23, pp. 575-599.

**III: Party System**

Essential Readings:

A. Cole, (2011) 'Comparative Political Parties: Systems and Organizations', in J. Ishiyama, and M. Breuning, (eds) *21st Century Political Science: A Reference Book*. Los Angeles: Sage Publications, pp. 150-158.

A. Heywood, (2002) 'Parties and Party System', in *Politics*. New York : Palgrave, pp. 247-268.

Additional Readings:

B. Criddle, (2003) 'Parties and Party System', in R. Axtmann, (ed.) *Understanding*

*DemocraticPolitics: An Introduction*. London: Sage Publications, pp. 134-142.

**IV: Nation-state**

Essential Readings:

W. O'Conner, (1994) 'A Nation is a Nation, is a Sate, is a Ethnic Group, is a …', in J. Hutchinson and A. Smith, (eds.) *Nationalism.* Oxford: Oxford University Press, pp. 36-46.

K. Newton, and J. Deth, (2010) 'The Development of the Modern State ', in *Foundations ofComparative Politics: Democracies of the Modern World.* Cambridge: Cambridge UniversityPress, pp. 13-33.

Additional Reading:

A. Heywood, (2002), 'The State', in *Politics*. New York: Palgrave, pp. 85-102

**V. Democratization**

Essential Readings:

T. Landman, (2003) 'Transition to Democracy', in *Issues and Methods of ComparativeMethods: An Introduction.* London: Routledge, pp. 185-215.

K. Newton, and J. Deth, (2010) 'Democratic Change and Persistence', in *Foundations ofComparative Politics: Democracies of the Modern World*. Cambridge: Cambridge UniversityPress, pp. 53-67.

J. Haynes, (1999) 'State and Society', in *The Democratization.* Oxford: Blackwell, pp. 20-38; 39-63.

Additional Reading:

B. Smith, (2003) 'Democratization in the Third World', in *Understanding Third World Politics:Theories of Political Change and Development*. London: Palgrave Macmillan, pp.250-274.

**VI: Federalism**

Essential Readings:

M. Burgess, (2006) *Comparative Federalism: Theory and Practice*. London: Routledge, pp. 135-161.

R. Watts, (2008) 'Introduction', in *Comparing Federal Systems.* Montreal and Kingston: McGill Queen's University Press, pp. 1-27

Additional Reading:

R. Saxena, (2011) 'Introduction', in Saxena, R (eds.) *Varieties of Federal Governance: MajorContemporary Models.* New Delhi: Cambridge University Press, pp. xii-x1.

## 4.2 Paper-IX PUBLIC POLICY AND ADMINISTRATION IN INDIA

Objective: The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

### I. Public Policy [ 10 lectures ]

a. Definition, characteristics and models
b. Public Policy Process in India

### II. Decentralization [ 10 lectures ]

g. Meaning, significance and approaches and types
h. Local Self Governance: Rural and Urban

### III. Budget [ 12 lectures ]

h. Concept and Significance of Budget
i. Budget Cycle in India
j. Various Approaches and Types Of Budgeting

### IV. Citizen and Administration Interface [ 15 lectures ]

a. Public Service Delivery
b. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance

### V. Social Welfare Administration [ 20 lectures ]

a. Concept and Approaches of Social Welfare
b. Social Welfare Policies:

- **Education**: Right To Education,
- **Health:** National Health Mission,
- **Food**: Right To Food Security
- **Employment**: MNREGA

## READINGS

**Public Policy**

T. Dye, (1984) *Understanding Public Policy*, 5th Edition. U.S.A: Prentice Hall

R.B. Denhardt and J.V. Denhardt, (2009) *Public Administration*, New Delhi: Brooks/Cole

J. Anderson, (1975) *Public Policy Making*. New York: Thomas Nelson and sons Ltd.

M. Howlett, M. Ramesh, and A. Perl, (2009), *Studying Public Policy: Policy Cycles and Policysubsystems*, 3rd edition, Oxford: Oxford University Press

T. Dye, (2002) *Understanding Public Policy*, New Delhi: Pearson
Y. Dror, (1989) *Public Policy Making Reexamined.* Oxford: Transaction Publication

**Decentralization**

Satyajit Singh and Pradeep K. Sharma [eds.] *Decentralisation: Institutions And Politics InRural India*, OUP,2007

D. A. Rondinelli and S.Cheema, *Decentralisation and Development*, Beverly Hills: Sage Publishers, 1983

N.G.Jayal, *Democracy and The State: Welfare, Secular and Development in ContemporaryIndia*, Oxford : Oxford University Press,1999

Bidyut Chakrabarty, *Reinventing Public Administration: The Indian Experience*, Orient Longman,2007

Noorjahan Bava, *Development Policies and Administration in India*, Delhi: Uppal Publishers, 2001

Gabriel Almond and Sidney Verba, *The Civic Culture*, Boston: Little Brown, 1965

M.P.Lester, *Political Participation- How and Why do People Get Involved in Politics* Chicago: McNally, 1965

**III. Budget**

Erik-Lane, J. (2005) *Public Administration and Public Management: The Principal AgentPerspective.* New York: Routledge

Henry, N.(1999) *Public Administration and Public Affairs.* New Jersey:Prentice Hall

Caiden, N.(2004) ‘ Public Budgeting Amidst Uncertainity and Instability’, in Shafritz, J.M. & Hyde, A.C. (eds.) *Classics of Public Administration*. Belmont: Wadsworth

**IV Citizen And Administration Interface**

R. Putnam , *Making Democracy Work* , Princeton University Press, 1993

Jenkins, R. and Goetz, A.M. (1999) 'Accounts and Accountability: Theoretical Implications of the Right to Information Movement in India', in *Third World Quarterly*. June

Sharma, P.K. & Devasher, M. (2007) 'Right to Information in India' in Singh, S. and Sharma, P. (eds.) *Decentralization: Institutions and Politics in Rural India*. New Delhi: Oxford University Press

Vasu Deva, *E-Governance In India: A Reality*, Commonwealth Publishers, 2005

*World Development Report*, World Bank, Oxford University Press, 1992.

M.J.Moon, *The Evolution of Electronic Government Among Municipalities: Rheoteric orReality*, American Society For Public Administration, Public Administration Review, Vol 62,Issue 4, July –August 2002

Pankaj Sharma, E-*Governance: The New Age Governance*, APH Publishers, 2004

Pippa Norris, *Digital Divide: Civic Engagement, Information Poverty and the Internet inDemocratic Societies*, Cambridge: Cambridge University Press, 2001.

Stephan Goldsmith and William D. Eggers, *Governing By Network: The New Shape of thePublic Sector*, Brookings Institution [Washington], 2004

United Nation Development Programme, *Reconceptualising Governance*, New York, 1997 Mukhopadyay, A. (2005) 'Social Audit', in *Seminar.* No.551.

**V. Social Welfare Administration**

Jean Drèze and Amartya Sen, *India, Economic Development and Social Opportunity,* Oxford: Oxford University Press, 1995

J.Dreze and Amartya Sen, *Indian Development: Selected Regional Perspectives*, Oxford: Clareland Press, 1997

Reetika Khera- Rural Poverty And Public Distribution System, EPW, Vol-XLVIII, No.45-46, Nov 2013

Pradeep Chaturvedi [ed.], *Women And Food Security: Role Of Panchayats*, Concept Publishers, 1997

National Food Security Mission: **nfsm**.gov.in/Guidelines/XIIPlan/**NFSM**XII.pdf

Jugal Kishore, *National Health Programs of India: National Policies and Legislations*, Century Publications, 2005

K. Lee and Mills, *The Economic Of Health In Developing Countries*, Oxford: Oxford University Press, 1983

K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Developmentin India*, Delhi: Akansha Publishers, 2012.

Marma Mukhopadhyay and Madhu Parhar(ed.) *Education in India: Dynamics ofDevelopment*, Delhi: Shipra Publications, 2007

Nalini Juneja, *Primary Education for All in the City of Mumbai: The Challenge Set By LocalActors'*, International Institute For Educational Planning, UNESCO: Paris, 2001

Surendra Munshi and Biju Paul Abraham [eds.] *Good Governance, Democratic Societies andGlobalisation*, Sage Publishers, 2004

Basu Rumki (2015) *Public Administration in India Mandates, Performance and FuturePerspectives*, New Delhi, Sterling Publishers

www.un.org/millenniumgoa
ls http://www.cefsindia.org
www.righttofoodindia.org

## 4.3 Paper X- Global Politics

**Course objective**: This course introduces students to the key debates on the meaning andnature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

**I. Globalization: Conceptions and Perspectives (23 lectures)**

a. Understanding Globalization and its Alternative Perspectives (6 lectures)
b. Political: Debates on Sovereignty and Territoriality (3 lectures)
c. Global Economy: Its Significance and Anchors of Global Political Economy: IMF,
d. World Bank, WTO, TNCs (8 lectures)
e. Cultural and Technological Dimension (3 lectures)
f. Global Resistances (Global Social Movements and NGOs) (3 lectures)

**II. Contemporary Global Issues (20 lectures)**

a. Ecological Issues: Historical Overview of International Environmental Agreements,

Climate Change, Global Commons Debate (7 lectures)
b. Proliferation of Nuclear Weapons (3 lectures)
c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments (4 lectures)
d. Migration (3 lectures)
e. Human Security (3 lectures)

**III. Global Shifts: Power and Governance (5 lectures)**

***READING LIST***

**I. Globalization – Conceptions and Perspectives Understanding Globalization and its Alternative Perspectives**

Essential Readings:
G. Ritzer, (2010) *Globalization: A Basic Text,* Sussex: Wiley-Blackwell, pp. 33-62.
M. Strager, (2009) *Globalization: A Very Short Introduction,* London: Oxford University Press, pp. 1-16.
R. Keohane and J. Nye Jr, (2000) 'Globalization: What's New? What's Not? (And So What?)', in *Foreign Policy,* No 118, pp. 104-119.

Additional Reading:
A. McGrew, (2011) 'Globalization and Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics: An Introduction to International Relations,* New York: Oxford University Press, pp. 14-31.
A.Heywood, (2011) *Global Politics,* New York: Palgrave-McMillan, pp. 1-24.
W. Ellwood, (2005) *The No-nonsense Guide to Globalization,* Jaipur: NI-Rawat Publications, pp. 12-23.

**Political: Debates on Sovereignty and Territoriality**

Essential Readings:
A. Heywood, (2011) *Global Politics,* New York: Palgrave-McMillan, pp. 112-134.
R. Keohane, (2000) 'Sovereignty in International Society', in D. Held and A. McGrew (eds.) *The Global Trans-Formations Reader,* Cambridge: Polity Press, pp. 109-123.

Additional Reading:
K. Shimko, (2005) *International Relations: Perspectives and Controversies,* New York: Houghton Mifflin, pp. 195-219.

**Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs**

Essential Readings:
A. Heywood, (2011) *Global Politics,* New York: Palgrave-McMillan, pp. 454-479.
T. Cohn, (2009) *Global Political Economy: Theory and Practice,* pp. 130-140 (IMF), 208-218 (WTO).
R. Picciotto, (2003) 'A New World Bank for a New Century', in C. Roe Goddard et al., *International Political: State-Market Relations in a Changing Global Order,* Boulder:

LynneReinner, pp. 341-351.
A. Narlikar, (2005) *The World Trade Organization: A Very Short Introduction,* New York: Oxford University Press, pp. 22-98.
J. Goldstein, (2006) *International Relations,* New Delhi: Pearson, pp. 392-405 (MNC).
P. Hirst, G. Thompson and S. Bromley, (2009) *Globalization in Question,* Cambridge: Polity Press, pp. 68-100 (MNC).

Additional Readings:
G. Ritzer, (2010) *Globalization: A Basic Text,* Sussex: Wiley-Blackwell, pp. 180-190.
F. Lechner and J. Boli (ed.), (2004) *The Globalization Reader,* London: Blackwell, pp. 236-239 (WTO).
D. Held et al, (1999) *Global Transformations: Politics, Economics and Culture,* California: Stanford University Press, pp. 242-282 (MNC).
T. Cohn, (2009) *Global Political Economy,* New Delhi: Pearson, pp. 250-323 (MNC).

**Cultural and Technological Dimension**
Essential Readings:
D. Held and A. McGrew (eds.), (2002) *Global Transformations Reader: Politics, Economicsand Culture,* Cambridge: Polity Press, pp. 1-50; 84-91.
M. Steger, (2009) 'Globalization: A Contested Concept', in *Globalization: A Very ShortIntroduction,* London: Oxford University Press, pp. 1-16.
A. Appadurai, (2000) 'Grassroots Globalization and the Research Imagination', in *PublicCulture,* Vol. 12(1), pp. 1-19.

**Additional Reading:**
J. Beynon and D. Dunkerley, (eds.), (2012) *Globalisation: The Reader,* New Delhi: Rawat Publications, pp. 1-19.
A. Vanaik, (ed.), (2004) *Globalization and South Asia: Multidimensional Perspectives,* New Delhi: Manohar Publications, pp. 171-191, 192-213, 301-317, 335-357.

**Global Resistances (Global Social Movements and NGOs)**
Essential Readings:
G. Ritzer, (2010) *Globalization: A Basic Text,* Sussex: Wiley-Blackwell, pp. 487-504.
R. O'Brien et al., (2000) *Contesting Global Governance: Multilateral Economic Institutionsand Global Social Movements,* Cambridge: Cambridge University Press, pp. 1-23.
J. Fisher, (1998) *Non-Governments: NGOs and Political Development in the Third World,*
Connecticut: Kumarian Press, pp. 1- 37 (NGO).

**Additional Readings:**

G. Laxter and S. Halperin (eds.), (2003) *Global Civil Society and Its Limits,* New York: Palgrave, pp. 1-21.
A. Heywood, (2011) *Global Politics,* New York: Palgrave-McMillan, pp. 150-156 (NGO).
P. Willets, (2011) 'Trans-National Actors and International Organizations in Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics,* New York: Oxford University Press, pp. 334-342. (NGO)

**II. Contemporary Global Issues**

**Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate**

Essential Readings:

J. Volger, (2011) 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 348-362.

A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 383-411.

N. Carter, (2007) *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, pp. 13-81.

Additional Readings:

P. Bidwai, (2011) 'Durban: Road to Nowhere', in *Economic and Political Weekly*, Vol.46, No. 53, December, pp. 10-12.

K.Shimko, (2005) *International Relations Perspectives and Controversies*, New York: Hughton-Mifflin, pp. 317-339.

**Proliferation of Nuclear Weapons**

Essential Readings:

D. Howlett, (2011) 'Nuclear Proliferation', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 384-397.

P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economyand Identity*, New Delhi: Pearson, pp. 238-272.

**Additional Reading:**

A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 264-281.

**International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments**

Essential Readings:

P. Viotti and M. Kauppi, (2007) *International Relations*, New Delhi: Pearson, pp. 276-307.

A.Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 282-301. Additional Readings:

J. Kiras, (2011) 'Terrorism and Globalization', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 366-380.

A.Vanaik, (2007) *Masks of Empire*, New Delhi: Tulika, pp. 103-128.

**Migration**

Essential Readings:

G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 298-322.

S. Castles, (2012) 'Global Migration', in B. Chimni and S. Mallavarapu (eds.) *InternationalRelations: Perspectives For the Global South*, New Delhi: Pearson, pp. 272-285.

**Human Security**

Essential Readings:

A. Acharya, (2011) 'Human Security', in J. Baylis, S. Smith and P. Owens (eds.) *Globalizationof World Politics,* New York: Oxford University Press, pp. 480-493.

S. Tadjbakhsh and A. Chenoy, (2007) *Human Security,* London: Routledge, pp. 13-19; 123-127; 236-243.

Additional Reading:

A. Acharya, (2001) 'Human Security: East versus West', in *International Journal,* Vol. 56, no. 3, pp. 442-460.

**III. Global Shifts: Power and Governance**

Essential Readings:

J. Rosenau, (1992) 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel (eds.) *Governance without Government: Order and Change in World Politics,* Cambridge: Cambridge University Press, pp. 1-29.

A. Kumar and D. Messner (eds), (2010) *Power Shifts and Global Governance: Challengesfrom South and North,* London: Anthem Press.

P. Dicken, (2007) *Global Shift: Mapping the Changing Contours of the World Economy,* New York: The Guilford Press.

J. Close, (2001) 'The Global Shift: A quantum leap in human evolution', Available at http://www.stir-global-shift.com/page22.php, Accessed: 19.04.2013.

## 5.1 Paper XI- Classical Political Philosophy

**Course objective:** This course goes back to Greek antiquity and familiarizes students withthe manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.

**I. Text and Interpretation (2 weeks)**

**II. Antiquity Plato (2 weeks)**

Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism Presentation theme: Critique of Democracy; Women and Guardianship, Censorship

**Aristotle (2 weeks)**

Forms, Virtue, Citizenship, Justice, State and Household

Presentation themes: Classification of governments; man as zoon politikon

**III. Interlude:**

**Machiavelli (2 weeks)**

Virtu, Religion, Republicanism
Presentation themes: morality and statecraft; vice and virtue

**IV.Possessive Individualism Hobbes (2 weeks)**
Human nature, State of Nature, Social Contract, State
Presentation themes: State of nature; social contract; Leviathan; atomistic individuals.

**Locke (2 weeks)**
Laws of Nature, Natural Rights, Property,
Presentation themes: Natural rights; right to dissent; justification of property

## ***READING LIST***

**I. Text and Interpretation**
Essential Readings:
T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) *Handbook ofPolitical Theory*, London: Sage Publications Ltd. pp. 18-30.

B. Constant, (1833) 'The Liberty of the Ancients Compared with that of the Moderns', in D. Boaz, (ed), (1997) *The Libertarian Reader*, New York: The Free Press.

Additional Readings:
J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece toEarly Christianity*, Oxford: Blackwell Publishers, pp. 1-20.

Q. Skinner, (2010) 'Preface', in *The Foundations of Modern Political Thought Volume I*,
Cambridge: Cambridge University Press pp. ix-xv.

**II. Antiquity: Plato**
Essential Readings:
A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 9-32.

R. Kraut, (1996) 'Introduction to the study of Plato', in R. Kraut (ed.) *The CambridgeCompanion to Plato*. Cambridge: Cambridge University Press, pp. 1-50.

C. Reeve, (2009) 'Plato', in D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates tothe Present*, Oxford: Oxford University Press, pp. 62-80

Additional Readings:
S. Okin, (1992) 'Philosopher Queens and Private Wives', in S. Okin *Women in WesternPolitical Thought*, Princeton: Princeton University Press, pp. 28-50

R. Kraut, (1996) 'The Defence of Justice in Plato's Republic', in R. Kraut (ed.) *The*

*CambridgeCompanion to Plato.* Cambridge: Cambridge University Press, pp. 311-337

T. Saunders, (1996) 'Plato's Later Political Thought', in R. Kraut (ed.) *The CambridgeCompanion to Plato.* Cambridge: Cambridge University Press, pp. 464-492.

**Aristotle**

Essential Readings:

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 53-64.

T. Burns, (2009) 'Aristotle', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From Socratesto the Present.* Oxford: Oxford University Press, pp.81-99.

C. Taylor, (1995) 'Politics', in J. Barnes (ed.), *The Cambridge Companion to Aristotle*. Cambridge: Cambridge University Press, pp. 232-258

Additional Readings:

J. Coleman, (2000) 'Aristotle', in J. Coleman *A History of Political Thought: From AncientGreece to Early Christianity,* Oxford: Blackwell Publishers, pp.120-186

D. Hutchinson, (1995) 'Ethics', in J. Barnes, (ed.), *The Cambridge Companion to Aristotle* Cambridge: Cambridge University Press, pp. 195-232.

**III. Interlude:**
**Machiavelli**

Essential Readings:

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 124-130

Q. Skinner, (2000) 'The Adviser to Princes',
in *Machiavelli: A Very Short Introduction*, Oxford: Oxford University Press, pp. 23-53

J. Femia, (2009) 'Machiavelli', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: FromSocrates to the Present.* Oxford: Oxford University Press, pp. 163-184

Additional Reading:

Q. Skinner, (2000) 'The Theorist of Liberty', in *Machiavelli: A Very Short Introduction*. Oxford: Oxford University Press, pp. 54-87.

**IV.Possessive**
**Individualism Hobbes**

Essential Readings:

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education pp. 131-157.

D. Baumgold, (2009) 'Hobbes', in D. Boucher and P. Kelly (eds) *Political Thinkers:*

*FromSocrates to the Present.* Oxford: Oxford University Press, pp. 189-206.

C. Macpherson (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 17-29.

Additional Readings:
I. Hampsher-Monk, (2001) 'Thomas Hobbes', in *A History of Modern Political Thought: MajorPolitical Thinkers from Hobbes to Marx,* Oxford: Blackwell Publishers, pp. 1-67.

A. Ryan, (1996) 'Hobbes's political philosophy', in T. Sorell, (ed.) *Cambridge Companion toHobbes*. Cambridge: Cambridge University Press, pp. 208-245.

**Locke**
Essential Readings:
A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 181-209.

J. Waldron, (2009) 'John Locke', in D. Boucher and P. Kelly, (eds) *Political Thinkers: FromSocrates to the Present.* Oxford: Oxford University Press, pp. 207-224

C. Macpherson, (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 194-214.

Additional Readings:
R. Ashcraft, (1999) 'Locke's Political Philosophy', in V. Chappell (ed.) *The CambridgeCompanion to Locke*, Cambridge. Cambridge University Press, pp. 226-251.

I. Hampsher-Monk, (2001) *A History of Modern Political Thought: Major Political Thinkersfrom Hobbes to Marx,* Oxford: Blackwell Publishers, pp. 69-116

## 5.2 Paper XII- Indian Political Thought-I

**Course objective:** This course introduces the specific elements of Indian Political Thoughtspanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.

**I. Traditions of Pre-colonial Indian Political Thought (8 lectures)**
a. Brahmanic and Shramanic
b. Islamic and Syncretic.

**II. Ved Vyasa (Shantiparva): Rajadharma (5 lectures)**

**III. Manu: Social Laws (6 lectures)**

**IV. Kautilya: Theory of State (7 lectures)**

**V. Aggannasutta (Digha Nikaya): Theory of kingship (5 lectures)**

**VI. Barani: Ideal Polity (6 lectures)**

**VII. Abul Fazal: Monarchy (6 lectures)**

**VIII. Kabir: Syncretism (5 lectures)**

## ***READING LIST***

**I .Traditions of Pre-modern Indian Political Thought:**

Essential Readings:

B. Parekh, (1986) 'Some Reflections on the Hindu Tradition of Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications, pp. 17- 31.

A. Altekar, (1958) 'The Kingship', in *State and Government in Ancient India,* 3rd edition, Delhi: Motilal Banarsidass, pp. 75-108.

M. Shakir, (1986) 'Dynamics of Muslim Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications, pp. 142- 160

G. Pandey, (1978) *Sraman Tradition: Its History and Contribution to Indian Culture,*
Ahmedabad: L. D. Institute of Indology, pp. 52-73.

S. Saberwal, (2008) 'Medieval Legacy', in *Spirals of Contention*, New Delhi: Routledge, pp.1-31

**II. Ved Vyasa (Shantiparva): Rajadharma**

Essential Readings:

*The Mahabharata* (2004), Vol. 7 (Book XI and Book XII, Part II), Chicago and London:University of Chicago Press.

V. Varma, (1974) *Studies in Hindu Political Thought and Its Metaphysical Foundations*, Delhi: Motilal Banarsidass, pp. 211- 230.

B. Chaturvedi, (2006) 'Dharma-The Foundation of Raja-Dharma, Law and Governance', in
*The Mahabharta: An Inquiry in the Human Condition*, Delhi: Orient Longman, pp. 418-

464.

**III. Manu: Social Laws**

Essential Readings:

Manu, (2006) 'Rules for Times of Adversity', in P. Olivelle, (ed. & trans.) *Manu's Code of Law:A Critical Edition and Translation of the Manava- Dharamsastra*, New Delhi: OUP, pp. 208-213.

V. Mehta, (1992) 'The Cosmic Vision: Manu', in *Foundations of Indian Political Thought,* Delhi: Manohar, pp. 23- 39.

R. Sharma, ( 1991) 'Varna in Relation to Law and Politics (c 600 BC-AD 500)', in *Aspects ofPolitical Ideas and Institutions in Ancient India,* Delhi: Motilal Banarsidass, pp. 233- 251.

P. Olivelle, (2006) 'Introduction', in *Manu's Code of Law: A Critical Edition and Translation ofthe Manava –Dharmasastra,* Delhi: Oxford University Press, pp. 3- 50.

**IV. Kautilya: Theory of State**

Essential Readings:

Kautilya, (1997) 'The Elements of Sovereignty' in R. Kangle (ed. and trns.), *Arthasastra ofKautilya,* New Delhi: Motilal Publishers, pp. 511- 514.

V. Mehta, (1992) 'The Pragmatic Vision: Kautilya and His Successor', in *Foundations of IndianPolitical Thought,* Delhi: Manohar, pp. 88- 109.

R. Kangle, (1997) *Arthashastra of Kautilya-Part-III: A Study,* Delhi: Motilal Banarsidass, rpt., pp. 116- 142.

Additional Reading:

J. Spellman, (1964) 'Principle of Statecraft', in *Political Theory of Ancient India: A Study ofKingship from the Earliest time to Ceirca AD 300,* Oxford: Clarendon Press, pp. 132- 170.

**V. Agganna Sutta (Digha Nikaya): Theory of Kingship**

Essential Readings:

S. Collins, (ed), (2001) *Agganna Sutta*: An Annotated Translation, New Delhi: Sahitya Academy, pp. 44-49.

S. Collins, (2001) 'General Introduction', in *Agganna Sutta: The Discussion on What isPrimary (An Annotated Translation from Pali),* Delhi: *Sahitya Akademi,* pp. 1- 26.

B. Gokhale, (1966) 'The Early *Buddhist* View of the State', in *The Journal of Asian Studies,* Vol. XXVI, (1), pp. 15- 22.

Additional Reading:

L. Jayasurya, 'Budhism, Politics and Statecraft', Available at *ftp.buddhism.org/Publications/.../Voll1_03_Laksiri%20Jayasuriya.pdf,*Accessed: 19.04.2013.

**VI. Barani: Ideal Polity**

Essential Reading:

I. Habib, (1998) 'Ziya Barni's Vision of the State', in *The Medieval History Journal*, Vol. 2, (1), pp. 19- 36.

Additional Reading:

M. Alam, (2004) 'Sharia Akhlaq', in *The Languages of Political Islam in India 1200-1800,*
Delhi: Permanent Black, pp. 26- 43

**VII. Abul Fazal: Monarchy**

Essential Readings:

A. Fazl, (1873) *The Ain-i Akbari* (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47-57.

V. Mehta, (1992) 'The Imperial Vision: Barni and Fazal', in *Foundations of Indian PoliticalThought,* Delhi: Manohar, pp. 134- 156.

Additional Readings:

M. Alam, (2004) 'Sharia in Naserean Akhlaq', in *Languages of Political Islam in India1200-1800,* Delhi: Permanent Black, pp. 46- 69.

I. Habib, (1998) 'Two Indian Theorist of The State: Barani and Abul Fazal', in *Proceedings ofthe Indian History Congress*. Patiala, pp. 15- 39.

**VIII. Kabir: Syncreticism**

Essential Readings:

Kabir. (2002) *The Bijak of Kabir,* (translated by L. Hess and S. Singh), Delhi: Oxford University Press, No. 30, 97, pp. 50- 51 & 69- 70.

V. Mehta, (1992) *Foundation of Indian Political Thought*, Delhi: Manohar, pp. 157-183.

G. Omvedt, (2008) 'Kabir and Ravidas, Envisioning Begumpura', in *Seeking Begumpura: TheSocial Vision of Anti Caste Intellectual,* Delhi: Navayana, pp. 91- 107.

Additional Reading:

L. Hess and S. Singh, (2002) 'Introduction', in *The Bijak of Kabir,* New Delhi: Oxford University Press, pp. 3- 35.

## 6.1 Paper XIII- Modern Political Philosophy

**Course objective:** Philosophy and politics are closely intertwined. We explore thisconvergence by identifying four main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.

**I. Modernity and its discourses (8 lectures)**
This section will introduce students to the idea of modernity and the discourses around modernity. Two essential readings have been prescribed.

**II. Romantics (16 lectures)**
a. Jean Jacques Rousseau (8 Lectures)

Presentation themes: General Will; local or direct democracy; self-government; origin of inequality.

b. Mary Wollstonecraft (8 Lectures)

Presentation themes: Women and paternalism; critique of Rousseau's idea of education; legal rights

**III. Liberal socialist (8 lectures)** a. John Stuart Mill

Presentation themes: Liberty, suffrage and subjection of women, right of minorities; utility principle.

**IV. Radicals (16 lectures)** a. Karl Marx (8 Lectures)

Presentation themes: Alienation; difference with other kinds of materialism; class struggle

b. Alexandra Kollontai (8 Lectures)

Presentation themes: Winged and wingless Eros; proletarian woman; socialization of housework; disagreement with Lenin

### ***Reading List***

**I. Modernity and its discourses**
Essential Readings:
I. Kant. (1784) 'What is Enlightenment?,' available at http://theliterarylink.com/kant.html, Accessed: 19.04.2013

S. Hall (1992) 'Introduction', in *Formations of Modernity* UK: Polity Press pages 1-16

**II. Romantics**

Essential Readings:

B. Nelson, (2008) *Western Political Thought*. New York: Pearson Longman, pp. 221-255.

M. Keens-Soper, (2003) 'Jean Jacques Rousseau: The Social Contract', in M. Forsyth and M. Keens-Soper, (eds) *A Guide to the Political Classics: Plato to Rousseau.* New York: Oxford University Press, pp. 171-202.

C. Jones, (2002) 'Mary Wollstonecraft's *Vindications* and their Political Tradition' in C. Johnson, (ed.) *The Cambridge Companion to Mary Wollstonecraft,* Cambridge: Cambridge University Press, pp. 42-58.

S. Ferguson, (1999) 'The Radical Ideas of Mary Wollstonecraft', in *Canadian Journal ofPolitical Science* XXXII (3), pp. 427-50, Available athttp://digitalcommons.ryerson.ca/politics, Accessed: 19.04.2013.

**III. Liberal Socialist**

Essential Readings:

H. Magid, (1987) 'John Stuart Mill', in L. Strauss and J. Cropsey, (eds), *History of PoliticalPhilosophy,* 2nd edition. Chicago: Chicago University Press, pp. 784-801.

P. Kelly, (2003) 'J.S. Mill on Liberty', in D. Boucher, and P. Kelly, (eds.) *Political Thinkers:From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.

**IV. Radicals**

Essential Readings:

J. Cropsey, (1987) 'Karl Marx', in L. Strauss and J. Cropsey, (eds) *History of PoliticalPhilosophy,* 2ndEdition. Chicago: Chicago University Press, pp. 802-828.

L. Wilde, (2003) 'Early Marx', in D. Boucher and P. Kelly, P. (eds) *Political Thinkers: FromSocrates to the Present.* New York: Oxford University Press, pp. 404-435.

V. Bryson, (1992) 'Marxist Feminism in Russia' in *Feminist Political Theory,* London: Palgrave Macmillan, pp. 114-122

C. Sypnowich, (1993) 'Alexandra Kollontai and the Fate of Bolshevik Feminism' *Labour/LeTravail* Vol. 32 (Fall 1992) pp. 287-295

A. Kollontai (1909), *The Social Basis of the Woman Question*, Available at http://www.marxists.org/archive/kollonta/1909/social-basis.htm, Accessed: 19.04.2013

Additional Readings:

A. Bloom, (1987) 'Jean-Jacques Rousseau', in Strauss, L. and Cropsey, J. (eds.) *History ofPolitical Philosophy,* 2nd edition. Chicago: Chicago University Press, pp. 559-580.

Selections from *A Vindication of the Rights of Woman*, Available at http://oregonstate.edu/instruct/phl302/texts/wollstonecraft/woman-a.html#CHAPTER%20II, Accessed: 19.04.2013.

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 328-354.

B.Ollman (1991) *Marxism: An Uncommon Introduction*, New Delhi: Sterling Publishers.

G. Blakely and V. Bryson (2005) *Marx and Other Four Letter Words*, London: Pluto

A. Skoble, and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 286-327.

A.Kollontai, (1977) 'Social Democracy and the Women's Question', in *Selected Writings ofAlexandra Kollontai*, London: Allison & Busby, pp. 29-74.

A.Kollontai, (1977) 'Make Way for Winged Eros: A Letter to the Youth', in *Selected Writingsof Alexandra Kollontai* Allison & Busby, pp. 201-292.

C. Porter, (1980) *Alexandra Kollontai: The Lonely Struggle of the Woman who defied Lenin*,
New York: Dutton Children's Books.

## 6.2 Paper XIV- Indian Political Thought-II

**Course objective:** Based on the study of individual thinkers, the course introduces a widespan of thinkers and themes that defines the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original texts are also given to discuss in the class. The list of additional readings is meant for teachers as well as the more interested students.

**I. Introduction to Modern Indian Political Thought (4 lectures)**

**II. Rammohan Roy: Rights (4 lectures)**

**III. Pandita Ramabai: Gender (4 lectures)**

**IV. Vivekananda: Ideal Society (5 lectures)**

**V. Gandhi: Swaraj (5 lectures)**

**VI. Ambedkar: Social Justice (5 lectures)**

**VII. Tagore: Critique of Nationalism (4 lectures)**

**VIII. Iqbal: Community (5 lectures)**
**IX. Savarkar: Hindutva (4 lectures)**

**X. Nehru: Secularism (4 lectures)**

**XI. Lohia: Socialism (4 lectures)**

***Reading List***

**I. Introduction to Modern Indian Political Thought**

Essential Readings:

V. Mehta and T. Pantham (eds.), (2006) *'A Thematic Introduction to Political Ideas in ModernIndia: Thematic Explorations, History of Science, Philosophy and Culture in Indian civilization'*
Vol. 10, Part: 7, New Delhi: Sage Publications, pp. xxvii-ixi.

D. Dalton, (1982) 'Continuity of Innovation', in *Indian Idea of Freedom: Political Thought ofSwami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi,*
Academic Press: Gurgaon, pp. 1-28.

**II. Rammohan Roy: Rights**

Essential Readings:

R. Roy, (1991) 'The Precepts of Jesus, the Guide to Peace and Happiness', S. Hay, (ed.) *Sources of Indian Traditio, Vol. 2*. Second Edition. New Delhi: Penguin, pp. 24-29.

C. Bayly, (2010) 'Rammohan and the Advent of Constitutional Liberalism in India 1800-1830', in Sh. Kapila (ed.), *An intellectual History for India,* New Delhi: Cambridge University Press, pp. 18- 34.

T. Pantham, (1986) 'The Socio-Religious Thought of Rammohan Roy', in Th. Panthom and K. Deutsch, (eds.) *Political Thought in Modern India,* New Delhi: Sage, pp.32-52.

Additional Reading:

S. Sarkar, (1985) 'Rammohan Roy and the break With the Past', in *A Critique on colonialIndia,* Calcutta: Papyrus, pp. 1-17.

**III. Pandita Ramabai: Gender**

Essential Readings:

P. Ramabai, (2000) 'Woman's Place in Religion and Society', in M. Kosambi (ed.), *PanditaRamabai Through her Own Words: Selected Works,* New Delhi: Oxford

University Press, pp.150-155.

M. Kosambi, (1988) 'Women's Emancipation and Equality: Pandita Ramabai's Contribution to Women's Cause', in *Economic and Political Weekly*, Vol. 23(44), pp. 38-49.

Additional Reading:
U. Chakravarti, (2007) *Pandita Ramabai - A Life and a Time*, New Delhi: Critical Quest, pp. 1-40.

G. Omvedt, (2008) 'Ramabai: Women in the Kingdom of God', in *Seeking Begumpura*: *TheSocial Vision of Anti Caste Intellectuals,* New Delhi: Navayana. pp. 205-224.

**IV. Vivekananda: Ideal Society**

Essential Readings:
S. Vivekananda, (2007) 'The Real and the Apparent Man', S. Bodhasarananda (ed.), *Selections from the Complete Works of Swami Vivekananda*, Kolkata: Advaita Ashrama, pp.126-129.

A. Sen, (2003) 'Swami Vivekananda on History and Society', in *Swami Vivekananda,* Delhi: Oxford University Press, pp. 62- 79.

H. Rustav, (1998) 'Swami Vivekananda and the Ideal Society', in W. Radice (ed.), *SwamiVivekananda and the Modernisation of Hinduism,* Delhi: Oxford University Press, pp. 264-280.

Additional Reading:
Raghuramaraju, (2007) 'Swami and Mahatma, Paradigms: State and Civil Society', in *Debatesin Indian Philosophy: Classical, Colonial, and Contemporary*, Delhi: Oxford University Press,pp. 29-65.

**V. Gandhi: Swaraj**

Essential Readings:
M. Gandhi, (1991) 'Satyagraha: Transforming Unjust Relationships through the Power of the Soul', in S. Hay (ed.), *Sources of Indian Tradition,* Vol. 2.Second Edition, New Delhi: Penguin, pp. 265-270.

A. Parel, (ed.), (2002) 'Introduction', in *Gandhi, freedom and Self Rule,* Delhi: Vistaar Publication.

D. Dalton, (1982) *Indian Idea of Freedom: Political Thought of Swami Vivekananda,AurobindoGhose, Mahatma Gandhi and Rabindranath Tagore,* Gurgaon: The AcademicPress, pp. 154- 190.

Additional Reading:
R. Terchek, (2002) 'Gandhian Autonomy in Late Modern World', in A. Parel (ed.),

*Gandhi,Freedom and Self Rule*. Delhi: Sage.

**VI. Ambedkar: Social Justice**

Essential Readings:
B. Ambedkar, (1991) 'Constituent Assembly Debates', S. Hay (ed.), *Sources of IndianTradition, Vol. 2,* Second Edition, New Delhi: Penguin, pp. 342-347.
V. Rodrigues, (2007) 'Good society, Rights, Democracy Socialism', in S. Thorat and Aryama (eds.), *Ambedkar in Retrospect - Essays on Economics, Politics and Society,* Jaipur*: IIDS* and Rawat Publications.

B. Mungekar, (2007) 'Quest for Democratic Socialism', in S. Thorat, and Aryana (eds.),
*Ambedkar in Retrospect - Essays on Economics, Politics and Society,* Jaipur*: IIDS* and RawatPublications, pp. 121-142.

Additional Reading:
P. Chatterjee, (2005) 'Ambedkar and the Troubled times of Citizenship', in V. Mehta and Th. Pantham (eds.), *Political ideas in modern India: Thematic Explorations,* New Delhi: Sage, pp. 73-92.

**VII. Tagore: Critique of Nationalism**
Essential Readings:
R. Tagore, (1994) 'The Nation', S. Das (ed.), *The English Writings of Rabindranath Tagore, Vol. 3,* New Delhi: Sahitya Akademi, pp. 548-551.

R. Chakravarty, (1986) 'Tagore, Politics and Beyond', in Th. Panthams and K. Deutsch (eds.),
*Political Thought in Modern India,* New Delhi: Sage, pp. 177-191.

M. Radhakrishnan, and Debasmita, (2003) 'Nationalism is a Great Menace: Tagore and Nationalism' in P. Hogan, Colm and L. Pandit, (eds.) *Rabindranath Tagore: Universality andTradition,* London: Rosemont Publishing and Printing Corporation, pp. 29-39.

Additional Reading:
A. Nandy, (1994) 'Rabindranath Tagore & Politics of Self', in *Illegitimacy of Nationalism,* Delhi: Oxford University Press, pp. 1-50.

**VIII. Iqbal: Community**

Essential Readings:
M. Iqbal, (1991) 'Speeches and Statements', in S. Hay (ed.), *Sources of Indian Tradition, Vol.2,* Second Edition, New Delhi: Penguin, pp. 218-222.

A. Engineer, (1980) 'Iqbal's Reconstruction of Religious Thought in Islam', in *Social Scientist,* Vol.8 (8), pp. 52-63.

Madani, (2005) *Composite Nationalism and Islam*, New Delhi: Manohar, pp. 66-91.

Additional Reading:
L. Gordon-Polonskya, (1971) 'Ideology of Muslim Nationalism', in H. Malik (ed.), *Iqbal: Poet-Philosopher of Pakistan***,**New York: Columbia University Press, pp. 108-134.

**IX. Savarkar: Hindutva**

Essential Readings:

V.Savarkar, 'Hindutva is Different from Hinduism', available at http://www.savarkar.org/en/hindutva-/essentials-hindutva/hindutva-different-hinduism, Accessed: 19.04.2013

J. Sharma, (2003) *Hindutva: Exploring the Idea of Hindu Nationalism,* Delhi: Penguin, pp. 124-172.

Additional Reading:
Dh. Keer, (1966) *Veer Savarkar*, Bombay: Popular Prakashan, pp. 223-250.

**X. Nehru: Secularism**

Essential Readings:
J. Nehru, (1991) 'Selected Works', in S. Hay (ed.), *Sources of Indian Tradition, Vol. 2,* Second Edition, New Delhi: Penguin, pp. 317-319.

R. Pillai, (1986) 'Political thought of Jawaharlal Nehru', in Th. Pantham, and K. Deutsch (eds.), *Political Thought in Modem India*, New Delhi: Sage, pp. 260- 274.

B. Zachariah, (2004) *Nehru,* London: Routledge Historical Biographies, pp. 169-213.

Additional Reading:
P. Chatterjee, (1986) 'The Moment of Arrival: Nehru and the Passive Revolution', in *Nationalist Thought and the Colonial World: A Derivative Discourse?* London: Zed Books, pp.131-166

**XI. Lohia: Socialism**

Essential Readings:
M. Anees and V. Dixit (eds.), (1984) *Lohia: Many Faceted Personality*, Rammanohar Lohia Smarak Smriti.

S. Sinha, (2010) 'Lohia's Socialism: An underdog's perspective', in *Economic and PoliticalWeekly,* Vol. XLV (40) pp. 51-55.

A. Kumar, (2010) 'Understanding Lohia's Political Sociology: Intersectionality of

Caste, Class, Gender and Language Issue', in *Economic and Political Weekly*, Vol. XLV (40), pp. 64-70.

## B) Generic Elective (Interdisciplinary): 4

### 1. Feminism: Theory and Practice

**Course Objective:** The aim of the course is to explain contemporary debates on feminismand the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. Part II of the paper covers history of feminism in the west, socialist societies and in anti-colonial struggles. Part III focuses a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities. And the last section aims to understand the issues with which contemporary Indian women's movements are engaged with.

**I. Approaches to understanding Patriarchy (22 Lectures)**

- Feminist theorising of the sex/gender distinction. Biologism versus social constructivism
- Understanding Patriarchy and Feminism
- Liberal, Socialist, Marxist, Radical feminism, New Feminist Schools/Traditions

**II. History of Feminism (22 Lectures)**

- Origins of Feminism in the West: France, Britain and United States of America
- Feminism in the Socialist Countries: China, Cuba and erstwhile USSR
- Feminist issues and women's participation in anti-colonial and national liberation movements with special focus on India

**III. The Indian Experience (16 Lectures)**

- Traditional Historiography and Feminist critiques. Social Reforms Movement and position of women in India. History of Women's struggle in India
- Family in contemporary India - patrilineal and matrilineal practices. Gender Relations in the Family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights
- Understanding Woman's Work and Labour – Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care), Underpaid and Paid work,- Methods of computing women's work , Female headed households

**Essential Readings**

**I. Approaches to understanding Patriarchy**

Geetha, V. (2002) *Gender*. Calcutta: Stree.

Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.

Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350.

**Supplementary Readings:**

Ray, Suranjita. *Understanding Patriarchy*. Available at:

http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf

Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.

**II. History of Feminism**

Rowbotham, Shiela. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.

Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.

Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.

**Supplementary Readings:**

Eisentein, Zillah. (1979) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: Monthly Review Press, pp. 271-353.

Funk, Nanette & Mueller, Magda. (1993) *Gender, Politics and Post-Communism*. New York and London: Routledge, Introduction and Chapter 28.

Chaudhuri, Maiyatree. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.

Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) *Urban Women in ContemporaryIndia: A Reader*. New Delhi: Sage.

**III. Feminist Perspectives on Indian Politics**

Roy, Kumkum. (1995) 'Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women', in Sarkar, Tanika & Butalia, Urvashi. (eds.) *Women andthe Hindu Right*. Delhi: Kali for Women, pp. 10-28.

Chakravarti, Uma. (1988) 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History', *Social Scientist*, Volume 16, No. 8.

Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.

**Additional Readings**

Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice inContemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.
Shinde, Tarabai (1993) 'Stri-Purush Tulna', in Tharu, Susie & Lalita, K. (eds.) *Women Writingin India, 600 BC to the Present. Vol. I.* New York: Feminist Press.

Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book Trust.

## 2 . Gandhi and the Contemporary World

**Course objective:** Locating Gandhi in a global frame, the course seeks to elaborate Gandhianthought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

**I. Gandhi on Modern Civilization and Ethics of Development (2 weeks)**
a. Conception of Modern Civilisation and Alternative Modernity
b. Critique of Development: Narmada Bachao Andolan

**II. Gandhian Thought: Theory and Action (4 weeks)**
a. Theory of Satyagraha
b. Satyagraha in Action
i. Peasant Satyagraha: Kheda and the Idea of Trusteeship
ii. Temple Entry and Critique of Caste
iii. Social Harmony: 1947and Communal Unity

**III. Gandhi's Legacy (4 weeks)**
a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)
b) The Pacifist Movement
c) Women's Movements
d) *Gandhigiri*: Perceptions in Popular Culture

**IV. Gandhi and the Idea of Political (2 weeks)**
a) Swaraj
b) Swadeshi

## ***READINGS***

**I. Gandhi on Modern Civilization and Ethics of Development**

Essential Readings:

B. Parekh, (1997) 'The Critique of Modernity', in *Gandhi: A Brief Insight,* Delhi: Sterling Publishing Company, pp. 63-74.

K. Ishii, (2001) 'The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development', *Review of Social Economy*. Vol. 59 (3), pp. 297-312.

D. Hardiman, (2003) 'Narmada Bachao Andolan', in *Gandhi in his Time and Ours*. Delhi: Oxford University Press, pp. 224- 234.

A Baviskar, (1995) 'The Politics of the Andolan', in In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley, Delhi: Oxford University Press, pp.202-228.

R Iyer, (ed) (1993) 'Chapter 4' in *The Essential Writings of Mahatma Gandhi*, New Delhi: Oxford University Press.

R. Ramashray, (1984) 'Liberty Versus Liberation', in *Self and Society: A Study in GandhianThought*, New Delhi: Sage Publication.

**II. Gandhian Thought: Theory and Action**

Essential Readings:

B. Parekh, (1997) 'Satyagrah', in *Gandhi: A Brief Insight,* Delhi: Sterling Publishing Company, pp. 51-63.

D. Dalton, (2000) 'Gandhi's originality', in A. Parel (ed) *Gandhi, Freedom and Self-Rule*, New Delhi: Lexington Books, pp.63-86.

D. Hardiman, (1981) 'The Kheda Satyagraha', in *Peasant Nationalists of Gujarat: KhedaDistrict, 1917-1934*, Delhi: Oxford University Press, pp. 86-113.

J. Brown, (2000) 'Gandhi and Human Rights: In search of True humanity', in A. Parel (ed) *Gandhi, Freedom and Self-Rule*, New Delhi: Lexington Books, pp. 93-100.

R. Iyer, (2000) 'Chapter 10 and 11', in *The Moral and Political Thought of Mahatma Gandhi*, New Delhi: Oxford University Press, pp. 251-344

I. Knudegaard, (2010), *Gandhi's Vision for Indian Society: Theory and Action,* Master Thesis in History, University of Oslo, Available at https://docs.google.com/viewer?a=v&q=cache:Eqj9br1n3_oJ:https://www.duo.uio.no/bitst
ream/handle/123456789/23275/IngfridxKnudegaardxmasteroppgavexixhistorie.pdf?seq

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m3bciHPh_HI3chWKbJlVo9HE4LcWCLmKdKXCirPaIzh7Tp47fyoBQlHX9GUesefn8YCAQeaQSK
MRdrwvYT2Q8c7XV95tQhSGuO9bNCGEdlYGoBjzoVdJc&sig=AHIEtbQ78zwxGvh92AnwmRHi A7t2wWXXJQ, Accessed: 14.04.2013, pp.27-38.

P. Rao, (2009) 'Gandhi, Untouchability and the Postcolonial Predicament: A Note'. *SocialScientist*. Vol. 37 (1/2). Pp. 64-70.

B. Parekh, (1999) 'Discourse on Unsociability', in *Colonialism, Tradition and Reform: AnAnalysis of Gandhi's Political Discourse*, New Delhi: Sage Publication.

D. Hardiman, (2003) 'Fighting Religious Hatreds', in *Gandhi in His Time and Ours*. Delhi: Oxford University Press.

**III. Gandhi's Legacy**

Essential Readings:

D. Hardiman, (2003) 'Gandhi's Global Legacy', in *Gandhi in His Time and Ours*. Delhi: Oxford University Press, pp. 238-283.

Manimala, (1984) 'Zameen Kenkar? Jote Onkar: Women's participation in the Bodhgaya struggles', in M. Kishwar and R. Vanita (eds) *In Search of Answers: Indian Women's Voicesfrom Manushi,* London: Zed Press.

M. Shah, (2006) 'Gandhigiri; A Philosophy of Our Times', *The Hindu* Available at http://www.hindu.com/2006/09/28/stories/2006092802241000.htm, Accessed: 14.04.2013.

A. Ghosh and T. Babu, (2006) 'Lage Raho Munna Bhai: Unravelling Brand 'Gandhigiri',
*Economic and Political Weekly*, 41 (51), pp. 5225 – 5227.

H. Trivedi (2011) 'Literary and Visual Portrayal of Gandhi', in J Brown and A Parel (eds) *Cambridge Companion to Gandhi*, Cambridge University Press 2011, pp. 199-218.

**IV. Gandhi and the Idea of Political**

Essential Readings:

P. Chatterjee, (1986) 'The Moment of Maneuver', in *Nationalist Thought and the ColonialWorld: A derivative discourse?*, Delhi: Zed Books.

Indian Council for Historical Research (1976) 'The Logic of Gandhian Nationalism: Civil Disobedience and the Gandhi – Irwin Pact, 1930-31', *Indian Historical Review*, Available at http://www.ichrindia.org/journal.pdf, Accessed: 18.04.2013.

D. Dalton, (1996) ‘Swaraj: Gandhi’s Idea of Freedom’, in *Mahatma Gandhi: Selected PoliticalWritings*, USA: Hackett Publishing, pp. 95-148.

A. Parel (ed.) (1997) ‘Editor’s Introduction’, in *Gandhi, Hind Swaraj and Other Writings* Cambridge: Cambridge University Press.

Additional Readings:

A.Baviskar, (1995) ‘National Development, Poverty and the environment’, in *In the Belly ofthe River: Tribal Conflict Over Development in the Narmada Valley*, Delhi: Oxford UniversityPress, pp. 18-33.

B.Parekh, (1997) ‘Religious Thought’, in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company.

R.Iyer, (1993) *The Essential Writings of Mahatma Gandhi*, New Delhi: Oxford University Press, pp. 299-344; 347-373.

S.Sarkar, (1982) *Modern India 1885-1947*, New Delhi: Macmillan, pp. 432-39.

R. Iyer, (2001) *The Moral and Political Thought of Mahatma Gandhi*, New Delhi: Oxford University Press. pp. 344-358.

H. Coward, (2003) ‘Gandhi, Ambedkar, and Untouchability’, in H. Coward (ed) *IndianCritiques of Gandhi*, New York: State University of New York Press, pp. 41-66.

J. Lipner, (2003) ‘A Debate for Our Times’, in Harold Coward (ed) *Indian Critiques of Gandhi*, New York: State University of New York Press, pp. 239-58

M. Gandhi, (1941) ‘Chapter 1, 2, 9, 15, and 16’, in *Constructive Programme: Its Meaning andPlace*, Ahmedabad: Navjivan Trust.

R. Terchek, (1998) *Gandhi: Struggling for Autonomy*, USA: Rowman and Littlefield Publishers.

N. Dirks, (2001), ‘The Reformation of Caste: Periyar, Ambedkar and Gandhi’, in *Castes ofMind: Colonialism and the making of Modern India*, Princeton: Princeton University Press.

R. Mukharjee, (ed) (1995), *The Penguin Gandhi Reader*, New Delhi: Penguin.

T. Weber, (2006) 'Gandhi is dead, Long live Gandhi- The Post Gandhi Gandhian Movement in India', in *Gandhi, Gandhism and the Gandhians*, New Delhi: Roli.

A. Taneja, (2005) Gandhi Women and the National Movement 1920-1947, New Delhi: Haranand Publishers.

J. Brown, (2008) *Gandhi and Civil Disobedience: The Mahatma in Indian Politics*, Cambridge: Cambridge University Press, 2008

R. Ramashray, (1984) 'What Beyond the Satanic Civilization?', in *Self and Society: A Study inGandhian Thought*, New Delhi: Sage Publication.

**Activities**

**Topic 1**

1. Reading of primary texts:- M K Gandhi Chapter VI and XIII " Hind Swaraj" Navjeevan Trust, Ahmedabad, 1910

2. A site visit to any on-going developmental project preferably in NCT Delhi by students and submission of report on Environmental law Violation and Resistance by People in a Gandhian Way.

**Topic 2**

1. Reading of primary texts:- M K Gandhi Chapter XII&XIII, " Satyagraha in South Africa, Navjivan Trust, Ahmmedabad, 1928, pp. 95-107

2. A Report followed by presentation on functioning of Cooperative and Community engagement for example Amuland/or SEWA in Gujarat to understand Trusteeship and its relevance

**Topic 3**

1. Movie Screenings (Movies like Lage Raho Munna Bhai, Gandhi by Richard Attenboroughand Student's Participation in reviewing/discussing the movie from a Gandhian perspective or Cultural engagement of Students with Gandhian Ideas through Staging of a street play.

**Topic 4**

Student Visit to Any Gandhian Institution in Delhi like, Gandhi Darshan and Smiriti to understand on-going Gandhian work and programme and interacting with Gandhian activists.

## 3. GOVERNANCE: ISSUES AND CHALLENGES

***Objectives*:**This paper deals with concepts and different dimensions of governancehighlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

1. **GOVERNMENT AND GOVERNANCE: CONCEPTS [ 12 lectures ]**
   Role of State In The Era Of Globalisation State, Market and Civil Society

2. **GOVERNANCE AND DEVELOPMENT [ 12 lectures ]**
   Changing Dimensions of Development Strengthening Democracy through Good Governance

3. **ENVIRONMENTAL GOVERNANCE [ 12 lectures ]**
   Human-Environment Interaction
   Green Governance: Sustainable Human Development

4. **LOCAL GOVERNANCE [ 12 lectures ]**
   Democratic
   Decentralisation
   People's Participation In Governance

5. **GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES [ 20 lectures ]**

   a. Public Service Guarantee Acts
   b. Electronic Governance
   c. Citizens Charter & Right to Information
   d. Corporate Social Responsibility

## READINGS

### GOVERNMENT AND GOVERNANCE: CONCEPTS

B. Chakrabarty and M. Bhattacharya, (eds.) *The Governance Discourse.* New Delhi: Oxford University Press,1998
Surendra Munshi and Biju Paul Abraham [eds.] , *Good Governance, Democratic Societies AndGlobalisation*, Sage Publishers, 2004

United Nation Development Programme , *Reconceptualising Governance*, New York, 1997

Carlos Santiso, *Good Governance and Aid Effectiveness: The World Bank and Conditionality*
Johns Hopkins University, The Georgetown Public Policy Review ,Volume VII, No.1, 2001 Vasudha Chotray and Gery Stroker , Governance Theory: A Cross Disciplinary Approach ,

Palgrave Macmillan ,2008

J. Rosenau, 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel (eds.) *Governance without Government: Order and Change in World Politics*, Cambridge: Cambridge University Press ,1992

B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, 2007 pp. 218-240.

Smita Mishra Panda , *Engendering Governance Institutions: State, Market And Civil Society*, Sage Publications,2008

Neera Chandhoke, *State And Civil Society Explorations In Political Theory* , Sage

Publishers,1995

**GOVERNANCE AND DEVELOPMENT**

B. C. Smith, *Good Governance and Development*, Palgrave, 2007

World Bank Report, *Governance And Development*, 1992

P. Bardhan, 'Epilogue on the Political Economy of Reform in India', in *The Political Economyof Development in India*. 6th edition, Delhi: Oxford University Press, 2005

J. Dreze and A. Sen, *India: Economic Development and Social Opportunity*. New Delhi: Oxford University Press, 1995

Niraja Gopal Jayal[ed.], *Democracy in India*, Oxford University Press, 2007

**ENVIRONMENTAL GOVERNANCE**

Ramachandra Guha, *Environmentalism: A Global History*, Longman Publishers, 1999

J.P. Evans, *Environmental Governance*, Routledge , 2012

Emilio F. Moran, *Environmental Social Science: Human - Environment interactions andSustainability*, Wiley-Blackwell, 2010

Burns H Weston and David Bollier, *Green Governance: Ecological Survival, Human Rights,and the Law of the Commons*, Cambridge University Press, 2013

Bina Agarwal, *Gender And Green Governance* , Oxford University Press, Oxford, 2013

J. Volger, 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization ofWorld Politics*, New York: Oxford University Press, 2011, pp. 348-362.

A. Heywood, *Global Politics*, New York: Palgrave, 2011, pp. 383-411.
N. Carter, *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, 2007, pp. 13-81.

**LOCAL GOVERNANCE**

Pranab Bardhan and Dilip Mookherjee, *Decentralization And Local Governance InDeveloping Countries: A Comparative Perspective*, MIT Press, 2006

T.R. Raghunandan, *Decentralization And Local Governments: The Indian Experience,Readings On The Economy, Polity And Society*, Orient Blackswan, 2013

Pardeep Sachdeva, *Local Government In India*, Pearson Publishers, 2011

P. de Souza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's*

*LivingConstitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, 2002

Mary John, 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in
*Economic and Political Weekly*, Vol. 42(39), 2007

## GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES

Niraja Gopal Jayal **,***Democracy and the State: Welfare, Secularism, and Development inContemporary India*, Oxford University Press, 1999

Reetika Khera[ed.], *The Battle for Employment Guarantee*, Oxford University Press,2011

Nalini Juneja, *Primary Education for All in the City of Mumbai: The Challenge Set By LocalActors'* , International Institute For Educational Planning, UNESCO : Paris, 2001

Maxine Molyneux and Shahra Razavi , *Gender, Justice, Development, and Rights* , Oxford University Press, 2002

Jugal Kishore, National Health Programs of India: National Policies and Legislations, Century Publications, 2005

Jean Drèze and Amartya Sen, *India, Economic Development and Social Opportunity*, Oxford University Press, 1995

K. Lee and Mills, *The Economic Of Health In Developing Countries*, Oxford University Press,1983

Marmar Mukhopadhyay and Madhu Parhar (eds.) *Education in India: Dynamics ofDevelopment*, Shipra Publications, 2007

K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Developmentin India*, Akansha Publishers, 2012

Amartya Sen and Jean Dreze, *Omnibus: Poverty and Famines, Hunger and Public Action,India- Economic Development and Social Opportunity*, Oxford University Press, 1998

Jean Dreze and Amartya Sen, *An Uncertain Glory: India And Its Contradictions*, Princeton University Press, 2013

Reetika Khera- *Rural Poverty And Public Distribution System*, EPW, Vol-XLVIII,No.45-46,Nov 2013

Pradeep Chaturvedi , *Women And Food Security: Role Of Panchayats* , Concept Publishing House, 2002

Bidyut Mohanty, "Women, Right to Food and Role of Panchayats", Mainstream, Vol. LII, No. 42, October 11, 2014

D. Crowther, *Corporate Social Responsibility*, Deep and Deep Publishers, 2008

Sanjay K. Agarwal, *Corporate Social Responsibility in India*, Sage Publishers, 2008

Pushpa Sundar, *Business & Community: The Story of Corporate Social Responsibility in India*, New Delhi: Sage Publications, 2013

## 4. UNITED NATIONS AND GLOBAL CONFLICTS

**Course Objective:** This course provides a comprehensive introduction to the most importantmultilateral political organization in international relations. It provides a detailed account of the organizational structure and the political processes of the UN, and how it has evolved since 1945, especially in terms of dealing with the major global conflicts. The course imparts a critical understanding of the UN's performance until now and the imperatives as well as processes of reforming the organization in the context of the contemporary global system.

**I.The United Nations (29 Lectures)**

(a) An Historical Overview of the United Nations

(b) Principles and Objectives

(c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund [UNICEF], United Nations Development Programme [UNDP], United

Nations Environment Programme [UNEP], United Nations High Commissioner for Refugees [UNHCR])

(d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect (e) Millennium Development Goals

**II. Major Global Conflicts since the Second World War (20 Lectures)**

(a) Korean War

(b) Vietnam War

(c) Afghanistan Wars

(d) Balkans: Serbia and Bosnia

**III. Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms (11 Lectures)**

**Essential Readings I. The United Nations (a) An Historical Overview of the United Nations**

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations.* Delhi: Pearson Education, pp. 39-62.

Goldstein, J. and Pevehouse, J.C. (2006) *International relations*. 6th edn. New Delhi: Pearson, pp. 265-282.

Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 1-20.

Gareis, S.B. and Varwick, J. (2005) *The United Nations: an introduction.* Basingstoke: Palgrave, pp. 1-40.

Gowan, P. (2010) 'US: UN', in Gowan, P. 'A calculus of power: grand strategy in the twenty-first century. London: Verso, pp. 47-71.

Baylis, J. and Smith, S. (eds.) (2008) *The globalization of world politics. an introduction tointernational relations*. 4th edn. Oxford: Oxford University Press, pp. 405-422.

Thakur, R. (1998) 'Introduction', in Thakur, R. (eds.) *Past imperfect, future uncertain: The UNat Ffifty*. London: Macmillan, pp. 1-14.

Basu, Rumki (2014) United Nations: Structure and Functions of an international organization, New Delhi, Sterling Publishers

**(b) Principles and Objectives**

Gareis, S.B. and Varwick, J. (2005) *The United Nations: An introduction.* Basingstoke: Palgrave, pp. 15-21.

**(c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund [UNICEF], United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], United Nations High Commissioner for Refugees [UNHCR])**

Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 21-141.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations.* Delhi: Pearson Education, pp. 119-135.

**(d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect**

Nambiar, S. (1995) 'UN peace-keeping operations', in Kumar, S. (eds.) *The United Nations atfifty*. New Delhi, UBS, pp. 77-94.

Whittaker, D.J. (1997) 'Peacekeeping', in *United Nations in the contemporary world*. London: Routledge, pp. 45-56.

White, B. et al. (eds.) (2005) *Issues in world politics*. 3rd edn. New York: Macmillan, pp. 113-132.

**(e) Millennium Development Goals**

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations.* Delhi: Pearson Education, pp.264-266.

Sangal, P.S. (1986) 'UN, peace, disarmament and development', in Saxena, J.N. et.al. *UnitedNations for a better world*. New Delhi: Lancers, pp.109-114.

Baxi, U. (1986) 'Crimes against the right to development', in Saxena, J.N. et.al. *UnitedNations for a better world*. New Delhi: Lancers, pp.240-248.

Ghali, B.B. (1995) *An agenda for peace*. New York: UN, pp.5-38.

United Nations Department of Public Information. (2008) *The United Nations Today*. New York: UN.

**II. Major Global Conflicts since the Second World War (a) Korean War**

Calvocoressi, P. (2001) *World Politics: 1945-200.* 3rd edn. Harlow: Pearson Education, pp. 116-124.

Armstrong, D., Lloyd, L. and Redmond, J. (2004) *International organisations in world politics.*
3rd edn. New York: Palgrave Macmillan, pp. 42-43.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations.* Delhi: Pearson Education, pp. 64-65 and 172-173.

**(b) Vietnam War**

Calvocoressi, P. (2001) *World Politics: 1945-200.* 3rd edn. Harlow: Pearson Education, pp. 528-546.

Baylis, J. and Smith, S. (eds.) (2008) *The globalization of world politics. an introduction tointernational relations*. 4th edn. Oxford: Oxford University Press, pp. 562-564.

**(c) Afghanistan Wars**

Achcar, G. (2004) *Eastern cauldron*. New York: Monthly Review Press, pp. 29-45 and 234-241.

Achcar, G. (2003) *The clash of barbarisms: Sept. 11 and the making of the new worlddisorder*. Kolkata: K.P. Bachi & Co., pp. 76-81.

Prashad, V. (2002) *War against the planet*. New Delhi: Leftword, pp. 1-6. Ali, T. (ed.)

(2000) *Masters of the Universe*. London: Verso, pp. 203-216.

Calvocoressi, P. (2001) *World Politics: 1945-200.* 3rd edn. Harlow: Pearson Education, pp.570-576.

**(d) Balkans: Serbia and Bosnia** Ali, T. (ed.) (2000)*Masters of the Universe*. London: Verso,pp. 230-245 and 271-284.

Kaldor, M. and Vashee, B. (eds.) (1997) *New wars.* London: Wider Publications for the UN University, pp. 137-144 and 153-171.

Viotti, P.R. and Kauppi, M.V. (2007) *International relations and world politics-security,economy, identity*. 3rd edn. New Delhi: Pearson Education, pp. 470-471.

Goldstein, J.S. (2003) *International relations.* 3rd edn. Delhi: Pearson Education, pp 43-51.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations.* Delhi: Pearson Education, pp.24-27.

**III. Political Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms**

Roberts, A. and Kingsbury, B. (eds.) (1994) *United Nations, Divided World.* 2nd edn. Oxford: Clarendon Press, pp. 420-436.

Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 196-223 and 295-326.

Gareis, S.B. and Varwick, J. (2005) *The United Nations: An introduction.* Basingstoke: Palgrave, pp. 214-242.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations.* Delhi: Pearson Education, pp. 91-112.

**Additional Readings**

Claude, I. (1984) *Swords into plowshares: the progress and problems of internationalorganisation*. 4th edn. New York: Random House.

Dodds, F. (ed.) (1987) *The way forward: beyond the agenda 21*. London: Earthscan.

Rajan, M.S., Mani, V.S and Murthy, C.S.R. (eds.) (1987) *The nonaligned and the UnitedNations*. New Delhi: South Asian Publishers.

South Asia Human Rights Documentation Centre. (2006) *Human rights: an overview*. New Delhi: Oxford University Press.

Anan, K. (1997) *Renewing the United Nations: A Programme for Survival*. General Assembly Document: A/51/950; 14 July 1997. Available from:

http://daccessdds.un.org/doc/UNDOC/GEN/N97/189/79/1MG/n9718979.pdf,Open Element (accessed on 13 October 2011).

## (C)DISCIPLINE SPECIFIC ELECTIVE -4 (DSE)

### 1. Human Rights in a Comparative Perspective

**Course objective:** This course attempts to build an understanding of human rights amongstudents through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame. Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme. Thematic discussion of sub-topics in the second and third sections should include state response to issues and structural violence questions.

**I. Human Rights: Theory and Institutionalization (3 weeks)**

a. Understanding Human Rights: Three Generations of Rights
b. Institutionalization: Universal Declaration of Human Rights
c. Rights in National Constitutions: South Africa and India

**II. Issues (5 weeks)**

a. Torture: USA and India
b. Surveillance and Censorship: China and India
c. Terrorism and Insecurity of Minorities: USA and India

**III. Structural Violence (4 weeks)**

a. Caste and Race: South Africa and India
b. Gender and Violence: India and Pakistan
c. Adivasis/Aboriginals and the Land Question: Australia and India

***READING LIST***

**I.Human Rights: Theory and Institutionalization**

Essential Readings:

J. Hoffman and P. Graham, (2006) 'Human Rights', *Introduction to Political Theory*, Delhi, Pearson, pp. 436-458.

SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in *Introducing Human Rights*, New Delhi: Oxford University Press.

The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.

The Constitution of India, Chapter 3: Fundamental Rights

**II. Issues**

**a. Torture: USA and India**

Essential Readings:

M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of

Torture'
*Universal Human Rights*, Vol. 1(4), pp. 25-55

J. Lokaneeta, (2011) 'Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in *Transnational Torture Law, Violence, and State Powerin the United States and India*, Delhi: Orient Blackswan,

D. O'Byrne, (2007) 'Torture', in *Human Rights: An Introduction***,** Delhi: Pearson, pp. 164-197.

**b. Surveillance and Censorship: China and India**
Essential Readings:
D. O'Byrne, (2007) 'Censorship', in *Human Rights: An Introduction***,** Delhi: Pearson, pp. 106-138.

D. Lyon, (2008) Surveillance Society, Talk for Festival del Diritto, Piacenza, Italia, September 28, pp.1-7.

Fu Hualing, (2012) 'Politicized Challenges, Depoliticized Responses: Political Monitoring in China's Transitions', paper presented at a conference on States of Surveillance: Counter-Terrorism and Comparative Constitutionalism, at the University of New South Wales, Sydney, 13-14 December.

U. Singh, (2012) 'Surveillance Regimes in India', paper presented at a conference on States of Surveillance: Counter-Terrorism and Comparative Constitutionalism, at the University of New South Wales, Sydney, 13-14 December.

**c. Terrorism and Insecurity of Minorities: USA and India**
Essential Readings:
E. Scarry, (2010) 'Resolving to Resist', in *Rule of Law, Misrule of Men***,** Cambridge: Boston Review Books**,** MIT, pp.1-53.

M. Ahmad, (2002) 'Homeland Insecurities: Racial Violence the Day after September 11', *Social Text*, 72, Vol. 20(3), pp. 101-116.

U. Singh, (2007) 'The Unfolding of Extraordinariness: POTA and the Construction of Suspect Communities', in *The State, Democracy and Anti-terror Laws in India***,** Delhi: Sage Publications, pp.165-219

**3. Structural Conflicts**

**a. Caste and Race: South Africa and India**
Essential Readings:
A. Pinto, (2001) 'UN Conference against Racism: Is Caste Race?', in *Economic and PoliticalWeekly*, Vol. 36(30)

D. O'Byrne, (2007) 'Apartheid', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 241-262.

R. Wasserstorm, (2006), 'Racism, Sexism, and Preferential Treatment: An approach to

the Topics', in R. Goodin and P. Pettit, *Contemporary Political Philosophy: an Anthology***,** Oxford: Blackwell, pp-549-574

R. Wolfrum, (1998) 'Discrimination, Xenophobia and Racism' in J. Symonides, *Human Rights:New Dimensions and Challenges*, Aldershot, Ashgate/UNESCO, pp.181-198.

**b. Gender and Violence: India and Pakistan**

Essential Readings:

A. Khan and R. Hussain, (2008), 'Violence Against Women in Pakistan: Perceptions and Experiences of Domestic Violence', *Asian Studies Review*, Vol. 32, pp. 239 – 253

K. Kannabiran (2012) 'Rethinking the Constitutional Category of Sex', in *Tools of Justice:Non-Discrimination and the Indian Constitution***,**New Delhi, Routledge, pp.425-443

N. Menon (2012) 'Desire', *Seeing Like a Feminist*, New Delhi: Zubaan/Penguin, pp. 91-146

**c. Adivasis/Aboriginals and the Land Question: Australia and India**

Essential Readings:

H. Goodall, (2011) 'International Indigenous Community Study: Adivasi Indigenous People in India', in A. Cadzow and J. Maynard (eds**.),***Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.254-259.

K. Kannabiran, (2012) 'Adivasi Homelands and the Question of Liberty', in *Tools of Justice:Non-Discrimination and the Indian Constitution*, New Delhi: Routledge, pp.242-271.

N. Watson (2011) 'Aboriginal and Torres Strait Islander Identities' in A. Cadzow and J. Maynard (eds**.),***Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.43-52.

W. Fernandes (2008) 'India's Forced Displacement Policy and Practice. Is Compensation up to its Functions?', in M. Cernea and H. Mathus (eds), *Can Compensation PreventImpoverishment? Reforming Resettlement through Investments and Benefit-Sharing***,**pp.181-207, New Delhi: Oxford University Press.

Additional Readings:

A. Laws and V. Iacopino, (2002) 'Police Torture in Punjab, India: An Extended Survey', in *Health and Human Rights*, Vol. 6(1), pp. 195-210

D. O'Byrne, (2007) 'Theorizing Human Rights', in *Human Rights: An Introduction*, Delhi, Pearson, pp.26-70.

J. Morsink, (1999) *The Universal Declaration of Human Rights: Origins, Drafting and Intent*, Philadelphia: University of Pensylvania Press, pp. ix-xiv

J. Nickel, (1987) *Making Sense of Human Rights: Philosophical Reflections on the UniversalDeclaration of Human Rights*,Berkeley: University of California Press.

J. Goldman, (2005) 'Of Treaties and Torture: How the Supreme Court Can Restrain the Executive', in *Duke Law Journal*, Vol. 55(3), pp. 609-640.

K. Tsutsui and C. Wotipka, (2004) Global Civil Society and the International Human Rights Movement: Citizen Participation in Human Rights International Nongovernmental Organizations, in *Social Forces*, Vol. 83(2), pp. 587-620.
L.Rabben, (2001) Amnesty International: Myth and Reality, in *Agni*, No. 54, Amnesty International Fortieth Anniversary pp. 8-28

M. Mohanty, (2010) 'In Pursuit of People's Rights: An Introduction', in M. Mohanty et al., *Weapon of the Oppressed: Inventory of People's Rights in India*, New Delhi: Danish Books,pp.1-11

M. Cranston, (1973) *What are Human Rights?* New York: Taplinger

M. Ishay, (2004) *The History of Human Rights: From Ancient Times to the Globalization Era*, Delhi: Orient Blackswan.

R. Sharan, (2009) 'Alienation and Restoration of Tribal Land in Jharkhand in N Sundar (ed.) *Legal Grounds*, New Delhi: Oxford University Press, pp. 82-112

Text of UDHR available at http://www.un.org/en/documents/udhr/index.shtml

U. Baxi, (1989) 'From Human Rights to the Right to be Human: Some Heresies', in S. Kothari and H. Sethi (eds.), *Rethinking Human Rights*, Delhi: Lokayan, pp.181-166

## 2.Development Process and Social Movements in Contemporary India

**Course objective**: Under the influence of globalization, development processes in India haveundergone transformation to produce spaces of advantage and disadvantage and new geographies of power. The high social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy condition new theatres of contestation and struggles. A variety of protest movements emerged to interrogate and challenge this development paradigm that evidently also weakens the democratic space so very vital to the formulation of critical consensus. This course proposes to introduce students to the conditions, contexts and forms of political contestation over development paradigms and their bearing on the retrieval of democratic voice of citizens.

**I. Development Process since Independence (2 weeks)** a. State and planning

b. Liberalization and reforms

**II. Industrial Development Strategy and its Impact on the Social Structure (2**

**weeks)**
a. Mixed economy, privatization, the impact on organized and unorganized labour
b. Emergence of the new middle class

**III. Agrarian Development Strategy and its Impact on the Social Structure (2weeks)**
a. Land Reforms, Green Revolution
b. Agrarian crisis since the 1990s and its impact on farmers

**IV. Social Movements (6 weeks)**
a. Tribal, Peasant, Dalit and Women's movements
b. Maoist challenge
c. Civil rights movements

## ***READING LIST***

**I. The Development Process since Independence**
Essential Readings:
A.Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres (ed.) *The State and Development Planning in India*. Delhi: Oxford University Press, pp. 73-108.

A.Varshney, (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms' in R. Mukherji (ed.) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press, pp 146-169.

P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.

P. Patnaik and C. Chandrasekhar, (2007) 'India: Dirigisme, Structural Adjustment, and the Radical Alternative', in B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, pp. 218-240.

P. Bardhan, (2005) 'Epilogue on the Political Economy of Reform in India', in *The PoliticalEconomy of Development in India*. 6th impression, Delhi: Oxford University Press.

T. Singh, (1979) 'The Planning Process and Public Process: a Reassessment', *R. R. KaleMemorial Lecture*, Pune: Gokhale Institute of Politics and Economics.

**II. Industrial development strategy and its impact on social structure**
Essential Readings:
A. Aggarwal, (2006) 'Special Economic Zones: Revisiting the Policy Debate', in *Economic andPolitical Weekly*, XLI (43-44), pp.4533-36.

B. Nayar (1989) *India's Mixed Economy: The Role of Ideology and its Development*, Bombay: Popular Prakashan.

F. Frankel, (2005) 'Crisis of National Economic Planning', in *India's Political Economy (1947-2004): The Gradual Revolution*, Delhi: Oxford University Press, pp. 93-340.

L. Fernandes, (2007) *India's New Middle Class: Democratic Politics in an Era of EconomicReform*, Delhi: Oxford University Press.

S. Shyam, (2003) 'Organizing the Unorganized', in *Seminar*, [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531] pp. 47-53.

S. Chowdhury, (2007) 'Globalization and Labour', in B. Nayar (ed.) *Globalization and Politicsin India*, Delhi: Oxford University Press, pp.516-526.

V. Chibber, (2005) 'From Class Compromise to Class Accommodation: Labor's Incorporation into the Indian Political Economy' in R. Ray, and M.F. Katzenstein (eds.) *SocialMovements inIndia*, Delhi: Oxford University Press, pp 32-60.

**III. Agrarian development strategy and its impact on social structure**

Essential Readings:

A. Desai, (ed.), (1986) *Agrarian Struggles in India After Independence*, Delhi: Oxford University Press, pp. xi-xxxvi

F. Frankel, (1971) *India's Green Revolution: Economic Gains and Political Costs*, Princeton and New Jersey: Princeton University Press.

F. Frankel, (2009) *Harvesting Despair: Agrarian Crisis in India*, Delhi: Perspectives, pp. 161-169.

J. Harriss, (2006) 'Local Power and the Agrarian Political Economy' in Harriss, J. (ed) *PowerMatters: Essays on Institutions, Politics, and Society in India*, Delhi. Oxford University Press,pp. 29-32.

K. Suri, (2006) 'Political economy of Agrarian Distress', in *Economic and Political Weekly*, XLI(16) pp. 1523-1529.

P. Joshi, (1979) *Land Reforms in India: Trends and Perspectives*, New Delhi: Allied publishers.

P. Appu, (1974) 'Agrarian Structure and Rural Development', in *Economic and PoliticalWeekly*, IX (39), pp.70 – 75.

P. Sainath, (2010) 'Agrarian Crisis and Farmers', Suicide', *Occasional Publication*22, New Delhi: India International Centre (IIC).

M. Sidhu, (2010) 'Globalisation vis-à-vis Agrarian Crisis in India', in R. Deshpande and S. Arora, (eds.) *Agrarian Crises and Farmer Suicides (Land Reforms in India Series)*, New Delhi: Sage, pp. 149-174.

V. Sridhar, (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh', in
*Economic and Political Weekly*, XLI (16).

**IV. Social Movements**

Essential Readings:

G. Haragopal, and K. Balagopal, (1998) 'Civil Liberties Movement and the State in India', in M. Mohanty, P. Mukherji and O. Tornquist, (eds.) *People's Rights*: *Social Movements and theState in the Third World* New Delhi: Sage, pp. 353-371.

M. Mohanty, (2002) 'The Changing Definition of Rights in India', in S. Patel, J. Bagchi, and K. Raj (eds.) *Thinking Social Sciences in India: Essays in Honour of Alice Thorner* Patel, New Delhi: Sage.

G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.) *Democracy in India*, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.

P. Ramana, (2011) 'India's Maoist Insurgency: Evolution, Current Trends and Responses', in M. Kugelman (ed.) *India's Contemporary Security Challenges*, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.29-47.

A.Ray, (1996) 'Civil Rights Movement and Social Struggle in India', in *Economic and PoliticalWeekly*, XXI (28). pp. 1202-1205.

A.Roy, (2010) 'The Women's Movement', in N.Jayal and P. Mehta (eds.) *The OxfordCompanion to Politics in India*, New Delhi: Oxford University Press, pp.409-422.

N. Sundar, (2011) 'At War with Oneself: Constructing Naxalism as India's Biggest Security Threat', in M. Kugelman (ed.) *India's Contemporary Security Challenges*, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.46-68.

M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in A.Kohli. (ed.) *TheSuccess of India's Democracy*, Cambridge: CUP, pp.193-225.

S. Sinha, (2002) 'Tribal Solidarity Movements in India: A Review', in G. Shah. (ed.) *SocialMovements and the State*, New Delhi: Sage, pp. 251-266.

Additional Readings:

S. Banerjee, (1986) 'Naxalbari in Desai', in A.R. (ed.) *Agrarian Struggles in India AfterIndependence*. Delhi: Oxford University Press, pp.566-588.

B. Nayar, (ed.), (2007) *Globalization and Politics in India*. Delhi: Oxford University Press. S. Roy and K. Debal, (2004) *Peasant Movements in Post-*

*Colonial India: Dynamics ofMobilization and Identity*, Delhi: Sage.

G. Omvedt, (1983) *Reinventing Revolution, New Social Movements and the SocialistTradition in India*, New York: Sharpe.

G. Shah, (ed.), (2002) *Social Movements and the State*. New Delhi: Sage Publications.

G. Shah, (2004) *Social Movements in India: A Review of Literature*, New Delhi: Sage Publications.

G. Rath, (ed.), (2006) *Tribal development in India: The Contemporary Debate*, New Delhi: Sage Publications.

J. Harris, (2009) *Power Matters: Essays on Institutions, Politics, and Society in India*. Delhi: Oxford University press.

K. Suresh, (ed.), (1982) *Tribal Movements in India*, Vol I and II, New Delhi: Manohar (emphasis on the introductory chapter).

M. Mohanty, P. Mukherji and O.Tornquist, (1998) *People's Rights: Social Movements andthe State in the Third World*. New Delhi: Sage Publications.
M. Rao, (ed.), (1978) *Social Movements in India*, Vol. 2, Delhi: Manohar.

N. Jayal, and P. Mehta, (eds.), (2010) *The Oxford Companion to Politics in India*, Delhi:Oxford University Press.

P. Bardhan, (2005) *The Political Economy of Development in India*, 6th impression, Delhi: Oxford University Press.

R. Mukherji, (ed.), (2007) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press.

R, Ray and M. Katzenstein, (eds.), (2005) *Social Movements in India*, Delhi: Oxford University Press.

S. Chakravarty, (1987) *Development Planning: The Indian Experience*, Delhi: Oxford University Press.

## 3.India's Foreign Policy in a globalizing world

**Course objective:** This course's objective is to teach students the domestic sources and thestructural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining

strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

**I. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power (7 lectures)**

**II. India's Relations with the USA and USSR/Russia (9**

**lectures) III. India's Engagements with China (6 lectures)**

**IV. India in South Asia: Debating Regional Strategies (9 lectures)**

**V. India's Negotiating Style and Strategies: Trade, Environment and Security Regimes (11 lectures)**

**VI. India in the Contemporary Multipolar World (6 lectures)**

## ***READING LIST***

### I. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

Essential Readings:
S. Ganguly and M. Pardesi, (2009) 'Explaining Sixty Years of India's Foreign Policy', in *IndiaReview*, Vol. 8 (1), pp. 4–19.
Ch. Ogden, (2011) 'International 'Aspirations' of a Rising Power', in David Scott (ed.), *Handbook of India's International Relations*, London: Routeledge, pp.3-31

W. Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, *Trysts withDemocracy: Political Practice in South Asia*, Anthem Press: University Publishing Online.
Additional Reading:
J. Bandhopadhyaya, (1970) *The Making Of India's Foreign Policy*, New Delhi: Allied Publishers.

### II: India's Relations with the USA and USSR/Russia

Essential Readings:
S. Mehrotra, (1990) 'Indo-Soviet Economic Relations: Geopolitical and Ideological Factors', in *India and the Soviet Union: Trade and Technology Transfer*, Cambridge University Press: Cambridge, pp. 8-28.

R. Hathaway, (2003) 'The US-India Courtship: From Clinton to Bush', in S. Ganguly (ed.),
*India as an Emerging Power*, Frank Cass: Portland.

A. Singh, (1995) 'India's Relations with Russia and Central Asia', in *International Affairs*, Vol. 71 (1): 69-81.

M. Zafar, (1984), 'Chapter 1', in *India and the Superpowers: India's Political Relations withthe Superpowers in the 1970s*, Dhaka, University Press.

Additional Readings:
H. Pant, (2008) 'The U.S.-India Entente: From Estrangement to Engagement', in H. Pant,
*Contemporary Debates in Indian Foreign and Security Policy: India Negotiates Its Rise in the International System*, Palgrave Macmillan: London.

D. Mistry, (2006) 'Diplomacy, Domestic Politics, and the U.S.-India Nuclear Agreement', in *Asian Survey*, Vol. 46 (5), pp. 675-698.

**III: India's Engagements with China**
Essential Readings:
H. Pant, (2011) 'India's Relations with China', in D. Scott (ed.), *Handbook of India'sInternational Relations*, London: Routeledge, pp. 233-242.

A. Tellis and S. Mirski, (2013) 'Introduction', in A. Tellis and S. Mirski (eds.), *Crux of Asia:China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace:Washington.

S. Raghavan, (2013) 'Stability in Southern Asia: India's Perspective', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.

Additional Reading:
Li Li, (2013) 'Stability in Southern Asia: China's Perspective', in A. Tellis and S. Mirski (eds.),
*Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment forInternational Peace: Washington.

**IV: India in South Asia: Debating Regional Strategies**
Essential Readings:
S. Muni, (2003) 'Problem Areas in India's Neighbourhood Policy', in *South Asian Survey*, Vol. 10 (2), pp. 185-196.

S. Cohen, (2002) *India: Emerging Power*, Brookings Institution Press.V. Sood, (2009) 'India and regional security interests', in Alyssa Ayres and C. Raja Mohan (eds), *Powerrealignments in Asia: China, India, and the United States*, New Delhi: Sage.

Additional Readings:
M. Pardesi, (2005) 'Deducing India's Grand Strategy of Regional Hegemony from Historical and Conceptual Perspectives', IDSS Working Paper, 76, Available at http://www.rsis.edu.sg/publications/WorkingPapers/WP76.pdf, Accessed: 19.04.2013.

D. Scott, (2009) 'India's "Extended Neighbourhood" Concept: Power Projection for a Rising Power', in *India Review*, Vol. 8 (2), pp. 107-143

**V: India's Negotiating Style and Strategies: Trade, Environment and Security Regimes**

Essential Readings:

S. Cohen, (2002) 'The World View of India's Strategic Elite', in S. Cohen, *India: EmergingPower,* Brookings Institution Press, pp. 36-65.

A. Narlikar, (2007) 'All that Glitters is not Gold: India's Rise to Power', in *Third WorldQuarterly,* Vol. 28 (5) pp. 983 – 996.

N. Dubash, (2012) 'The Politics of Climate Change in India: Narratives of Enquiry and Co-benefits', Working Paper, New Delhi: Centre for Policy Research.

N. Jayaprakash, (2000) 'Nuclear Disarmament and India', in *Economic and Political Weekly,* Vol. 35 (7), pp. 525-533.

Additional Readings:

P. Bidwai, (2005) 'A Deplorable Nuclear Bargain', in *Economic and Political Weekly,* Vol. 40 (31), pp. 3362-3364.

A. Anant, (2011) 'India and International Terrorism', in D. Scott (ed.), *Handbook of India'sInternational Relations,* London: Routledge, pp. 266-277.

**VI: India in the Contemporary Multipolar World**

Essential Readings:

R. Rajgopalan and V. Sahni (2008), 'India and the Great Powers: Strategic Imperatives, Normative Necessities', in *South Asian Survey,* Vol. 15 (1), pp. 5–32.

C. Mohan, (2013) 'Changing Global Order: India's Perspective', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order,* Carnegie Endowment for International Peace: Washington.

A. Narlikar, (2006) 'Peculiar Chauvinism or Strategic Calculation? Explaining the Negotiating Strategy of a Rising India', in *International Affairs,* Vol. 82 (1), pp. 59-76.

Additional Reading:

P. Mehta, (2009) 'Still Under Nehru's Shadow? The Absence of Foreign Policy Frameworks in India', in *India Review,* Vol. 8 (3), pp. 209–233.

Online Resources:

Government of India's Ministry of External Relations website at http://www.mea.gov.in/ and specially its library which provides online resources at http://mealib.nic.in/

The Council of Foreign Relations has a regularly updated blog on India's foreign policy: http://www.cfr.org/region/india/ri282 Centre for Policy Research's blog on IR and strategic affairs though it is not exclusively on India's foreign policy. http://www.cprindia.org/blog/international- relations-and-security-blog

Institute for Defence Studies and Analyses: http://www.idsa.in/
*Research and Information System:* www.ris.org.in/

*Indian Council of World Affairs*: www.icwa.in/
*Institute of Peace and Conflict Studies*: www.ipcs.org/
Indian Council for Research on International Economic Relations: www.icrier.org/

## 4. Women, Power and Politics

**Course objective:** This course opens up the question of women's agency, taking it beyond'women's empowerment' and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy. Special attention will be paid to feminism as an approach and outlook. The course is divided into broad units, each of which is divided into three sub-units.

**I. Groundings (6 weeks)**
1. Patriarchy (2 weeks)
a. Sex-Gender Debates
b. Public and Private
c. Power

2. Feminism (2 weeks)

3. Family, Community, State (2weeks)
a. Family
b. Community
c. State

**II. Movements and Issues (6 weeks)**
1. History of the Women's Movement in India (2 weeks)

2. Violence against women (2 weeks)

3. Work and Labour (2 weeks)
a. Visible and Invisible work
b. Reproductive and care work
c. Sex work

## ***Reading List***

**I. Groundings**

**1. Patriarchy**

Essential Readings:

T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women Writingin India,* New Delhi, Oxford University Press, pp. 221-234

U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.)
*Naarivaadi Rajneeti: Sangharsh evam Muddey,* University of Delhi: Hindi MediumImplementation Board, pp.1-7

**a. Sex Gender Debates**

Essential Reading:

V Geetha, (2002) *Gender,* Kolkata, Stree, pp. 1-20

**b. Public and Private**

Essential Reading:

M. Kosambi, (2007) *Crossing the Threshold,* New Delhi, Permanent Black, pp. 3-10; 40-46

**c. Power**

Essential Reading:

N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: AnIntroduction,* Delhi: Pearson, pp.148-157

**2. Feminism**

Essential Readings:

B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds),
*The Feminist Reader: Local and Global Perspectives,* New York: Routledge, pp. 51-57

R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory:A Reader,* pp. 27-37

**3.Family, Community and State**

**a.Family**

Essential Readings:

R. Palriwala, (2008) 'Economics and Patriliny: Consumption and Authority within the Household' in M. John. (ed) *Women's Studies in India,* New Delhi: Penguin, pp. 414-423

**b. Community**

Essential Reading:

U. Chakravarti, (2003) *Gendering Caste through a Feminist Len,* Kolkata, Stree, pp. 139-159.

**c. State**

Essential Reading:

C. MacKinnon, 'The Liberal State' from *Towards a Feminist Theory of State,* Available at http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8, Accessed: 19.04.2013.

Additional Readings:

K. Millet, (1968) *Sexual Politics,* Available at http://www.marxists.org/subject/women/authors/millett-kate/sexual-politics.htm, Accessed: 19.04.2013.

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds), *Political Theory: AnIntroduction,* New Delhi: Pearson, pp. 224-233

R.Hussain, (1988) 'Sultana's Dream', in *Sultana's Dream and Selections from the SecludedOnes – translated by Roushan Jahan,* New York: The Feminist Press

S.Ray 'Understanding Patriarchy', Available at http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf, Accessed: 19.04.2013.
S.de Beauvoir (1997) *Second Sex,* London: Vintage.

Saheli Women's Centre, (2007) *Talking Marriage, Caste and Community: Women's Voicesfrom Within,* New Delhi: monograph

**II. Movements and Issues**

**1. History of Women's Movement in India**

Essential Readings:

I. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly,* 30 (29), pp. 1869-1878.

R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba *South Asian Feminisms,* Durham and London: Duke University Press, pp. 333-355

**2. Violence against Women**

Essential Readings:

N. Menon, (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion,* New Delhi: Permanent Black, pp. 106-165

**3. Work and Labour**

**a. Visible and Invisible work**

Essential Reading:

P. Swaminathan, (2012) 'Introduction', in *Women and Work,* Hyderabad: Orient Blackswan, pp.1-17

**b. Reproductive and care work**

Essential Reading:

J. Tronto, (1996) 'Care as a Political Concept', in N. Hirschmann and C. Stephano, *Revisioningthe Political,* Boulder: Westview Press, pp. 139-156

**c. Sex work**

Essential Readings:

Darbar Mahila Samanwaya Committee, Kolkata (2011) 'Why the so-called Immoral

Traffic (Preventive) Act of India Should be Repealed', in P. Kotiswaran, *Sex Work,* New Delhi, Women Unlimited, pp. 259-262

N. Jameela, (2011) 'Autobiography of a Sex Worker', in P. Kotiswaran, *Sex Work,* New Delhi: Women Unlimited, pp. 225-241

Additional Readings:

C. Zetkin, 'Proletarian Woman', Available at http://www.marxists.org/archive/zetkin/1896/10/women.htm, Accessed: 19.04.2013.

F. Engles, *Family, Private Property and State,* Available at http://readingfromtheleft.com/PDF/EngelsOrigin.pdf, Accessed: 19.04.2013.

J. Ghosh, (2009) *Never Done and Poorly Paid: Women's Work in Globalising India,* Delhi: Women Unlimited

*Justice Verma Committee Report,* Available at http://nlrd.org/womens-rights-initiative/justice-verma-committee-report-download-full-report, Accessed: 19.04.2013.

N. Gandhi and N. Shah, (1992) *Issues at Stake – Theory and Practice in the Women'sMovement,* New Delhi: Kali for Women.

V. Bryson, (1992) *Feminist Political Theory,* London*:* Palgrave-MacMillan, pp. 175-180; 196-200

M. Mies, (1986) 'Colonisation and Housewifisation', in *Patriarchy and Accumulation on aWorld Scale* London: Zed, pp. 74-111, Available at

http://caringlabor.wordpress.com/2010/12/29/maria-mies-colonization-and-housewifization/, Accessed: 19.04.2013.

R.Ghadially, (2007) *Urban Women in Contemporary India,* Delhi: Sage Publications.

S.Brownmiller, (1975) *Against our Wills,* New York: Ballantine.

Saheli Women's Centre (2001) 'Reproductive Health and Women's Rights, Sex Selection and feminist response' in S Arya, N. Menon, J. Lokneeta (eds), *Nariwadi Rajneeti,* Delhi, pp. 284-306

V. Bryson (2007) *Gender and the Politics of Time,* Bristol: Polity Press

Readings in Hindi:

D. Mehrotra, (2001) *Bhartiya Mahila Andolan: Kal, Aaj aur Kal,* Delhi: Books for Change

G. Joshi, (2004) *Bharat Mein Stree Asmaanta: Ek Vimarsh,* University of Delhi: Hindi

Medium Implementation Board

N. Menon (2008) 'Power', in R. Bhargava and A. Acharya (eds) *Political Theory: AnIntroduction*, New Delhi: Pearson

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds) *Political Theory: AnIntroduction*, New Delhi, Pearson

R.Upadhyay and S. Upadhyay (eds.) (2004) *Aaj ka Stree Andolan*, Delhi: Shabd Sandhan.

S. Arya, N. Menon and J. Lokneeta (eds.) (2001) *Naarivaadi Rajneeti: Sangharsh evamMuddey*, University of Delhi: Hindi Medium Implementation Board.

## (D) Ability Enhancement (Skill Based)-2

### 1. Legislative Practices and Procedures

**Course objective:** To acquaint the student broadly with the legislative process in India atvarious levels, introduce them to the requirements of peoples' representatives and provide elementary skills to be part of a legislative support team and expose them to real life legislative work. These will be, to understand complex policy issues, draft new legislation, track and analyse ongoing bills, make speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations and handle inter-office communications. It will also deepen their understanding and appreciation of the political process and indicate the possibilities of making it work for democracy.

**I. Powers and functions of people's representative at different tiers of governance (6 lectures)**
Members of Parliament, State legislative assemblies, functionaries of rural and urban local self - government from Zila Parishad, Municipal Corporation to Panchayat/ward.

**II. Supporting the legislative process (2 lectures)**
How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.

**III. Supporting the Legislative Committees (6 lectures)**
Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.

**IV. Reading the Budget Document (6 lectures)**
Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries.

**V. Support in media monitoring and communication (4 lectures)**
Types of media and their significance for legislators; Basics of communication in print and electronic media.

## ***READING LIST***

**I. Powers and functions of people's representative at different tiers of governance**
Essential Readings:

M. Madhavan, and N. Wahi, (2008) *Financing of Election Campaigns* PRS, Centre for Policy Research, New Delhi, Available at: http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf, Accessed: 19.04.2013

S. Vanka, (2008) *Primer on MPLADS*, Centre for Policy Research, New Delhi, Available at http://www.prsindia.org/parliamenttrack/primers/mplads-487/, Accessed: 19.04.2013

H. Kalra, (2011) *Public Engagement with the Legislative Process* PRS, Centre for Policy Research, New Delhi, Available at: http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20Eng agement%20with%20the%20Legislative%20Process.pdf, Accessed: 19.04.2013.

Government of India (*Lok Sabha* Secretariat), (2009) *Parliamentary Procedures (AbstractSeries)*, Available at http://164.100.47.132/LssNew/abstract/index.aspx, Accessed:19.04.2013

**II. Supporting the legislative process**
Essential Readings:

Government of India, (Ministry of Parliamentary Affairs), (2009) *Legislation, ParliamentaryProcedure*, Available at http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-09.htm,Accessed: 19.04.2013

Government of India, (Ministry of Parliamentary Affairs) (2009), *Subordinate Legislation, Parliamentary Procedure*, Available at:http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-11.htm Accessed: 19.04.2013

D. Kapur and P. Mehta, (2006) 'The Indian Parliament as an Institution of Accountability', *Democracy, Governance and Human Rights*, Programme Paper Number 23, United NationsResearch Institute for Social Development, Available at: http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef2 45/8e6fc72d6b546696c1257123002fcceb/$FILE/KapMeht.pdf, Accessed: 19.04.2013

O. Agarwal and T. Somanathan, (2005) '*Public Policy Making in India: Issues and Remedies*', Available at:

http://www.cprindia.org/admin/paper/Public_Policy_Making_in_India_14205_TV_SOMANA THAN.pdf, Accessed: 19.04.2013

B. Debroy, (2001) 'Why we need law reform' *Seminar* January.

**III. Supporting the Legislative Committees**

Essential Readings:

P. Mehta, 'India's Unlikely Democracy: The Rise of Judicial Sovereignty', *Journal ofDemocracy*, Vol. 18(2), pp.70-83.

Government link: http://loksabha.nic.in/; http://rajyasabha.nic.in/; http://mpa.nic.in/

K. Sanyal, (2011) *Strengthening Parliamentary Committees* PRS, Centre for Policy Research, New Delhi, Available at: http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening %20Parliamentary%20Committees.pdf, Accessed: 19.04.2013

**IV. Reading the Budget Document**

Essential Readings

A. Celestine, (2011) *How to Read the Union Budget* PRS, Centre for Policy Research, New Delhi, Available at http://www.prsindia.org/parliamenttrack/primers/how-to-read-the-union-budget-1023/, Accessed: 19.04.2013

**V. Support in media monitoring and communication**

Essential Reading:

G. Rose, (2005) 'How to Be a Media Darling: There's No getting Away From It', *StateLegislatures*, Vol. 31(3).

Additional Readings:

N. Jayal and P. Mehta (eds), (2010)*The Oxford Companion to Politics in India*, Oxford University Press: New Delhi,

B. Jalan, (2007) *India's Politics,* New Delhi: Penguin.

Initiating Discussion on Various Type of Debates in *Rajya Sabha*, Available at http://rajyasabha.nic.in/rsnew/publication_electronic/75RS.pdf, Accessed: 19.04.2013.

*Praxis of Parliamentary Committees: Recommendations of Committee on Rules* published by *Rajya Sabha*, available at:http://rajyasabha.nic.in/rsnew/publication_electronic/Praxis.pdf,Accessed: 19.04.2013.

S.J. Phansalkar, Policy Research in the Indian Context

N. Singh, *'Some Economic Consequences of India's Institutions of Governance: A ConceptualFramework'*, Available at:http://econ.ucsc.edu/faculty/boxjenk/wp/econ_conseq_2003_rev2.pdf,Accessed: 19.04.2013.

R. Guha, (2007), *India After Gandhi*, Macmillan: New Delhi.
*Parliamentary Procedures (Abstract Series)* published by *Lok Sabha*, Available athttp://164.100.47.132/LssNew/abstract/index.aspx, website: www.loksabha.nic.in, Accessed: 19.04.2013.

*Committees of Lok Sabha*, Available at:http://164.100.47.134/committee/committee_list.aspxAccessed: 19.04.2013.
*Ethics Committee of Rajya Sabha*, available at:http://rajyasabha.nic.in/rsnew/publication_electronic/ethics_committee.pdf,Acce ssed: 19.04.2013.

*Committees of Parliament, Parliamentary Procedure, Ministry of Parliamentary Affairs,*Available at http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-12.htm, Accessed: 19.04.2013.

*Nomination of Members of Parliament on Committees, Councils, Boards and Commissions, etc., set up by the Government, Ministry of Parliament Affairs*, Available athttp://mpa.nic.in/Manual/Manual_English/Chapter/chapter-14.htm, Accessed: 19.04.2013.
*Parliamentary Procedures: Problems and Perspectives 2009 Published* by *Rajya Sabha*,Available at http://rajyasabha.nic.in/rsnew/publication_electronic/parl_procedure2009.pdf, Accessed: 19.04.2013.

*Primer on the Budget Process* published by PRS, Available athttp://www.prsindia.org/parliamenttrack/primers/the-budget-process-484/, Accessed: 19.04.2013.

*Background note on Financial Oversight by Parliament* published by PRS, Available athttp://www.prsindia.org/administrator/uploads/media/Conference%20note/Conferenc e%2 0note%20on%20financial%20oversight.pdf,Accessed: 19.04.2013.

P. Keefer and S Khemani, (2009) 'When Do Legislators Pass On "Pork"? The Determinants of Legislator Utilization of a Constituency Development Fund in India', in *World Bank PolicyResearch Working Paper Series* 4929, pp. 1-45, Available at SSRN:http://ssrn.com/abstract=1405160, Accessed: 19.04.2013.

*Parliamentary Procedures (Abstract Series), Lok Sabha*, Available athttp://164.100.47.132/LssNew/abstract/process.htm
*Budget, Parliamentary Procedure, Ministry of Parliamentary Affairs*, available athttp://mpa.nic.in/Manual/Manual_English/Chapter/chapter-07.htm, Accessed: 19.04.2013. http://mpa.nic.in/mpahandbook/parlia13.pdf

## 2. Peace and Conflict Resolution

**Course Objective:** The objective of an undergraduate application course for commonstudents in Peace and Conflict Studies will cover in-depth knowledge of conflict analysis, conflict resolution, conflict prevention, as well as the historical and cultural context of organized violence. Peace and Conflict Resolution addresses the sources of war, social oppression and violence and the challenges of promoting peace and justice internationally and domestically. It also introduces more equitable, cooperative and nonviolent methods that can be used to transform unjust, violent or oppressive world situations. This course provides students with an overview of the Peace and Conflict Studies discipline, including key concepts and related theories. The course is designed to familiarize students with the historical background of various peace movements, to analyze principles used to resolve conflict, and to provide a view of how peace and conflict resolution are being pursued today. The course will also cover extensive understanding of current research and development within the field of peace and conflict studies and perspective of the environment, gender, migration, and ethnicity.

**Unit-1** International Peace and Conflict Resolution: Sources of War: International andDomestic Issues and Trends

**Unit-2-**What is Conflict: Introduction to International Conflict Resolution

**Unit-3** International Conflict Resolution Theory: Models developed by Johan Galtung,Joseph Montville, Morton Deutsch, William Zartman, Levy Jack

**Unit-4-**Conflict resolution: Back ground of Various Peace Movements and Concepts,Principles used to resolve conflict

**Unit-5-**Cross-boarder relationships between the world's peaceful and war-torn zones(migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions)

**Unit-6 -**Conflict Transformation: is Peace Possible? Resolve problems through conflictanalyses and instrumentation of peace concepts

**Unit-7 -**Current perspective of peace and conflict resolution: Grass-roots level perspectiveon war and Peace

### ***READING LIST***

**Essential Readings**

**International Conflict Resolution: Sources of War: International and Domestic Issues and Trends**

Kriesberg, Louis, Constructive Conflicts: From Escalation to Resolution, Rowman & Littlefield, Maryland, 1998, pp. 58-150

Starkey, Boyer, and Wilkenfield, Negotiating a Complex World. Rowman & Littlefield, Maryland, 1999, pp. 1-74

**Desirable Readings:**

Zartman, William (ed.), Collapsed States: The Disintegration and Restoration of Legitimate Authority, Reiner, Boulder, 1995, pp. 1-14 and 267-273

Zartman, William & Touval, Saadia "International Mediation in the Post-Cold War Era", in Crocker et al., Managing Global Chaos, USIP, 1996, pp. 445-461

**Essential Readings**

**What is Conflict: Introduction to International Conflict Resolution**

Zartman, William, "Dynamics and Constraints in Negotiations in Internal Conflicts", in Zartman, William (ed), Elusive Peace: Negotiating an End to Civil Wars, The Brookings Institution, Washington, 1995, pp. 3-29

**Desirable Readings**

Zartman, William (ed.), Collapsed States: The Disintegration and Restoration of Legitimate Authority, Reiner, Boulder, 1995, pp. 1-14 and 267-273

Zartman, William & Touval, Saadia "International Mediation in the Post-Cold War Era", in Crocker et al., Managing Global Chaos, USIP, 1996, pp. 445-461

**Essential Readings**

**International Conflict Resolution Theory: Models developed by Johan Galtung, Joseph Montville, Morton Deutsch, William Zartman, Levy Jack**

Levy, Jack, "Contending Theories of International Conflict: A Levels-of-Analysis Approach" in Crocker et al, Managing Global Chaos, USIP, 1995, pp. 3-24

Carr, Edward H., "Realism and Idealism," Richard Betts (ed), Conflict After the Cold War, Boston: Simon & Schuster, 1994.

**Desirable Readings**

Carr, Edward H., "Realism and Idealism," Richard Betts (ed), Conflict After the Cold War, Boston: Simon & Schuster, 1994.

Waltz, Kenneth N., "Structural Causes and Economic Effects," Richard Betts (ed), Conflict After the Cold War, Boston: Simon & Schuster, 1994.

**Conflict resolution: Back ground of Various Peace Movements and Concepts, Principles used to resolve conflict**

**Essential Readings**

Hampson, Fen Osler, Nurturing Peace, USIP, 1996, pp. 3-25

Galtung, Johan, There Are Alternatives: Four Roads to Peace and Security, Nottingham, Spokesman, 1984, pp. 162-205

**Desirable Readings**

Galtung, Johan, Peace by Peaceful Means: Peace and conflict, Development and Civilization, Sage, London, 1996, pp. 9-114

Galtung, Johan, The True Worlds: A Transnational Perspective, New York, Free Press, 1980, pp. 107-149

**Cross-boarder relationships between the world's peaceful and war-torn zones (migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions)**

**Essential Readings**

Kelman, Herbert C., "Interactive Problem Solving", in Fisher, Ronald J. (ed.) Interactive Conflict Resolution, Syracuse University Press, 1997, pp. 56-74

Kritz, Neil J., "The Rule of Law in the Post-conflict Phase: Building a Stable Peace", in Crocker et al, Managing Global Chaos, USIP, 1996, pp. 587-606

**Desirable Readings**

Galtung, Johan, "The Basic Need Approach", in Human Needs: a Contribution to the Current Debate, Verlag, Cambridge, 1980, pp. 55-126

Saunders, Harold H., A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts, New York, 1999, pp. 1-80

**Conflict Transformation: is Peace Possible: Resolve problems through conflict analyses and instrumentation of peace concepts**

**Essential Readings**

Galtung, Johan, There Are Alternatives: Four Roads to Peace and Security, Nottingham, Spokesman, 1984, pp. 162-205

Galtung, Johan, "The Basic Need Approach", in Human Needs: a Contribution to the Current Debate, Verlag, Cambridge, 1980, pp. 55-126

**Desirable Readings**

Galtung, Johan, Peace by Peaceful Means: Peace and conflict, Development and Civilization, Sage, London, 1996, pp. 9-114

Galtung, Johan, The True Worlds: A Transnational Perspective, New York, Free Press, 1980, pp. 107-149

**Current perspective of peace and conflict resolution: Grass-roots level perspective on war and Peace: Grass-roots level perspective on war and Peace**

**Essential Readings**

Deutsch, Morton, The Resolution of Conflict: Constructive and Destructive Processes, New Haven, Yale University Press, 1973, pp. 1-123

Galtung, Johan, Peace by Peaceful Means: Peace and conflict, Development and Civilization, Sage, London, 1996, pp. 9-114

**Desirable Readings**

Zartman, William, "Dynamics and Constraints in Negotiations in Internal Conflicts", in Zartman, William (ed), Elusive Peace: Negotiating an End to Civil Wars, The Brookings Institution, Washington, 1995, pp. 3-29

Kelman, Herbert C., "Interactive Problem Solving", in Fisher, Ronald J. (ed.) Interactive Conflict Resolution, Syracuse University Press, 1997, pp. 56-74

**Proposed Syllabus and Scheme of Examination**

**For**

**B.A.(Regular/Pass)**

# POLITICAL SCIENCE

**Submitted**

**To**

**University Grants Commission**

**New Delhi**

# Under Choice Based Credit System

**April 2016**

**CHOICE BASED CREDIT SYSTEM**

**B.A. POLITICAL SCIENCE**

**LIST OF PAPERS AND COURSES**

**A) DISCIPLINE SPECIFIC CORE COURSE (4)**

**1.Paper I- Introduction to Political Theory**

**2.Paper-II - Indian Government and Politics**

**3.Paper-III- Comparative Government and Politics**

**4.Paper-IV- Introduction to International Relations**

**B) CORE/ FOUNDATION (Compulsory) (4)**

**ENGLISH (2)**
**MIL (2)**

**C)Ability Enhancement (Compulsory) (2)**

- **ENGLISH/MIL (Communication)**
- **ENVIRONMENTAL SCIENCE**

**C) Ability Enhancement (Elective) Skill Based (4)**

1) **Legislative Support**
2) **Public Opinion and Survey Research**
3) **Democratic Awareness with Legal Literacy**
4) **Conflict and Peace Building**

**D) Discipline Specific Elective Course(2)**

1) **Themes in Comparative Political Theory**
2) **Administration and Public Policy: Concepts and Theories**
3) **Democracy and Governance**
4) **Understanding Globalization**

**E) Generic Elective -2 (Interdisciplinary): (2)**

1. **Reading Gandhi**
2. **Human Rights Gender and Environment**

# CHOICE BASED CREDIT SYSTEM

# SYLLABI AND READING LIST

# B.A. POLITICAL SCIENCE

# DISCIPLINE SPECIFIC CORE COURSE(4)

## Paper I- Introduction to Political Theory

**Course Objective:** This course aims to introduce certain key aspects of conceptual analysisin political theory and the skills required to engage in debates surrounding the application of the concepts.

**1. a. What is Politics?**
**b. What is Political Theory and what is its relevance? (11 lectures)**
**2. Concepts: Democracy, Liberty, Equality, Justice, Rights, Gender, Citizenship, Civil Society and State (36 lectures)**

**3. Debates in Political Theory:**
**4. Is democracy compatible with economic growth?**
**5. On what grounds is censorship justified and what are its limits?**
**6. Does protective discrimination violate principles of fairness?**
**7. Should the State intervene in the institution of the family? (13 lectures)**

**Essential Readings**:
**Topic I**
Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) *PoliticalTheory: An Introduction.* New Delhi: Pearson Longman, pp. 2-17.

Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 18-37.

**Topic 2**
Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: AnIntroduction.*New Delhi: Pearson Longman, pp. 40-57.

Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: AnIntroduction.*New Delhi: Pearson Longman, pp. 58-73.

Menon, K. (2008) Justice', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: AnIntroduction.* New Delhi: Pearson Longman, pp. 74-82.

Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: AnIntroduction.*New Delhi: Pearson Longman, pp. 88-105.
Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: AnIntroduction.*New Delhi: Pearson Longman, pp. 106-128.

Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 130-147.

Das, S. (2008) 'State', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi:Pearson Longman, pp. 170-187.

Singh, M. (2008) 'Civil Society', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: AnIntroduction.*New Delhi: Pearson Longman, pp. 188-205.

Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: AnIntroduction.* New Delhi: Pearson Longman, pp. 224-235.

Shorten, A. (2008) 'Nation and State', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: OxfordUniversity Press, pp. 33-55.

Christiano, Thomas. (2008) 'Democracy', in McKinnon, Catriona. (ed.) *Issues in PoliticalTheory*, New York: Oxford University Press, pp. 80-96.

Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-125.

Casal, P. & William, A. (2008) 'Equality', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 149- 165.

Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed.) *Issues in Political Theory.* New York: Oxford University Press, pp. 172-193.

Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed.) *Issues in Political Theory.* New York: Oxford University Press, pp. 241-259.

Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) *Issues in Political Theory.* New York: Oxford University Press, pp. 241-288.

Swift, A. (2001) *Political Philosophy: A Beginners Guide for Students and Politicians.* Cambridge: Polity Press.

**Topic 3**

Sen, A. (2003) 'Freedom Favours Development,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *TheDemocracy Sourcebook.* Cambridge, Massachusetts: MIT Press, pp. 444-446.

Prezowrski, A., et al. (2003) 'Political Regimes and Economic Growth,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook.* Cambridge, Massachusetts: MIT Press, pp. 447-454.
Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 308-319.

Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) *PoliticalTheory: An Introduction.* New Delhi: Pearson Longman, pp. 298-307.

Frances E O. (1985) 'The Myth of State Intervention in the Family', *University of MichiganJournal of Law Reform*. 18 (4), pp. 835-64.

Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian PoliticalThought: Themes and Thinkers,* New Delhi: Pearson.

## Paper-II - Indian Government and Politics

**1) Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian (09 lectures)**

**2) Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles (09 lectures)**

**3) Institutional Functioning: Prime Minister, Parliament and Judiciary (09 lectures)**

**4) Power Structure in India: Caste, class and patriarchy (07 lectures)**

**5) Religion and Politics: debates on secularism and communalism (06 lectures)**

**6) Parties and Party systems in India (05 lectures)**

**7) Social Movements : Workers, Peasants, Environmental and Women's Movement (10 lectures)**

**8)Strategies of Development in India since Independence: Planned Economy and Neo-liberalism (05 lectures)**

### *READING LIST*

**Essential Texts.**

Abbas, H., Kumar, R. & Alam, M. A. (2011) *Indian Government and Politics.* New Delhi: Pearson, 2011.

Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics.* New
Delhi: Pearson.

Chakravarty, B. & Pandey, K. P. (2006) *Indian Government and Politics.* New Delhi: Sage.

Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India After Independence.* New Delhi: Penguin.

Singh, M.P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns.* New Delhi: PHI
Learning.

Vanaik, A. & Bhargava, R. (eds.) (2010) *Understanding Contemporary India: CriticalPerspectives.* New Delhi: Orient Blackswan.

Menon, N. and Nigam, A. (2007) *Power and Contestation: India Since 1989.* London: Zed Book.

Austin, G. (1999) *Indian Constitution: Corner Stone of a Nation.* New Delhi: Oxford University Press.

Austin, G. (2004) *Working of a Democratic Constitution of India.* New Delhi: Oxford University Press.

Jayal, N. G. & Maheta, P. B. (eds.) (2010) *Oxford Companion to Indian Politics.* New Delhi: Oxford
University Press.

## Paper-III- Comparative Government and Politics

**1. The nature, scope and methods of comparative political analysis (10 lectures)**

**2. Comparing Regimes: Authoritarian and Democratic (06 lectures)**

**3. Classifications of political systems:**
**(a)Parliamentary and Presidential: UK and USA**
**(b)Federal and Unitary: Canada and China (15 lectures)**

**4. Electoral Systems: First past the post, proportional representation, mixed systems (07lectures)**

**5.Party Systems: one-party, two-party and multi-party systems (09 lectures)**

**6.Contemporary debates on the nature of state: From state centric security to human centric security and the changing nature of nation-state in the context of globalization. (13 lectures)**

## READING LIST

**Essential Texts**

Bara, J & Pennington, M. (eds.). (2009) *Comparative Politics.* New Delhi: Sage.

Caramani, D. (ed.). (2008) *Comparative Politics*. Oxford: Oxford University Press.

Hague, R. and Harrop, M. (2010) *Comparative Government and Politics: An Introduction.* (Eight
Edition). London: Palgrave McMillan.

Ishiyama, J.T. and Breuning, M. (eds.). (2011) *21st Century Political Science: A ReferenceBook.* Los Angeles: Sage.

Newton, K. and Deth, Jan W. V. (2010) *Foundations of Comparative Politics: Democracies ofthe*
*Modern World.* Cambridge: Cambridge University Press.

O'Neil, P. (2009) *Essentials of Comparative Politics.* (Third Edition). New York: WW. Norton & Company, Inc.

Palekar, S.A. (2009) *Comparative Government and Politics.* New Delhi: PHI Learning Pvt. Ltd.

**Readings**

**Topic 1.**Caramani, D. (2008) 'Introduction to Comparative Politics', in Caramani, D. (ed.) *Comparative*
*Politics*. Oxford: Oxford University Press, pp. 1-23.

Mohanty, M. (1975) 'Comparative Political Theory and Third World Sensitivity', in *TeachingPolitics.* Nos. 1 & 2, pp. 22-38.

**Topic: 2.**

Webb, E. (2011) 'Totalitarianism and Authoritarianism', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book.* Los Angeles: Sage, pp. 249-257.

Hague, R. and Harrop, M. (2004) *Comparative Government and Politics: An Introduction.* London: Palgrave McMillan, pp. 36-50, 51-68.

**Topic: 3.**

Hague, R and Harrop, M. (2004) 'The Political Executive', in *Comparative Government andPolitics: An Introduction.* London: Palgrave McMillan, pp. 268-290.

**Topic: 4.**

Cameron, D. R. (2002) 'Canada', in Ann L. G. (ed.) *Handbook of Federal Countries.* Montreal &Kingston: McGill-Queen's University Press, pp. 105-119.

Peter, H. (2002) 'Canada: A Federal Society-Despite Its Constitution', in Rekha Saxena. (ed.) *Mapping Canadian Federalism for India.* New Delhi: Konark Publisher, Pvt., pp. 115-129.

Dhillon, Michael. (2009), 'Government and Politics', in *Contemporary China: An*

*Introduction.* London, New York: Routledge, 2009, pp. 137-160.

**Topic: 5.**

Evans, Jocelyn A.J. (2009) 'Electoral Systems', in Bara, J. and Pennington, M. (eds.) *Comparative*
*Politics*. New Delhi: Sage, pp. 93-119.

Downs, W. M. (2011) 'Electoral Systems in Comparative Perspectives', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book.* Los Angeles: Sage, pp. 159- 167.

**Topic: 6.**

Cole, A. (2011) 'Comparative Political Parties: Systems and Organizations', in Ishiyama, J.T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book.* Los Angeles: Sage, pp. 150-158.

Caramani, D. (2008) 'Party Systems', in Caramani, D. (ed.) *Comparative Politics.*
Oxford: Oxford
University Press, pp. 293-317, 318-347.

**Topic: 7.**

Poggi, Gianfranco. (2008) 'The nation-state', in Caramani, D. (ed.) *Comparative Politics.*

Oxford: Oxford University Press pp. 85-107.
Hague, R. and Harrop, M. (2004) 'The state in a global context', in *Comparative Governmentand Politics: An Introduction.* London: Palgrave McMillan, pp. 17-34.

**Further Readings:**

Bara, J. (2009) 'Methods for Comparative Analysis', in Bara, J. & Pennington, M. (eds.) *Comparative Politics.* New Delhi: Sage, pp. 40-65.

Blondel, J. (1996) 'Then and Now: Comparative Politics', *Political Studies. Vol. 47, Issue 1,* pp. 152-160

Chandhoke, N. (1996) 'Limits of Comparative Political Analysis', *Economic and PoliticalWeekly.* vol. 31, No. 4, (January 27), pp. PE 2-PE8.

Mair, P. (2008) 'Democracy', in Carmani, D. (ed.) *Comparative Politics.* Oxford: Oxford University Press, pp. 108-132.

Robbins, J. W. (2011) 'Parsidentialism Verses Parliamentarism', in Ishiyama, J. T. and Marijke, B. (eds.) *21st Century Political Science: A Reference Book.* Los Angeles: Sage, pp. 177- 185.

Watts, D. (2003) *Understanding US/UK Government and Politics.* Manchester: Manchester University Press, pp. 1-25; 66-105; 106-138.

## Paper-IV- Introduction to International Relations

**Course Objective:** This Course is designed to give students a sense of some importanttheoretical approaches to understand international relations; a history from 1945 onwards to the present; and an outline of the evolution of Indian foreign policy since independence and its possible future trajectory.

**1. Approaches to International Relations**
**(a) Classical Realism (Hans Morgenthau) and Neo-Realism (Kenneth Waltz)**
**(b)Neo-Liberalism: Complex Interdependence (Robert O. Keohane and Joseph Nye)**
**(c)Structural Approaches: World Systems Approach (Immanuel Wallerstein) and Dependency School (Andre Gunder Frank)**
**(d)Feminist Perspective (J. Ann Tickner) (27 lectures)**

**2. Cold War & Post-Cold War Era**
**(a) Second World War & Origins of Cold War**

**(b)Phases of Cold War: First Cold War**
**Rise and Fall of**
**Detente Second**
**Cold War**
**End of Cold War and Collapse of the Soviet Union**
**(c)Post Cold- War Era and Emerging Centers of Power (European Union, China, Russia and Japan) (20 lectures)**

**3. India's Foreign Policy**
**(a)Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic)**
**(b)India's Policy of Non-alignment**
**(c)India: An Emerging Power (13 lectures)**

### ***READING LIST***

**Essential Readings**

William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) *Classic Readings of InternationalRelations*. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.

Art, R. J. and Jervis, R. (eds.) (1999) *International Political Enduring: Concepts andContemporary Issues.*5th Edition. New York: Longman, pp. 7-14; 29-49; 119-126.

Jackson, R. and Sorenson, G. (2008) *Introduction to International Relations: Theories andApproaches*. New York: Oxford University Press, pp. 59-96.

Goldstein, J. and Pevehouse, J.C. (2009) *International Relations.* New Delhi: Pearson, pp. 81-111.

Tickner, J. A. (2001) *Gendering World Politics: Issues and Approaches in the Post-Cold WarEra.* Columbia University Press.

Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction toInternational Relations.* Fifth Edition. Oxford: Oxford University Press, pp. 90-123; 142-159;262-277.

Wenger, A. and Zimmermann, D. (eds.) (2003) *International Relations: From the Cold WorldWar to the Globalized World.* London: Lynne Rienner, pp. 54-89.

Appadorai and Rajan, M. S. (eds.) (1985) *India's Foreign Policy and Relations.* New Delhi: South Asian
Publishers.

Mewmillians, W.C. and Piotrowski, H. (2001) *The World Since 1945: A History ofInternational Relations*.Fifth edition. London: Lynne Rienner Publishers.

Smith, M., Little, R. and Shackleton, M. (eds.) (1981) *Perspectives on World Politics.* London: Croom Helm.

Indian Foreign Service Institute. (1997, 1998) *India's Foreign Policy: An Agenda for the 21stCentury* Vols. 1 & 2, New Delhi: Konark Publishers, pp. 3-41; 102-119.

Ganguly, S. (ed.) (2009) *India's Foreign Policy: Retrospect and Prospect.* New Delhi: Oxford University Press.

Vanaik, A. (1995) *India in a Changing World: Problems, Limits and Successes of Its ForeignPolicy.* New Delhi: Orient Longman. pp. 19-41; 63-67; 102-114; 118-124; 132-134.

Basu, Rumki (ed)(2012) *International Politics: Concepts theories and Issues*, New Delhi, Sage Publications India Pvt Ltd.

# Ability Enhancement (Elective) Skill Based (4)

## 1.Legislative Support

**Aim of the course:**To acquaint the student broadly with the legislative process in India atvarious levels, introduce them to the requirements of peoples' representatives and provide elementary skills to be part of a legislative support team.

**Rationale:**

Peoples' representatives need support for the multiple tasks they are supposed to undertake. The need to understand complex policy issues, draft new legislation, track and analyse ongoing bills, make speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations and handle inter-office communications. All over the world, elected representatives have an office with specialised support team to carry out these tasks.

In India this has just begun. With about 5000 MPs and MLAs, and more than 30 lakhs representatives at the Panchayati Raj level, there is a vast need that needs to be responded to. This course will equip the students with basic skills for this task and expose them to real life legislative work. It will build their skills and deepen their understanding of the political process

**Course outline:**

***1.Powers and functions of people's representatives at different tiers of governance***

Members of Parliament, State Legislative Assemblies, functionaries of rural and urban local self government from Zila Parishads/Municipal Corporation to Panchayat/Ward. ***(Weeks 1-3)***

***2.Supporting the legislative process:***How a Bill becomes a Law, Role of the StandingCommittee in reviewing a Bill, Legislative Consultations, amendments to a Bill, the framing of Rules and Regulations. ***(Week 4)***

***3. Supporting the legislative committees***

Types of committees, Role of committees in reviewing government finances, policy, programmes, and legislation**.(Weeks 5-7)**

***4. Reading the budget document:***

Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries. **(Weeks 8-10)**

***5.Support in media monitoring and communication***: Types of media and theirsignificance for legislators. Basics of communication in print and electronic media. **.(Weeks 11-12)**

**Suggested Readings:**

Madhavan, M.R. & N.Wahi ***Financing of Election Campaigns*** PRS, Centre for Policy Research, New Delh, 2008:

http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf

Vanka, S. ***Primer on MPLADS*** Centre for Policy Research, New Delhi, 2008. can be accessed on:

http://www.prsindia.org/parliamenttrack/primers/mplads-487/

Kalra, H. ***Public Engagement with the Legislative Process*** PRS, Centre for Policy Research, New Delhi, 2011. can be accessed on: http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20Engagement%20with%20the%20Legislative%20Process.pdf

Government of India (Lok Sabha Secretariat) ***Parliamentary Procedures(Abstract Series)***, 2009. Can be accessed on:

http://164.100.47.132/LssNew/abstract/index.aspx

Government of India, (Ministry of Parliamentary Affairs) ***Legislation,Parliamentary Procedure,*** 2009. Can be accessed on:http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-09.htm

Government of India, (Ministry of Parliamentary Affairs) ***SubordinateLegislation***, ***Parliamentary Procedure,*** 2009. Can be accessed on:http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-11.htm

Kapur, Devesh and Pratap Banu Mehta, "The Indian Parliament as an Institution of Accountability," *Democracy, Governance and Human Rights,* Programme Paper Number 23, United Nations Research Institute for Social Development, January 2006. Can be accessed on:

http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/$FILE/KapMeht.pdf

Agarwal, O.P. and T.V. Somanathan, "Public Policy Making in India: Issues and Remedies," February, 2005. Can be accessed on:

http://www.cprindia.org/admin/paper/Public_Policy_Making_in_India_14205_TV_SOMANATHAN.pdf.

Debroy, Bibek, "Why we need law reform," ***Seminar*** January 2001.

Mehta, Pratap Bhanu, "India's Unlikely Democracy: The Rise of Judicial Sovereignty," ***Journal of Democracy*** Vol.18, No.2, pp.70-83.

**Government links:**

http://loksabha.nic.in/;http://rajyasabha.nic.in/;http://mpa.nic.in/

Sanyal,K. ***Strengthening Parliamentary Committees*** PRS, Centre for Policy Research, New Delhi, 2011. can be accessed on: http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening%20Parliamentary%20Committees.pdf

Celestine, A. ***How to read the Union Budget*** PRS, Centre for Policy Research, New Delhi, 2011. can be accessed on: http://www.prsindia.org/parliamenttrack/primers/how-to-read-the-union-budget-1023/

## 2.Public Opinion and Survey Research

**Course Objective:** This course will introduce the students to the debates, principles andpractices of public opinion polling in the context of democracies, with special reference to India. It will familiarise the students with how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilisation of quantitative data.

**I. Introduction to the course (6 lectures)**
Definition and characteristics of public opinion, conceptions and characteristics,
debates about its role in a democratic political system, uses for opinion poll

**II. Measuring Public Opinion with Surveys: Representation and sampling (6 lectures)**

1. What is sampling? Why do we need to sample? Sample design.
2. Sampling error and non-response
3. Types of sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified

**III. Survey Research (2 lectures)**

1. Interviewing: Interview techniques pitfalls, different types of and forms of interview
2. Questionnaire: Question wording; fairness and clarity.

**IV. Quantitative Data Analysis (4 lectures)**

1. Introduction to quantitative data analysis
2. Basic concepts: correlational research, causation and prediction, descriptive and inferential Statistics

**V. Interpreting polls (6 lectures)**
Prediction in polling research: possibilities and pitfalls
Politics of interpreting polling

### ***READING LIST***

**I**. **Introduction to the course**
Essential Readings:
R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York: Pearson Longman Publishers,. pp. 40-46.

G. Gallup, (1948) *A guide to public opinion polls* Princeton, Princeton University Press, 1948. Pp. 3-13.

**II. Measuring Public Opinion with Surveys: Representation and sampling**
Essential Readings:
G. Kalton, (1983) *Introduction to Survey Sampling* Beverly Hills, Sage Publication.

Lokniti Team (2009) 'National Election Study 2009: A Methodological Note', *Economic andPolitical Weekly,* Vol. XLIV (39)

Lokniti Team, (2004) 'National Election Study 2004', *Economic and Political Weekly,* Vol. XXXIX (51).

'Asking About Numbers: Why and How', *Political Analysis* (2013), Vol. 21(1): 48-69, (first published online November 21, 2012)

**III. Survey Research**
Essential Readings:
H. Asher, (2001) 'Chapters 3 and 5', in *Polling and the Public: What Every Citizen ShouldKnow,* Washington DC: Congressional Quarterly Press.

R. Erikson and K. Tedin, (2011) *American Public Opinion,* 8th edition, New York, Pearson Longman Publishers, pp. 40-46.

**IV. Quantitative Data Analysis**
Essential Readings:
A. Agresti and B. Finlay, (2009) *Statistical methods for the Social Sciences,* 4th edition, Upper saddle river, NJ: Pearson-Prentice Hall,

S. Kumar and P. Rai, (2013) 'Chapter 1', in *Measuring Voting Behaviour in India*, New Delhi: Sage.

**V. Interpreting polls**
Essential Readings:
R. Karandikar, C. Pyne and Y. Yadav, (2002) 'Predicting the 1998 Indian Parliamentary Elections', *Electoral Studies*, Vol. 21, pp.69-89.

M. McDermott and K. A. Frankovic, (2003) 'Horserace Polling and Survey Methods Effects: An Analysis of the 2000 Campaign', *Public Opinion Quarterly* 67, pp. 244-264.

Additional Readings:
K. Warren, (2001) 'Chapter 2', in *In Defense of Public Opinion Polling,* Boulder: Westview Press, pp. 45-80.

W. Cochran, (2007) 'Chapter 1', *Sampling Techniques,* John Wiley & Sons.

G. Gallup, (1948) *A Guide to Public Opinion Polls.* Princeton: Princeton University Press, pp. 14-20; 73-75.

D. Rowntree (2000) *Statistics Without Tears: an Introduction for Non Mathematicians*, Harmondsworth: Penguin.

**Suggested Student Exercises:**

1. Discussion of readings and Indian examples.
2. Groups of students to collect examples of and discuss various sample based studies across many fields: e.g. consumer behaviour, unemployment rates, educational standards, elections, medicinal trials etc.
3. Non-random sampling: The students have to identify one group of people or behaviour that is unique or rare and for which snowball sampling might be needed. They have to identify how they might make the initial contact with this group to start snowball rolling.
4. Give the students the electoral list of an area in Delhi (http://ceodelhi.gov.in). The students have to draw a random sample of n number of respondents.
5. For this activity, working with a partner will be helpful. The class should first decide on a topic of interest. Then each pair should construct a five-item self report questionnaire. Of the five items, there should be at least one nominal response, one ordinal response and one interval. After the common questionnaire is constructed putting together the questions from everyone, working in pairs, the questionnaire should be administered on 10 different individuals.
6. Give the students a questionnaire from any public opinion survey and ask them to identify the type of variables.

## 3. Democratic Awareness with Legal Literacy

**Course Objective:** The Proposed course aims to acquaint student with the structure andmanner of functioning of the legal system in India.

**Expected Learning Outcome:** The student should be aware of the institutions that comprise thelegal system - the courts, police, jails and the system of criminal justice administration. Have a brief knowledge of the Constitution and laws of India, an understanding of the formal and alternate dispute redressal (ADR) mechanisms that exist in India, public interest litigation. Have some working knowledge of how to affirm one's rights and be aware of one's duties within the legal framework; and the opportunities and challenges posed by the legal system for different sections of persons.

This course consists of 100 marks - comprising 25 marks for evaluation of the practical/ project work and a written paper of 75 marks.

**Course Content:**

**Unit I**

1. Outline of the Legal system in India
2. System of courts/tribunals and their jurisdiction in India - criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Mahila courts and tribunals.
3. Role of the police and executive in criminal law administration.
4. Alternate dispute mechanisms such as lok adalats, non - formal mechanisms.

**Unit II**

1. Brief understanding of the laws applicable in India
2. Constitution - fundamental rights, fundamental duties, other constitutional rights and their manner of enforcement, with emphasis on public interest litigation and the expansion of certain rights under Article 21 of the Constitution.
3. Laws relating to criminal jurisdiction - provision relating to filing an FIR, arrest, bail search and seizure and some understanding of the questions of evidence and procedure in Cr. P.C. and related laws, important offences under the Indian PenalCode, offences against women, juvenile justice, prevention of atrocities on Scheduled Castes and Scheduled Tribes.
4. Concepts like Burden of Proof, Presumption of Innocence, Principles of Natural Justice, Fair comment under Contempt laws.
5. Personal laws in India : Pluralism and Democracy
6. Laws relating to contract, property and tenancy laws.

7. Laws relating to dowry, sexual harassment and violence against women
8. Laws relating to consumer rights
9. Laws relating to cyber crimes
10. Anti-terrorist laws: implications for security and human rights
11. Practical application: Visit to either a (I) court or (ii) a legal aid centre set up by the
12. Legal Services Authority or an NGO or (iii) a Lok Adalat, and to interview a litigant or person being counselled. Preparation of a case history.

**Unit III**

**Access to courts and enforcement of rights**

1. Critical Understanding of the Functioning of the Legal System
2. Legal Services Authorities Act and right to legal aid, ADR systems
3. **Practical application :**
4. What to do if you are arrested ; if you are a consumer with a grievance; if you are a victim of sexual harassment; domestic violence, child abuse, caste, ethnic and religious discrimination; filing a public interest litigation. How can you challenge administrative orders that violate rights, judicial and administrative remedies
5. Using a hypothetical case of (for example) child abuse or sexual harassment or any other violation of a right, preparation of an FIR or writing a complaint addressed to the appropriate authority.

**Essential Reading**

*Creating Legal Awareness*, edited by Kamala Sankaran and Ujjwal Singh (Delhi: OUP, 2007)

Legal literacy: available amongst interdisciplinary courses on Institute of Life Long Learning (Delhi University) Virtual Learning Portal namely vle.du.ac.in

**<u>Reading list for course on Legal Literacy</u>**


1. Multiple Action Research Group, *Our Laws Vols 1-10*, Delhi. Available in Hindi also.
2. Indian Social Institute, New Delhi, *Legal Literacy Series Booklets*. Available in Hindi also.
3. S.K. Agarwala, *Public Interest Litigation in India*, K.M. Munshi Memorial Lecture,
4. Second Series, Indian Law Institute, Delhi, 1985.
5. S.P. Sathe, *Towards Gender Justice*, Research Centre for Womens' Studies, SNDT Women's University, Bombay, 1993.
6. Asha Bajpai, *Child Rights in India : Law, Policy, and Practice*, Oxford University Press, New Delhi,2003
7. Agnes, Flavia *Law and Gender Equality*, OUP, 1997.
8. Sagade, Jaga, *Law of Maintenance: An Empirical Study*, ILS Law College, Pune 1996.

9. B.L. Wadhera, *Public Interest Litigation-A Handbook*, Universal, Delhi, 2003.
10. Nomita Aggarwal, Women and Law in India, New Century, Delhi, 2002.
11. P.C. Rao and William Sheffiled *Alternate Dispute Resolution: What it is and How itWorks*, , Universal Law Books and Publishers, Delhi, 2002
12. V.N. Shukla's *Constitution of India* by Mahendra P. Singh, Eastern Book Co. 10th edition 2001.
13. Parmanand Singh, *'Access to Justice and the Indian Supreme Court'*, 10 & 11 Delhi Law Review 156, 1981-82.

# 4.Conflict and Peace Building

**Course Objectives:** This course is designed to help build an understanding of a variety ofconflict situations among students in a way that they can relate to them through their lived experiences. It's an interdisciplinary course that draws its insights from various branches of social sciences and seeks to provide a lively learning environment for teaching and training students how to bring about political and social transformations at the local, national and international levels. The course encourages the use of new information technologies and innovative ways of understanding these issues by teaching students skills of managing and resolving conflicts and building peace through techniques such as role-play, simulations, street theatre, cinema and music on the one hand and by undertaking field visits, interacting with different segments of the civil society including those affected by conflicts as well as diplomats, journalists and experts, on the other.

**Unit I. Concepts (6 Lectures)**

1. Understanding Conflict (Week 1)
2. Conflict Management, Conflict Resolution and Conflict Transformation (Week 2)
3. Peace Building (Week 3)

**Unit II: Dimensions of Conflict (6 Lectures)**

1. Ideology (Week 4)
2. Economic/Resource Sharing Conflicts (Week 5)
3. Socio-Cultural Conflicts (Ethnic, Religious, Gender-based) (Week 6)

**Unit III: Sites of Conflict (6 Lectures)**

1. Local (Week 7)
2. Sub-National (Week 7)
3. International (Week 8)

**Unit IV: Conflict Responses: Skills And Techniques (6 Lectures)**

1. Negotiations: Trust Building (Week 9)
2. Mediation: Skill Building; Active Listening (Week 10)
3. Track I, Track II & Multi Track Diplomacy (Week 11)
4. Gandhian Methods (Week 12)

**Unit I. Concepts**

**a. Understanding Conflict**

Essential Readings:

O. Ramsbotham, T. Woodhouse and H. Miall, (2011) 'Understanding Contemporary Conflict', in *Contemporary Conflict Resolution*, (Third Edition), Cambridge: Polity Press, pp. 94-122. W. Zartman, (1995) 'Dynamics and Constraints In Negotiations In Internal Conflicts', in William Zartman (ed.), *Elusive Peace: Negotiating an End to Civil Wars,* Washington: The Brookings Institute, pp. 3-29.

Additional Readings:
P. Wallensteen, (2012) 'Armed Conflicts', in *Understanding Conflict Resolution*, (Third Edition), London: Sage, pp. 13-28.

**b. Conflict Management, Conflict Resolution and Conflict Transformation**
Essential Readings:
C. Mitchell, (2002) 'Beyond Resolution: What Does Conflict Transformation Actually Transform?', in *Peace and Conflict Studies*, 9:1, May, pp.1-23.

S. Ryan, (1990) 'Conflict Management and Conflict Resolution', in *Terrorism and PoliticalViolence*, 2:1, pp. 54-71.

Additional Reading:
J. Lederach, (2003) *The Little Book Of a Conflict Transformation*, London: Good Books.

I. Doucet, (1996)*Thinking About Conflict*, Resource Pack For Conflict Transformation: International Alert.

**c. Peace Building**
Essential Readings:
M. Lund, (2001) 'A Toolbox for Responding to Conflicts and Building Peace', in L. Reychler and T. Paffenholz, eds., *Peace-Building: A Field Guide*, Boulder: Lynne Rienner, pp. 16-20. L. Schirch, (2004) *The Little Book Of Strategic Peacebuilding*, London: Good Books.

**Unit II: Dimensions of Conflict**
Essential Readings:
R. Rubenstein, (2003) 'Sources', in S. Cheldelin, D. Druckman and L. Fast (eds.) *Conflict: FromAnalysis to Intervention*, London: Continuum, pp.55-67.

P. Le Billon, (2009) 'Economic and Resource Causes of Conflicts', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.)*The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 210-224.

S. Ayse Kadayifci-Orellana, (2009) 'Ethno-Religious Conflicts: Exploring the Role of Religion in Conflict Resolution', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.)*The Sage Hand Bookof Conflict Resolution*, London: Sage Publications, pp. 264-284.

**Unit III: Sites of Conflict**
Essential Readings:
D. Barash and C. Webel, (2009) *Peace and Conflict Studies*, London: Sage Publication, pp. 91- 117.

D. Sandole, (2003) 'Typology' in S. Cheldelin, D. Druckman and L. Fast (eds.) *Conflict: FromAnalysis to Intervention*, London: Continuum, pp.39-54.

P. Wallenstein, (2007) *Understanding Conflict Resolution* (2nd ed.), London: Sage Publications.

**Unit IV: Conflict Response: Skills And Techniques** Essential Readings**:**
H. Saunders, (1999) *A Public Peace Process: Sustained Dialogue To Transform Racial andEthnic Conflicts,* Palgrave Macmillan: New York, pp. 1-30.

N. Behera, 'Forging New Solidarities: Non-official Dialogues', in M. Mekenkamp, P. Tongeren and H. Van De Veen (eds.), *Searching For Peace In Central And South Asia*, London: Lynne Rienner Publishers, pp. 210-236.

J Bercovitch, V. Kremenyuk, and I. Zartman (eds.), (2009) *The Sage Hand Book of ConflictResolution*, London: Sage Publications.

M. Steger , (2001) 'Peacebuilding and Non-Violence: Gandhi's Perspective on Power', in D. Christie, R. Wagner and D. Winter, (eds.), *Peace, Conflict, and Violence: Peace Psychology forthe 21st Century Englewood Cliffs,* New Jersey: Prentice-Hall.

Additional Readings:
J. Davies and E. Kaufman (eds.), (2003) *Second Track/Citizens' Diplomacy: Concepts andTechniques for Conflict Transformation*, Rowman & Littlefield: Maryland.

C. Webel and J. Galtung (eds.), (2007) *The Handbook of Peace and Conflict Studies*, London: Routledge.

Toolkits by United States Institute of Peace

S. Mason and M. Siegfried, (2010) *Debriefing Mediators To Learn Their Experiences*, Washington D.C: United States Institute Of Peace.

I. Zartman and A. De Soto, (2010) *Timing Mediation Initiatives*, Washington D.C: United States Institute Of Peace.

A. Smith and D. Smock, (2010) *Managing A Mediation Process,* Washington D.C: United States Institute Of Peace.

H. Burgess and G. Burgess, (2010) *Conducting Track II*, Washington D.C: United States Institute Of Peace.

Online Resources Conflict Resolution in Popular Art and Culture:

The International Network of Peace Museums, at www.mueseumsforpeace.org/, contains links to visit the websites of many of the world's peace museums.

Theatre, peace and conflict at Theatre Without Borders,www.theatrewithoutborders.com/peacebuilding

Global Peace Film Festival, www.peacefilmfest.org/

Football for Peace International, www.football4peace.eu/contact.html

Dialogue:
http://www.pgexchange.org/images/toolkits/PGX_D_Sustained%20Dialogue.pdf

Mediation:
http://www.initiativeforpeacebuilding.eu/resources/A_guide_to_Mediation_HDC.pdf
http://www.pgexchange.org/images/toolkits/civicus%20mediation%20tool.pdf
http://www.beyondintractability.org/bi-essay/mediation

Facilitation:
http://www.pgexchange.org/images/toolkits/pgx_facilitation_tool.pdf
http://www.beyondintractability.org/bi-essay/facilitation

Negotiation:
Roger Fisher et al, *Getting to Yes: Negotiating Agreement without Giving In*, New York: Penguin, 1991.
http://peacebuilding.caritas.org/index.php/Introduction_to_Principled_Negotiation

Reconciliation: http://www.peacebuildinginitiative.org/index.cfm?pageId=1975 John Paul Lederach,*The Journey Toward Reconciliation*, London: Herald Press, 1999.
Charles Lerche, "Peace Building Through Reconciliation," *International Journal of PeaceStudies*, Vol. 5. No. 2,
2000.http://www.gmu.edu/programs/icar/ijps/vol5_2/lerche.htm

Crossword Puzzle:
http://www.cengage.com/cgi-wadsworth/course_products_wp.pl?fid=M20bI&product_isbn_issn=9781133602101
http://www.cengage.com/cgi-wadsworth/course_products_wp.pl?fid=M20bI&product_isbn_issn=9781111344238

**Suggested Classroom Exercises/ Activities:**

1. Map the ethnic composition of your classroom and examine the prevailing prejudices and stereotyping practices and their manifestations and then suggest a strategy for trust building.

2. Identify a group of immigrants/ refugees from the South Asian region (Afghans, Bangladeshis, Sri Lankans, Tibetans, Rohingya Muslims from Myanmar) and based on your interactions with them, write a report explaining their respective experiences of conflicts are amenable to what kind of solution?

3. Identify musical bands and other such endeavours in the South Asian region which have used music as a peace building measure for promoting understanding among different communities.

4) Sports is a means or a barrier to promoting inter community understanding. Have a debate in the class arguing for and against this proposition.

5) Conduct a case study of resource allocation of water and electricity by the Government of Delhi. Identify, if any, elements of institutional discrimination has taken place.

6) Follow a conflict from any level (local/sub-national/national) covered in the news for a month and prepare a report on its causes, the parties and the dynamics of the conflict.

7) Identify protests over sharing of environmental resources and study their modus operandi for seeking redressal (for example, Narmada Bachao Andolan, Protests against the Nuclear Plant in Kondakulm, Movements against POSCO and Vedanta in Orissa)

8) Organize a peace film festival in your college.

9) Follow any track-two initiative between India and any of its neighbours (for example, Neemrana Initiative, The Pakistan India Peoples forum for Peace and Democracy , RIMC Old Boys Network, Women's Initiative for Peace in South Asia, Committee for Sane Nuclear Policy, Peace Pals) and, write a report on its activities and the impact factor.

# Discipline Specific Elective Course (2)

## 1.Themes in Comparative Political Theory

**Course Objective:** This course aims to familiarize students with the need to recognize howconceptual resources in political theory draw from plural traditions. By chiefly exploring the Indian and Western traditions of political theory through some select themes, the overall objective is to appreciate the value and distinctiveness of comparative political theory.

1. **Distinctive features of Indian and Western political thought (08 lectures)**

**2. Western Thought: Thinkers and Themes**

- **Aristotle on Citizenship**
- **Locke on Rights**
- **Rousseau on inequality**
- **J. S. Mill on liberty and democracy**
- **Marx and Bakunin on State (26 lectures)**

**3. Indian Thought: Thinkers and Themes**

- **Kautilya on State**
- **Tilak and Gandhi on Swaraj**
- **Ambedkar and Lohia on Social Justice**
- **Nehru and Jayaprakash Narayan on Democracy**
- **Pandita Ramabai on Patriarchy (26 lectures)**

**Readings:**

**Topic 1.**

Dallmayr, F. (2009) 'Comparative Political Theory: What is it good for?', in Shogimen, T. and Nederman, C. J. (eds.) *Western Political Thought in Dialogue with Asia.* Plymouth, United Kingdom: Lexington,pp. 13-24.

Parel, A. J. (2009) 'From Political Thought in India to Indian Political Thought', in Shogiman, T. and Nederman, C. J. (eds.) *Western Political Thought in Dialogue with Asia.* Plymouth, United Kingdom:Lexington, pp. 187-208.

Pantham, Th. (1986) 'Introduction: For the Study of Modern Indian Political Thought', in Pantham, Th. & Deutch, K. L. (eds.) *Political Thought in Modern India.* New Delhi: Sage, pp. 9-16.

**Topic 2.**

Burns, T. (2003) 'Aristotle', in Boucher, D and Kelly, P. (eds.) *Political Thinkers: From Socratesto the Present.* New York: Oxford University Press, pp. 73-91.

Waldron, J. (2003) 'Locke', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: FromSocrates to the Present*, New York: Oxford University Press, pp. 181-197.

Boucher, D. (2003) 'Rousseau', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: FromSocrates to the Present*. New York: Oxford University Press, pp. 235-252.
Kelly, P. (2003) 'J.S. Mill on Liberty', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers:From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.

Wilde, L. (2003) 'Early Marx', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: FromSocrates to the Present.* New York: Oxford University Press, pp. 404-435.

Sparks, Ch. and Isaacs, S. (2004) *Political Theorists in Context*. London: Routledge, pp. 237-255.

**Topic 3.**

Mehta, V. R. (1992) *Foundations of Indian Political Thought.* New Delhi: Manohar Publishers, pp. 88-109.

Inamdar, N.R. (1986) 'The Political Ideas of Lokmanya Tilak', in Panthan, Th. & Deutsch, K. L. (eds.) *Political Thought in Modern India.* New Delhi: Sage, pp. 110-121.

Patham, Th. (1986) 'Beyond Liberal Democracy: Thinking With Democracy', in Panthan, Th. & Deutsch, K.L. (eds.) *Political Thought in Modern India.* New Delhi: Sage, pp. 325-46.

Zelliot, E. (1986). 'The Social and Political Thought of B.R. Ambedkar', in Panthan, Th. & Deutsch, K. L.(eds.) *Political Thought in Modern India.* New Delhi: Sage, pp. 161-75.

Anand Kumar, 'Understanding Lohia's Political Sociology: Intersectionality of Caste, Class, Gender and Language Issue' *Economic and Political Weekly*. Vol. XLV: 40, October 2008, pp. 64-70.

Pillai, R.C. (1986) 'The Political thought of Jawaharlal Nehru', in Panthan, T. & Deutsch, K. L. (eds.) *Political Thought in Modern India.* New Delhi: Sage pp. 260-74.

Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian PoliticalThought:Themes and Thinkers,* New Delhi: Pearson.

## 2. Administration and Public Policy: Concepts and Theories

**Topics:**

- **Public administration as a discipline: Meaning, scope and significance of the subject, public and private administration, brief evolution and major approaches, and comparative approaches to public administration. (16 lectures)**

- **Administrative theories: the classical theory, scientific management, the human - relation theory, and rational decision-making. (16 lectures)**

- **Understanding public policy: concept and theories, relevance of policy making in public administration and process of policy formulation and implementation and evaluation. (14 lectures)**

**4. From Development Administration to New Public Management. Elements and politics of development administration, the New Public Management paradigm – a critical perspective in the post globalized era.**

**Readings:**

**Topic 1. Public administration as a discipline**

Awasthi, A.and Maheshwari, S. (2003) *Public Administration.* Agra: Laxmi Narain Agarwal, pp. 3-12.

Basu, Rumki, (2014) Public Administration, Concepts and Theories, Delhi Sterling Publishers

Henry, N. (2003) Public Administration and Public Affairs. New Delhi: Prentice Hall, pp. 1- 52.

**Topic 2. Administrative theories**

Bhattacharya, M. and Chakrabarty, B. (2005) 'Introduction: Public Administration: Theory and Practice', in Bhattacharya, M. and Chakrabarty, B. (eds.) Public *Administration: AReader*. Delhi: Oxford University Press, pp. 1-50.

Henry, N. (2003) Public Administration and Public Affairs. New Delhi: Prentice Hall, pp. 53-74.

Mouzelis, N.P. (2005) 'The Ideal Type of Bureaucracy', in Bhattacharya, M. and Chakrabarty, B. (eds.) Public *Administration: A Reader*. Delhi: Oxford University Press, pp. 88-100.

Hyderbrand, W. (1980) 'A Marxist Critique of Organization Theory', in Evan, W (ed.) *Frontiers in Organization & Management.* New York: Praeger, pp. 123-150.

Hyderbrand, W. (1977) 'Organizational Contradictions in Public Bureaucracies: Towards a Marxian Theory of Organizations', in Benson, J. K. (ed.) *Organizational Analysis:*
*Critique and Innovation*. Beverly Hills: Sage, pp. 85-109.

**Topic 3. Development administration**

Bhattacharya, M. (1999) *Restructuring Public Administration: Essays in Rehabilitation.* New Delhi: Jawahar, pp. 29-70, 85-98.
Bhattacharya, M. (2001) *New Horizons in Public Administration*. New Delhi: Jawahar, pp. 248-272, 301-323.

**Topic 4. Understanding public policy**

Dye, T.R. (1975) *Understanding Public Policy.* New Jersey: Prentice Hall, pp. 1-38, 265- 299.

Dror, Y. (1983) *Public Policy Making Reexamined.* Oxford: Transaction Publication, pp. 129-216.

**Additional Readings:**

Bernard, C. (1938) *The Functions of Executive.* Cambridge: Harvard University Press.

Esman, M.J. (1986) 'Politics of Development Administration', in Montgomery, J.D. and

Siffin, W. (eds.), *Approaches to Development Politics* . New York: McGraw-Hill.

Gant, G.F. (1979) *Development Administration: Concepts, Goals, Methods*. Madison: University of Wisconsin Press.

Kamenka, E. & Krygier, M. (eds.) (1979) *Bureaucracy*. London: Edward Arnold.

Lee, H.B. (ed.) (1953) *Korea: Time, Change and Administration.* Hawai'i: University of Hawai'i Press.

Leftwich, A. (1994) 'Governance, the State and the Politics of Development', *Developmentand Change,* 25.

March, J. and Simon, H. (1958) *Organization.* New York: Wiley.

Mooney, J. (1954) *The Principles of Organization*. New York: Harper & Row.

Simon, H. (1967) *Administrative Behavior: A Study of Decision Making Process inAdministrative Organization.* New York: Macmillan.

Wiedner, E. (ed.) (1970) *Development Administration in Asia.* Durham: Duke University Press.

## 3. Democracy and Governance

**Lectures: 60**

**Course Objective:** This Paper tries to explain the institutional aspects of democracy and howinstitutions function within a constitutional framework. It further delves into how democracy as a model of governance can be complimented by institution building.

**1.Structure and Process of Governance:** Indian Model of Democracy, Parliament, PartyPolitics and Electoral behaviour, Federalism, The Supreme Court and Judicial Activism, Units of Local Governance (Grassroots Democracy)

Political Communication -Nature,Forms and Importance

**Lectures 15**

**2.Ideas, Interests and Institutions in Public Policy:**

- Contextual Orientation of Policy Design
- Institutions of Policy Making

**Lectures 15**

**a. Regulatory Institutions** – SEBI, TRAI, Competition Commission Of India,
**Lectures 05**

**b. Lobbying Institutions:** Chambers of Commerce and Industries, Trade Unions,Farmers Associations, etc.

**Lectures 05**

**3. Contemporary Political Economy of Development in India:** Policy Debates over Modelsof Development in India, Recent trends of Liberalisation of Indian Economy in different sectors, E-governance.
**Lectures 10**

**4. Dynamics of Civil Society:** New Social Movements and Various interests, Role of NGO's, Understanding the political significance of Media and Popular Culture.
**Lectures 10**

**Essential Readings:**

Agarwal B, Environmental Management, Equity and Ecofeminism: Debating India's Experience, Journal of Pesant Studies, Vol. 25, No. 4, pp. 55-95.

Atul Kohli (ed.), The Success of India's Democracy, Cambridge University Press, 2001.

Corbridge, Stuart and John Harris, Reinventing India: Liberalisation, Hindu Nationalism and Popular Democracy OUP, 2000.

J.Dreze and A.Sen, India: Economic Development and Social Opportunity,Clarendon, 1995

Saima Saeed, Screening the Public Sphere: Media and Democracy in India,2013 Nick Stevenson, Understanding Media Cultures, 2002

Fuller, C.J. (ed.) Caste Today, Oxford University Press, 1997

Himat Singh, Green Revolution Reconsidered: The Rural World of Punjab, OUP, 2001.

Jagdish Bhagwati, India in Transition: Freeing The Economy, 1993.

Joseph E. Stiglitz, Globalisation and its Discontents, WW Norton, 2003.

Patel, I.G., Glimpses of Indian Economic Policy: An Insider View, OUP, 2002.

Rajni Kothari and Clude Alvares, (eds.) Another Revolution Fails: an investigation of how and why India's Operation Flood Project Touted as the World's Largest Dairy

Development Program Funded by the EEC went off the Rails, Ajanta, New Delhi, 1985. Smitu Kothari, Social Movements and the Redefinition of Democracy, Boulder, Westview, 1993.

Qah, John S.T., Curbing Corruption in Asia: A Comparative Study of Six Countries, Eastern University Press, 2003.

Vasu Deva, *E-Governance In India : A Reality*, Commonwealth Publishers,2005

M.J.Moon, *The Evolution of Electronic Government Among Municipalities: Rheoteric orReality*, American Society For Public Administration, Public Administration Review, Vol 62,Issue 4, July –August 2002

Pankaj Sharma, E-*Governance: The New Age Governance*, APH Publishers,2004

Pippa Norris, *Digital Divide: Civic Engagement, Information Poverty and the Internet inDemocratic Societies*, Cambridge: Cambridge University Press, 2001.

Ghanshyam Shah [ed.], Social Movements and The State, Sage Publication, 2002

Su H. Lee, Debating New Social Movements: Culture, Identity, and Social Fragmentation , Rawat Publishers, 2010

S. Laurel Weldon ,When Protest Makes Policy : How Social Movements Represent Disadvantaged Groups, Michigan Publishers, 2011

Richard Cox, Production, Power and World Order, New York, Columbia University Press,1987

**Additional Readings**

Baxi, Upendra and Bhikhu Parekh, (ed.) Crisis and Change in Contemporary India, New Delhi, Sage, 1994.
Bidyut Chakrabarty, Public Administration: A Reader, Delhi Oxford University Press, 2003.
Elaine Kamarck, Government Innovation Around the World: Occasional Paper Series, John F Kennedy School of Government, 2003

Kothari, Rajini, Politics in India, Delhi, Orient Longman, 1970.

Mackie, Gerry, Democracy Defended, New York, Cambridge University Press, 2003.

Mahajan, Gurpreet (ed.), Democracy, Difference and Social Justice, New Delhi, Oxford University Press, 2000.

Menon, Nivedita, (ed.), Gender and Politics in India, New Delhi, Oxford University Press, 2001.

Mohanty, Manoranjan, Peoples Rights: Social Movements and the State in the Third World, Sage, New Delhi, 1998.

Paul Brass, Politics in India Since Independence, Hyderabad, Orient Longman, 1990.

Rob Jenkins – Regional Reflections: Comparative Politics Across India's States, New Delhi, OUP, 2004.

Sury, M.M, India : A Decade of Economic Reforms : 1991 –2001, New Delhi, New Century Publication, 2003.

Thomas R. Dye., Understating Public Policy, Prentice Hall NJ, 1984.

Y. Dror, Public Policy Making Reexamined, Leonard Hill Books, Bedfordshire, 1974.

Basu Rumki et, al(ed) Democracy and good governance: Reinventing the Public service Delivery System in India, New Delhi, Bloomsbury India, 2015

## 4.Understanding Globalization

**Course Objective:** The Purpose of this course is to give students a basic understanding ofwhat is meant by the phenomenon of globalization, its sources and forms. In addition, students will obtain a familiarity with both key global actors and certain urgent problems that require solutions at global level.

**1. Globalization**
**a) What is it?**
**b) Economic, Political, Technological and Cultural Dimensions (09 Lectures)**

**2. Contemporary World Actors**
**a) United Nations**
**b) World Trade Organisation (WTO)**
**c) Group of 77 Countries (G-77) (25 Lectures)**

**3. Contemporary World Issues**
**a) Global Environmental Issues (Global Warming, Bio-diversity, Resource Scarcities)**
**b) Poverty and Inequality**
**c) International Terrorism (26 Lectures)**

**Reading List**

**Essential Readings**

Lechner, F. J. and Boli, J. (eds.) (2004) *The Globalization Reader*. 2nd Edition. Oxford: Blackwell.

Held, D., Mc Grew, A. et al. (eds.) (1999) *Global Transformations Reader. Politics, Economicsand Culture*, Stanford: Stanford University Press, pp. 1-50.

Viotti, P. R. and Kauppi, M. V. (2007) *International Relations and World Politics-Security,Economy, Identity.* Third Edition. Delhi: Pearson Education, pp. 430-450.

Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction toInternational Relations.* Fourth Edition. Oxford: Oxford University Press, pp. 312-329;50-385;468-489.

Tickner, J.A. (2008) 'Gender in World Politics', in Baylis, J. and Smith, S. (eds.) *TheGlobalization of World Politics: An Introduction to International Relation. 4th Edition.*
Oxford: Oxford University Press.

Taylor, P. and Grom, A.J.R. (eds.) (2000) *The United Nations at the Millennium.* London: Continuum. pp. 1-20.

Ravenhill, J. (2008) 'The Study of Global Political Economy', in Ravenhill, John (ed.) *Global Political Economy*. Second Edition. New York: Oxford University Press, pp.18-24.

Sauvant, K. (1981) *Group of 77: Evolution, Structure and Organisation*, New York: Oceana Publications.

Chasek, P. S., Downie, D. L. and Brown, J. W. (eds.) *Global Environmental Politics.* Fourth Edition. Boulder: Colorado: Westview Press.

Roberts, J.M. (1999) *The Penguin History of the 20th Century*. London: Penguin.

Smith, M., Little, R. and Shackleton, M. (eds.) (1981) *Perspectives on World Politics.* London: Croom Helm.

White, B. et al. (eds.) (2005) *Issues in World Politics.* Third Edition, New York: Macmillan, pp. 74-92; 191-211.

Halliday, F. (2004) 'Terrorism in Historical Perspective', *Open Democracy.* 22 April, available at:
http://www.opendemocracy.net/conflict/article_1865.jsp

Thomas, C. (2005) 'Poverty, Development, and Hunger', in Baylis, J. and Smith, S. (eds.) *TheGlobalization of World Politics.* Third Edition. New Delhi: Oxford University Press, pp.645-668.

Vanaik, A. (2007) 'Political Terrorism and the US Imperial Project', in *Masks of Empire*. New Delhi: Tulika Books, pp. 103-128.

Art, R.J. and Jervis, R. (eds.) (1999) *International Politics: Enduring Concepts andContemporary Issues.* 5th Edition. New York: Longman, pp. 495-500; pp.508-516.

# Generic Elective -2 (Interdisciplinary): (2)

## 1) Reading Gandhi

**Course Objective:** The course seeks to meet two essential objectives: one, to acquaint thestudents with the art of reading texts, to enable them to grasp its conceptual and argumentative structure and to help them acquire the skills to locate the texts in a broader intellectual and socio-historical context. Second, it aims to acquaint the students with the social and political thought of Gandhi. The themes in Gandhian thought that are chosen for a close reading are particularly relevant to our times.

**A).Ways to read a text:**

a. textual

b. contextual

- Terence Ball, *Reappraising Political Theory,* Ch. 1, OUP, 1995
- "Meaning and Interpretation in the History of Ideas" in *Visions of Politics,* Quentin Skinner (ed.), Vol. 1, CUP, Cambridge, 2002.

**B) Hind Swaraj:**

1. **Gandhi in his own words: A close reading of Hind Swaraj.**
2. **Commentaries on Hind Swaraj and Gandhian thought:**

"Introduction", M.K.Gandhi, Hind Swaraj and other writings ed. A.J.Parel (1997).

B.Parekh, Gandhi (1997), chs. 4 ("Satyagraha") and 5("The critique of modernity").

D.Hardiman, Gandhi in his time and ours (2003), ch.4("An alternative modernity"

**C) Gandhi and modern India.**

a. Nationalism.
b. Communal unity
c. Women's Question
d. Untouchability.

This component will contain the following selections from Gandhi's India of my Dreams (compiled R.K.Prabhu): "The meaning of Swaraj" (no.2); "In defence of Nationalism" (no.3); "India's cultural heritage" (no.45); "Regeneration of Indian women" (no.54); "Women's education" (no.55); "Communal unity" (no.59); "The curse of untouchability" (no.61); "Religious tolerance in India" (no.62); "The problem of minorities" (no.66)

## 2) Human Rights Gender and Environment

**Course Objective:** This course aims at enabling the students to understand the issuesconcerning the rights of citizens in general and the marginalized groups in particular, and assess the institutional and policy measures which have been taken in response to the demands of various movements. Conceptual dimensions, international trends and the Indian experience form the contents of the course.

**Expected Learning Outcome:** The study of the course will equip the students withtheoretical and conceptual understanding of socio – economic and political problems of marginalized groups in society such as women, dalits, minorities and adivasis and repercussions of contemporary developments on globalization on them.

**I Understanding Social Inequality**

- Caste, Gender, Ethnicity and Class as distinct categories and their interconnection.
- Globalisation and its impact on workers, peasants, dalits, adivasis and women.

**II Human Rights**

- Human Rights: Various Meanings
- UN Declarations and Covenants
- Human Rights and Citizenship Rights
- Human Rights and the Indian Constitution
- Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission.
- Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers.
- Consumer Rights: The Consumer Protection Act and grievance redressal mechanisms.
- Human Rights Movement in India.

**9. Gender**

- Analysing Structures of Patriarchy
- Gender, Culture and History
- Economic Development and Women
- The issue of Women's Political Participation and Representation in India
- Laws, Institutions and Women's Rights in India
- Women's Movements in India

**IV Environment**

- Environmental and Sustainable Development
- UN Environment Programme: Rio, Johannesburg and after.
- Issues of Industrial Pollution, Global Warming and threats to Bio – diversity
- Environment Policy in India
- Environmental Movement in India

**<u>Essential Readings</u>**

Agarwal, Anil and Sunita Narain (1991), *Global Warming and Unequal World: A Case ofEnvironmental Colonialism*, Centre for Science and Environment, Delhi.

Baxi, Upendra (2002), *The Future of Human Rights*, Oxford University Press, Delhi.

Beteille, Andre (2003), *Antinomies of Society: Essays on Ideology and Institutions*, Oxford University Press, Delhi.

Geetha, V. (2002) *Gender*, Stree Publications, Kolkata.

Ghanshyam Shah, (1991) *Social Movements in India*, Sage Publications, Delhi.

Guha, Ramachandra and Madhav Gadgil, (1993) *Environmental History of India*, University of California Press, Berkeley.

Haragopal, G. (1997) *The Political Economy of Human Rights*, Himachal Publishing House, Mumbai.

Menon, Nivedita (ed) (2000) *Gender and Politics in India*, Oxford University Press, Delhi.

Patel, Sujata et al (eds) (2003) *Gender and Caste: Issues in Contemporary Indian Feminism*, Kali for Women, Delhi.

Shah, Nandita and Nandita Gandhi (1992) *Issues at Stake: Theory and Practice in theContemporary Women's Movement in India*, Kali for Women, Delhi.

Gonsalves, Colin (2011) Kaliyug: The decline of human rights law in the period of globalization Human Rights Law Network, New Delhi.

Sen, Amartya, Development as Freedom (1999) New Delhi, OUP.

# UTKAL UNIVERSITY

## Ability Enhancement Compulsory Course-I (AECC-I)

## ENVIRONMENTAL SCIENCE

## SEMESTER – I

### FOR +3 ARTS, SCIENCE & COMMERCE - 2016

**FULL MARKS: 100**

**TIME: 3 HOURS** **END SEMESTER: 80**
**TIME: 1 HOUR** **MID SEMESTER: 20**

**Unit - I**
The Environment: The Atmosphere, Hydrosphere, Lithosphere, Biosphere, Ecology, Ecosystem, Biogeochemical Cycle (Carbon Cycle, Nitrogen Cycle).

**Unit – II**
Environment Pollution: Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution, Radiation Pollution, Natural Disasters and their Management.

**Unit – III**
Population Ecology: Individuals, Species, Pollution, Community, Control Methods of Population, Urbanization and its effects on Society, Communicable Diseases and its Transmission, Non-Communicable Diseases.

**Unit- IV**
Environmental Movements in India: Grassroot Environmental movements in India, Role of women, Environmental Movements in Odisha, State Pollution Control Board, Central Pollution Control Board.

**Unit – V**

Natural Resources: Conservation of Natural Resources, Management and Conservation of Wildlife, Soil Erosion and Conservation, Environmental Laws: Water Act, 1974, Air Act, 1981, The Wildlife (Protection) Act, 1972, Environment Protection, 1986.

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# Ability Enhancement Course HINDI

**Ability Enhancement Course for 3yr. Degree Programme**
**B.A./B.com/ B.Sc.**
**Credit-04, Marks-100**
**Number of Teaching Hours-40**

**व्यवहारिक हिंदी (Communicative Hindi)**

| | **भाग-क** | **Marks Alloted** |
|---|---|---|
| 1. | व्यवहारिक हिंदी का स्वरुप और क्षेत्र | 10 marks |
| 2. | कार्यालयी व्यवस्था और पत्राचार | 10 marks |
| 3. | टिप्पण, पारुपण | 10 marks |
| 4. | संक्षेपण, पल्लवन | 10 marks |
| 5. | अनुवाद: हिंदी से ओड़िया/औड़िया से हिंदी | 10 marks |
| | हिंदी से अंग्रजी/अंग्रजी/अंग्रेजी से हिंदी | 10 marks |
| 6. | अशुद्धि शोधन | 10 marks |
| 7. | बायोडाटा/नौकरी के लिए आवेदन पत्र | 10 marks |
| 8. | कलात्मक सिनेमा विवेचन | 10 marks |

**भाग-ख(प्रैक्टिकल)**

| | | |
|---|---|---|
| 1. | समूह चर्चा | 5 marks |
| 2. | व्यात्तिगत साक्षात्कार | 5 marks |
| 3. | रोल-प्ले | 5 marks |
| 4. | हाव-भाव की भाषा/ शारीरिक भाषा | 5 marks |

**संदर्भ ग्रंथ सूची:**


1. प्रायोगिक हिंदी-डॉ. गुलाम मोईदूद्दीन खान, ाबनम पुस्तक महल
2. हिंदी भाषा-डॉ. भोलानाथ तिवारी, किताब महल, इलाहाबाद
3. पत्रकारिता: नया दौर, नये प्रतिमान-सन्तोष भारतीय
4. मिडिया और बाजारबाद-सं. रामशरण जोशी
5. जनसंचार और हिंदी- डॉ. गुलाम मोईनुद्दीन खान, शबनम पुस्तक महल, कटक
6. हिंदी व्याकरण और रचना-वासुदेब नन्दन प्रसाद, भारती भवन, इलहाबाद

## CBCS – BA/B.SC (Hons) Geography

**Structure of the Syllabus.**

**First year**

## Semester –I

| Course | Paper Codes | Title of the paper | Total Marks | Credits |
|---|---|---|---|---|
| Core – I | GEOGC-1 | Geomorphology | 70 | 4 |
| | GEOGC-1 | Practical | 30 | 2 |
| Core – 2 | GEOGC – 2 | Economic Geography | 70 | 4 |
| | GEOGC – 2 | Practical | 30 | 2 |
| AECC -1 | - | English/ M.I.L/ EVSC | 50 | 2 |
| GE-1 | GEOGGE – 1 | Indian Geography | 70 | 4 |
| | GEOGGE – 1 | Practical | 30 | 2 |
| Total | | | 350 | 20 |

## Semester –II

| Course | Paper Codes | Title of the paper | Total Marks | Credits |
|---|---|---|---|---|
| Core – 3 | GEOGC-3 | Climatology | 70 | 4 |
| | GEOGC-3 | Practical | 30 | 2 |
| Core – 4 | GEOGC – 4 | Hydrology and oceanography | 70 | 4 |
| | GEOGC – 4 | Practical | 30 | 2 |
| AECC -2 | - | English/ M.I.L/ EVSC | 50 | 2 |
| GE-2 | GEOGGE – 2 | Disasters management | 70 | 4 |
| | GEOGGE – 2 | Practical | 30 | 2 |
| Total | | | 350 | 20 |

**CBCS – BA/B.SC (Hons)Geography**

**Structure of the Syllabus.**

**Second year**

## Semester –III

| Course | Paper Codes | Title of the paper | Total Marks | Credits |
|---|---|---|---|---|
| Core – 5 | GEOGC-5 | Environment and Ecosystem. | 70 | 4 |
| | GEOGC-5 | Practical | 30 | 2 |
| Core – 6 | GEOGC – 6 | Applied Geomorphology | 70 | 4 |
| | GEOGC – 6 | Practical | 30 | 2 |
| Core - 7 | GEOGC – 7 | Regional Geography of India | 70 | 4 |
| | GEOGC – 7 | Practical | 30 | 2 |
| SEC -1 | GOGSEC-1 | Remote sensing (Practical) | 50 | 2 |
| GE-3 | GEOGGE – 2 | Disasters management | 70 | 4 |
| | GEOGGE – 2 | Practical | 20 | 2 |
| Total | | | 450 | 26 |

## Semester –IV

| Course | Paper Codes | Title of the paper | Total Marks | Credits |
|---|---|---|---|---|
| Core – 8 | GEOGC-8 | Regional planning of development | 70 | 4 |
| | GEOGC-8 | Practical | 30 | 2 |
| Core – 9 | GEOGC – 9 | Settlement and population Geography | 70 | 4 |
| | GEOGC – 9 | Practical | 30 | 2 |
| Core - 10 | GEOGC –10 | Regional Geography of Odisha | 70 | 4 |
| | GEOGC – 10 | Practical | 30 | 2 |
| SEC -2 | GOGSEC-2 | Geographical Information System (GIS) (Practical) | 50 | 2 |
| GE-4 | GEOGGE – 4 | Natural Resources management studies. | 70 | 4 |
| | GEOGGE – 4 | Practical | 30 | 2 |
| Total | | | 450 | 26 |

**CBCS – BA/B.SC (Hons) Geography**

**Structure of the Syllabus.**

**Third year**

## Semester –V

| Course | Paper Codes | Title of the paper | Total Marks | Credits |
|---|---|---|---|---|
| Core – 11 | GEOGC-11 | Advanced cartography | 70 | 4 |
| | GEOGC-11 | Practical | 30 | 2 |
| Core – 12 | GEOGC – 12 | Human Geography | 70 | 4 |
| | GEOGC – 12 | Practical | 30 | 2 |
| DSE-1 | GEOGDSE – 1 | Population Geography | 70 | 4 |
| | GEOGDSE-1 | Practical | 30 | 2 |
| DSE-2 | GEOGGDSE – 2 | Urban Geography | 70 | 4 |
| | GEOGGDSE – 2 | Practical | 30 | 2 |
| Total | | | 400 | 24 |

## Semester –VI

| Course | Paper Codes | Title of the paper | Total Marks | Credits |
|---|---|---|---|---|
| Core – 13 | GEOGC-13 | Evolution of Geographical thoughts | 70 | 4 |
| | GEOGC-13 | Practical | 30 | 2 |
| Core – 14 | GEOGC – 14 | Disasters Management | 70 | 4 |
| | GEOGC – 14 | Practical | 30 | 2 |
| DSE-3 | GEOGDSE – 3 | Regional development | 70 | 4 |
| | GEOGDSE-3 | Practical | 30 | 2 |
| DSE-4 | GEOGGDSE – 4 | Project report | 70 | 4 |
| | GEOGGDSE – 4 | Viva-Voce | 30 | 2 |
| Total | | | 400 | 24 |

## Semester-1

**Core Course - 1** **Geomorphology** **Mark - 70**

Unit - I

a. Nature, objective and relevance of Geomorphology.
b. Geological time scale.
c. Internal structure of the earth – evidences & zoning.

Unit-II

a. Constituents of earth surface- rock forming minerals & rocks.
b. Origin of continents and ocean basin
c. Tetrahedral Hypothesis

Unit - III

a. Forces affecting earth crust
b. Orogenic & Epeorogenic earth movements – fold, fault.
c. Earthquake & it's world distribution.

Unit - IV

a. Volcanoes and volcanic land forms.
b. Geomorphic processes – weathering and mass wasting.
c. Soil forming processes & major soil groups of the world.

Unit -V

Evolution of land form – Erosional & Depositional:-

a. Fluvial.
b. Karst & Aeolian.
c. Glacial & coastal.

**Practical Core Course – I** **F.M. - 30**

## Core-1 Geomorphology

A. Study of symbols and techniques of representation of relief features and Geomorphic Interpretation of topographic Maps.
   1. Representation of Relief features: Hill. Plateau, Valley, Col, Knoll, Ridge, Escarpment
   2. Drawing of Serial, superimposed, composite and projected profiles.
   3. Drawing long profile and cross profile of a river
   4. Study of drainage pattern; dendritic, trellised, radial using stream order and bifurcation ratio.
   5. Measurement of drainage density and texture of topography
   6. Use of Rotameter and planimeter and graphic methods in measurement of area and length from maps

## Core Course – 2

**Economic Geography** **Mark-70**

Unit - I

a. Meaning & concept of economic Geography.
b. Concept of Resource, Resource classification and resource conservation policy.
c. Types of human activities – primary secondary & tertiary.

Unit – II

a. Types & Problems of Agriculture
b. Von Thunens theory of Agriculture
c. Tea plantation in Srilanka.

Unit –III

World Distribution & mode of occurrence

a. Mineral resource – Iron ore and bauxite
b. Energy Resource – coal, petroleum & nuclear
c. Conventional energy resource – Hydel Power & solar energy

Unit – IV

a. Factor affecting location of industry
b. Industrial location theory by Weber
c. World distribution of Iron & steel Industry

Unit – V

a. Major industrial regions of the world
b. Ship building Industry in Japan
c. Utility of transport in trade & services, break point theory of trade

**Practical Core Course – II** **F.M. – 30**

# Core-2- Economic Geography

Representation of economic data through following diagrams

a. Simple and compound bars
b. Simple and divided Pie/ Wheel diagrams
c. Uniform and proportional circles
d. Block and Sphere Diagrams
e. Depiction of data through Choroplethand Isopleths diagrams

1. Preparation of Maps to show distribution and production of Minerals, goods and resources
2. Preparation of Maps to show distribution of Crops in Odisha : Rice, Sugarcane
3. Line graphs, Time series Graphs

**Semester – 2**
**Core Course – 3**

**Climatology**

**Mark - 70**

Unit - I

a. Atmospheric structure & composition
b. Factors affecting weather & climate
c. Insolation, global energy budget, vertical & horizontal distribution of temperature

Unit- II

a. Atmospheric pressure belts of the earth
b. Planetary wind system
c. Periodical & local wind system

Unit – III

Atmospheric moisture

a. Humidity, evaporation, condensation
b. Types of clouds and fog
c. Types of precipitation & world pattern of rain fail

Unit – IV

a. Air mass, concept classification & properties
b. Atmospheric disturbance – tropical cyclones & extra tropical cyclones
c. Origin & mechanism of Indian monsoon

Unit – V

a. Koppen's climatic classification
b. Thornthwaits climatic classification
c. Atmospheric pollution & Global warming.

**Practical Core Course – III** **F.M. – 30**

## Core Course – 3 Climatology

1. Use and interpretation of weather Maps
2. Use of symbols of various weather parameters in Indian weather maps
3. Interpretation of Weather map for understanding weather conditions
4. Distribution of temperature/ pressure/ humidity on maps by isopleth techniques
5. Distribution of rainfall on maps by choropleth/ Isopleth techniques
6. Distribution of monthly variation of temperature/ rainfall on maps by bars and graphs
7. Graphical methods of presentation of Temperature, rainfall, Humidity
8. Construction of wind Rose for displaying wind direction and wind velocity of a place
9. Construction of Climographs
10. Construction of Hythergraphs & Ergographs
11. Practical record and viva.

**Core Course – 4**

**Hydrology & Oceanography** **F.M- 70**

Unit – I

a. Hydrological cycle & global water balance
b. Characteristics of river basin, drainage pattern, river discharge
c. Hydrological input – output precipitation, evaporation, evapotranspiration, infiltration, ground water, surface run off & over flow.

Unit – II

a. Surface configuration of ocean floor – continental shelf, continental slope, abysal plain, mid oceanic ridges, oceanic trench
b. Relief of Atlantic, Indian & Pacific ocean

Unit – III

a. Ocean water salinity and temperature – distribution & determinants
b. Oceanic movements – wave, currents & tides
c. Circulation of Atlantic, Indian & Pacific ocean

Unit – IV

a. Coral reef & atolls
b. Theories of origin of coral reef & atolls
c. Marine deposits and it's Classification

Unit – V

a. Costal environment
b. Sea is store house of resources
c. Costal immergence & submergence

**Practical Core Course – IV** **F.M. – 30**

**Statistical techniques.**

1. Exercises on mean deviation and standard deviation for both un-group data and group data.
2. Exercise on co-efficient of variability.
3. Correlation–product movement correlation and sphere man's rank correlation.
4. Regression analyses.
   Drawing of scatter grams & regression line
   i.e. y on x and x on y.
5. Practical record & viva.

**Semester- 3**

**Core course- 5**

**Environment & Eco System**

**F.M- 70**

Unit-I

a. Meaning and concept of environment
b. Environment changes- short term , medium term , long term
c. Environmental tolerance - light , temperature , water & wind

Unit-II

Major environmental zones

a. Forested–equatorial, boreal, coniferous
b. Intermediate – savanna & steppes & tundra
c. Barren-arid , tundra & polar

Unit-III

Structure & function

a. Concept of ecology & ecosystem
b. Energy conversion & photosynthesis , food chain, food web, energy flow
c. Man's place in ecosystem

Unit-IV

Environmental cycle & environment protection act

a. Nutrient cycle-phosphorous cycle
b. Gaseous cycle - Nitrogen & carbon cycle
c. Environmental protection acts

Unit-V

Waste & pollution

a. Solid waste & its management
b. Water pollution & air pollution
c. Global ecological imbalance
d. Global warming & green house effects

**Practical Core Course – V** **F.M. - 30**

## Core Course – 5 Environmental Geography

1. Calculation of PE, TE & Evaporation Rates based on Thornthwaite' method
2. Water Surplus and deficit diagrams
3. Graphical and Spatial presentation of different environmental / pollution parameters
4. Biomass estimation of an area / forest patch
5. Use of various weather instruments- Thermometer, Torricelli and Aneroid Barometer, Wind Vane, Hygrometer, Anemometer, Dry Bulb- Wet bulb thermometer
6. . Practical record & viva.

**Core Course – 6**

**Applied Geomorphology** **F.M- 70**

Unit – I

a. continental drift theory of Wegener
b. concept of Isostacy Airy & pratt
c. Drift & orogensis

Unit – II

a. Plate tectonic
b. Paleomagnetism
c. Sea floor – spreading

Unit -III

Mountain building theory by
a. Kober
b. Holmes
c. Joly

Unit-IV

Cycle of erosion

a. Concept of W. M. Davis
b. Concept of Penk
c. Interpretation of cycle erosion

Unit- V

a. Applied Geomorphology
b. Geomorphic Hazards
c. Assessment and management of Geomorphic Hazards

**Practical Core Course – VI** **F.M. – 30**

## Core Course – 6 Applied Geomorphology

1: Identification and characterization of common rocks and rock forming minerals, Ores
   a. Sandstone, slate, shale, limestone, Breccia, granite, Basalt, Khondalite, Gneiss, Schist, Marble
   b. Quartzite, Calcite, Bauxite, Haematite, Chromite
1. Understanding of Dip, Strike, bedding plain, unconformity, disconformity, outcrop, geological structure (Fold & Fault), dyke, sills, geological history and stratigraphic succession.
2. Geomorphological interpretation of an area from toposheet
3. Determination of Slope and Relative Relief (Wentworth & Smith)
4. Interpretation of Geological Maps
5. Practical record & viva.

## Core Course – 7

**Regional Geography of India** **F.M- 70**

Unit- I

Physical Aspects

a. Physiographic division of India
b. Drainage, Climate, Soil & Vegetation,

Unit- II

Economic Aspects

a. Types of Characteristic of Indian Agriculture, production and distribution of Major crops- Rice, Wheat & Sugar Cane.
b. Production and distribution of Mineral Resource Iron ore, Bauxite & Coal.
c. Production and distribution Iron & Steel Industry, fertilizer Industry, information & technology.

Unit- III

Population &Settlement

a. Distribution, Density & Growth of Population in India, rural & urban Population & Population Problems
b. Caste, Religion, Language, Tribes and their correlates
c. Settlement- Rural & Urban

Unit- IV

Selected Natural regions of India

a. Ganga Plain
b. Chhotnagpur Plateau
c. Odisha Coastal Plain

Unit- V

Transport & Trade of India

a. Road transport
b. Rail transport
c. Water Transport

**Practical Core Course – VII** **F.M. – 30**

## Core Course – 7 Regional Geography of India

A. Concept of Spheroid and Geoid: Coordinate and grid reference system
   1. Location of place on grid reference system using 8 digit, 12 digit and 16 digit system
   2. Drawing of:
      i) Simple Cylindrical Projection:
      ii) Cylindrical Equal Area
      iii) Simple conical projection with one and Two standard parallel
      iv) Bonne's Projection
      v) Polyconic projection..
      vi) Stereographic Projection
      vii) Mercator's Projection.
      viii) . Practical record & viva.

**Semester – 4**

**Core Course – 8**
**Regional Planning of Development** **F.M- 70**

Unit- I
a. Definition of region, Evolution & types of regional planning
b. Types of Region- formal & functional, Uniform & nodal, Single purpose & composite purpose
c. Hierarchy & region

Unit- II

a. Delineation of Planning region
b. Utility of regions & regional planning
c. Multi level planning & planning problem

Unit- III

Choice of region for regional planning

a. Physical region
b. River valley region
c. Metropolitan or city region

Unit – IV

Economic Base & regional multiplier
a. Concept of Growth included models & growth pole theory
b. Measurement of level of development
c. Regional disparities In India.

Unit – V

a. World policy for urbanization
b. Metropolitan planning and vision planning in India
c. Integrated rural development planning

**Practical Core Course – VIII** **F.M. – 30**

# Core Course – 8 Regional Planning & Development

1. Mapping Regional / spatial variation of developmental parameters(Choropleath Method)
2. Calculation of levels of Regional development by scores/ ranks/ weightages
3. Mapping Levels of Development by choropleth /chorochromatic maps .
4. Practical record & viva.

## CORE COURSE – 9

Settlement and Population Geography F.M - 70

Unit - I

Settlement Geography

a. Meaning nature & Scope of Settlement Geography
b. Factors controlling growth and development of settlement
c. Types of Settlement – Internal morphology of Rural Settlement, Functional Classification of Settlement.

Unit - II

a. Evaluation of Settlement – Central place theory of Christaler
b. Trends of urbanisation in India
c. Settlement and Environment Relationship
d. Concept of urban settlement – Urban hierarchy, Run-Urban-Tension, Hinterland, Umland, Conurbation and Satellite town

Unit – III

a. Scope, objective and nature of Population Geography
b. Source of population data
c. Problems of population mapping

Unit – IV

a. Population distribution and growth – Determinants and patterns in the world
b. Population composition – Over population, Under population, density, age and sex, Castes and Tribes
c. Population dynamics – Measurement of fertility, mortality and migration

Unit – V

a. Population and resource relationship
b. Human development – Index and its Components
c. Population theory – Malthusian and Neo Malthusian

**Practical Core Course – IX** **F.M. – 30**

## Core Course – 9 Settlement and Population Geography

1. Study of different settlement patterns from toposheets – Random, Cluster, systematic
2. Nearest Neighbour Analysis of settlement pattern
3. Population Distribution Maps by Uniform dots, multiple dots, proportionate circles and spheres
4. Population Pyramid for Odisha/ India/ other geographical units
5. Population Projection/estimation by different methods- Arithmetic, harmonic, geometric, R. G. India method (calculation and graphical display)
6. Practical record & viva.

**CORE COURSE – 10**

**Regional Geography of Odisha** **F.M 70**

Unit – I

a. Geographical evolution and structural division of Odisha
b. Physiography of Odisha
c. Drainage and Climate
d. Soil and natural vegetation of Odisha

Unit – II

a. Types and Characteristics Agriculture of Odisha
b. Rice, Pulses and Commercial Crops of Odisha
c. Irrigation Projects of Odisha

Unit – III

Economic Base

a. Mineral resource – Iron Ore, Bauxite

   Power resource – Coal and Hydel Power

b. Industries:–
   Iron and steel Industries
   Aluminium Industries
   Cotton textile Industries
   Cement Industries

Unit – IV

a. Population distribution and density
b. Trends of Population growth in Odisha
c. Road and Rail transport

Unit – V

Ecological Regions

a. Northern Plateau
b. The Easternghat Zone
c. Central table Land

**Practical Core Course – X** **F.M. – 30**

## Core Course – 10 Regional Geography of Odisha

1. Exercises on mean deviation and standard deviation for both un-group data and group data.
2. Exercise on co-efficient of variability.
3. Correlation–product movement correlation and sphere man's rank correlation.
4. Regression analysis.
5. Drawing of scatter grams & regression line i.e. y on x and x on y.
6. . Practical record & viva.

**Semester – 5**

**CORE COURSE – 11 Advanced Cartography F.M -70**

Unit – I

a. Nature, Scope and Status of Cartography.
b. Development of Cartographic techniques in recent period with changing technology
c. Geodesy – Mapping Science

Unit – II

a. Maps – Their needs and characteristic, and types
b. Geographical Co-ordinates – Latitude-authalic, geodetic and Longitude
c. Co-ordinates – Cartesian Co-ordinates - X and Y axis
d. Rectangular Co-ordinate- Easting and Northing

Unit – III

Map Projection

a. Scale factors, trans formation of angles, area and direction
b. Types of Map projection – Cylindrical, Conical, Zenithal, conformal, Equal Area
c. Principles of Surveying – Horizontal Survey – Traversing, Triangulation, Trilateration. Vertical Survey- Height and Level
d. Techniques of analysis of Socio economic data

Unit – IV

Remote Sensing

a. Concept of Remote Sensing
b. Source of energy in remote sensing – Radiant energy, electromagnetic radiation
c. Aerial Photography and satellite remote sensing

Unit – V

a. Utility of GIS to Cartography
b. Geo-Referencing and image rectification, Raster, and vector data structure
c. Application of GIS in Land use mapping.

**Practical Core Course – XI** **F.M. – 30**

## Core Course – 11 Advanced Cartography

T. Scale- Graphical construction of plain scale, diagonal scale, comparative scale.
U. Earth – shape, size, area.
V. Latitude – definition & determination of latitude from pole star & sun.
Longitude-Definition & determination of longitude with the help of Sun.
W. Map design & layout
X. Geographical data representation through colour, shading, layer and tint method.
Y. Network system of road and river.
Z. Drawing of thematic, complex thematic and chorochromatic maps.
AA. Thematic map interpretation.

9. Practical record & viva.

**Core Course – 12 Human Geography** **F.M- 70**

Unit – I

Cultural Geography

a. Cultural evolution of man
b. Emergence of man & Races of mankind
c. Major cultural realms of the world
d. Cultural elements and their changes in recent times

Unit – II

Political Geography

a. Concepts , nature & scope of political geography
b. Concept of nation, state, frontiers, boundaries
c. Heart land theory , Rim land theory & Buffer zones.

Unit-III

a. Geopolitics of Middle East
b. Geopolitics of South Asia
c. Geopolitics of Indian Ocean

Unit – IV

Electoral Geography & resource conflict

a. Geography of voting
b. Geographic influence on voting pattern
c. Water sharing disputes, conflicts related to forest & minerals

Unit – V

Environmental emerging issues

a. Population explosion & food problem
b. Deforestation & environmental hazards
c. Global warming
d. Biodiversities

**Practical Core Course - XII** **F.M. – 30**

# Core Course – 12 Human Geography

1. Continuity & smoothness of data.
2. Probability & normal curve.
3. Histogram, frequency curve & frequency polygon.
4. Measures of central tendency – mean, median, mode for group & un group data.

Determination of median & quartiles from cumulative frequency curve & ogive.

5. Proportionate symbols – dots, circle and sphere.
6. Segmented bar and wheel diagram.
7. Traffic flow cartograms.
8. Climograph , Hythergraph & Ergograph.
9. Practical record & viva.

**Semester - 6**

**Core Course – 13**

**Evolution of geographical thoughts** **F.M- 70**

Unit – I

Debates on geographical thought

a. Environmental determination
b. Possibilism
c. Neo- determinism
d. Systematic and regional

Unit – II

a. Pre historical ideas in geography
b. Ancient Indian Geographical concept
c. Impact of Exploration & discoveries and scientific invention on geography

Unit – III

Modern themes in Geographical thought
a. Behaviouralism
b. Humanism
c. Radicalism

Unit- IV

a. Contribution of Modern Geographers-
   Alexander von Humboldt
   Carl ritter
b. School of Geographical thought –
   Fedric ratzel
   Vidal de lablache
   Taylor

Unit- V

Models in Geography

a. Meaning & need of models in Geography
b. Classification of models in Geography
c. Dichotomy in Geography

**Practical Core Course – XIII** **F.M. – 30**

## Core Course – 13 Evolution of geographical thoughts

1. Plane table survey – radiation, intersection, resection method.
2. Prismatic compass survey – close traverse & open traverse.
3. Dumpy level survey – contouring & levelling.
4. Theodolite survey – non transit – triangulation, Transit – height determination through accessible, inaccessible method.
5. Practical record & viva.

**Core Course – 14**

**Disasters Management** **F.M- 70**

Unit – I

a. Definition & concept of disasters
b. Hazards, disasters, risk & vulnerability
c. Classification of disasters

Unit – II

Disaster in India

a. Flood – Causes, impact, distribution & mapping
b. Cyclone - Causes, impact, distribution & mapping
c. Draught - Causes, impact, distribution & mapping

Unit – III

Geomorphic hazards in India – causes, impact, mapping

a. Earth quake
b. Tsunami
c. Land slide

Unit- IV

Man made disaster – causes, impact, distribution & mapping

a. Fire Hazards
b. Chemical Hazards
c. Industrial accident

Unit- V

Response & mitigation to disaster

a. Mitigation and preparedness
b. Function of NDMA,NIDM & NDRF
c. Indigenous community based disaster management.

**Practical Core Course – XIV** **F.M. – 25**

# Core Course – 14 Disasters Management

**Field Work And Research Methodology**

a) Preparation of:
   i) Observation Schedule (Participant / Non Participant),
   ii) Questionnaires (Open/ Closed / Structured / Non-Structured);
   iii) Guide line for Focused Group Discussions;
b) Preparation of Questionnaires for Socio-Economic survey

**Note:**

i) Each student will prepare an individual report based on primary and secondary data collected during field work.
ii) The students / teachers can opt to take students in or outside the NCR, depending upon, problem to be studied.
iii) The duration of the field work should not exceed 10 days.
iv) The word count of the report should be about 8000 to 12,000 excluding figures, tables, photographs, maps, references and appendices.
v) One copy of the report on A 4 size paper should be submitted in soft binding.

**Elective – Generic – GE – 1**

**(Optional)**

**Geography of India**

**F.M-70**

**Unit – 1 Physical aspects**

(a). Location, Physiographic divisions.

(b) Drainage, system – The Indus system, The Ganga system, The Brahmaputra system.

(c) Evolution of drainage systems.

**Unit – II Climate, soil and natural vegetation.**

(a) The mechanism of Indian Monsoon, The season's of India.
(b) Soils of India-Classification, Characteristics.
(c) Natural vegetation of India – Classification, Characteristics.

**Unit –III Agriculture, Mineral and power Resources.**

(a) Agriculture types, distribution of major crops. (Rice, Wheat, Cotton)
(b) Mineral resources – Iron ores, Manganese, Boxcite,
(c) Power resources – Coal, Petroleum, Natural gas.

**Unit – IV Population and Settlement.**

(a) Distribution, Density and Growth of population in India.
(b) Caste, Religion, Language, Tribes.
(c) Settlement – Rural and Urban.

**Unit – V Industries & Transport.**

(a) Types and distribution (Iron and steel, Textiles)
(b) Road transports, Rail transport and water transport

**GE – 1 (Practical) F.M – 30**

B. Concept of Spheroid and Geoid: Coordinate and grid reference system

3. Location of place on grid reference system using 8 digit, 12 digit and 16 digit system
4. Drawing of:

ix) Simple Cylindrical Projection:

x) Cylindrical Equal Area

xi) Simple conical projection with one and Two standard parallel

xii) Bonne's Projection

xiii) Polyconic projection

xiv) Gnomic projection

xv) . Practical record & viva.

**Elective – Generic – GE-2**

**Optional**

**Disaster Management**

**F.M – 70**

**Unit-I**

(a) Definition and concept of disasters.
(b) Hazards, disasters, risk and vulnerability.
(c) Classification of disasters.

Unit –II Disaster in India

(a) Flood – causes, impact, distribution and mapping.
(b) Cyclone – causes, impact, distribution and mapping.
(c) Draught – causes, impact, distribution and mapping.

Unit – III Geomorphic hazards in India – causes, impact, mapping.

(a) Earth quake.
(b) Tsunami.
(c) Land slide.

Unit – IV Man made disaster – causes, impact, distribution and mapping.

(a) Fire Hazards.
(b) Chemical Hazards.
(c) Industrial Hazards.

Unit – V Response and mitigation to disaster.

(a) Mitigation and preparedness.
(b) Function of NDMA, NIDM & NDRF
(c) Indigenous community based disaster management.

**GE – 2 (Practical)**

**F.M- 30**

# Disasters Management

**Field Work And Research Methodology**

c) Preparation of:
   iv) Observation Schedule (Participant / Non Participant),
   v) Questionnaires (Open/ Closed / Structured / Non-Structured);
   vi) Guide line for Focused Group Discussions;
d) Preparation of Questionnaires for Socio-Economic survey

**Note:**

vi) Each student will prepare an individual report based on primary and secondary data collected during field work.
vii) The students / teachers can opt to take students in or outside the NCR, depending upon, problem to be studied.
viii) The duration of the field work should not exceed 10 days.
ix) The word count of the report should be about 8000 to 12,000 excluding figures, tables, photographs, maps, references and appendices.
x) One copy of the report on A 4 size paper should be submitted in soft binding.

**Elective – Generic –GE-3**

**Optional**

**Environmental Geography**

F.M-70

Unit – I

(a) Meaning and types of environment.
(b) Environmental changes – Long term, Medium and short term.
(c) Environmental tolerance – light, temperature, water and wind.

Unit – II

Major environmental zones.

(a) Forested – Equatorial, Boreal, Coniferous.
(b) Intermediate – Savanna and steppes and tundra.
(c) Barren – arid, Tundra and pollar.

Unit – III

Structure and function.

(a) Concept of ecology and ecosystem.
(b) Energy conversion and photosynthesis, food web, energy flow.
(c) Man's [;ace on ecosystem.

Unit – IV

Environmental cycle and environmental protection act.

(a) Nutrient cycle – Phosphorous cycle.
(b) Gaseous cycle – Nitrogen and carbon cycle.
(c) Environmental protection acts.

Unit – V

Waste and pollution.

(a) Solid waste and its management.
(b) Water pollution and air pollution.
(c) Global ecological imbalance.
(d) Global warming and green house effects.

**GE- 3 (Practical)**

**F.M-30**

1. Calculation of PE, TE & Evaporation Rates based on Thornthwaite' method
2. Water Surplus and deficit diagrams
3. Graphical and Spatial presentation of different environmental / pollution parameters
4. Biomass estimation of an area / forest patch
5. Use of various weather instruments- Thermometer, Torricelli and Aneroid Barometer, Wind Vane, Hygrometer, Anemometer, Dry Bulb- Wet bulb thermometer.
6. . Practical record & viva.

## Elective – Generic –GE – 4

## Optional

## Natural Resource Management Studies

**F.M-70**

**Unit – I**

(a) Concepts & types of Resources.
(b) Problems of resource utilization.
(c) Population pressure, development and resource use.

Unit – II

(a) Use and misuse of resource.
(b) Distribution of resource and global problems.
(c) Types of human occupation, primary, secondary, Tertiory.

Unit – III

(a) Agriculture – types and problems.
(b) Mineral resources – distribution of Iron ore and boxcite.
(c) Power resources – Distribution of coal and petroleum.

Unit – IV

(a) Natural hazards and risk management.
(b) Global resource orisis.
(c) Historical and future prospects of various resources like (i)soil (ii) water

Unit – V

(a) Resource conservation and conservation policy.
(b) Resource management concepts – methods and dimension.
(c) Integrated resource development and its application.

## GE – 4 (Practical)

F.M-30

1. Depiction of data through Choroplethand Isopleths diagrams
2. Preparation of Maps to show distribution and production of Minerals, goods and resources
3 .Preparation of Maps to show distribution of Crops in Odisha : Rice, Sugarcane
4 Line graphs, Time series Graphs
5. Practical record and Viva.

**Elective**

**Discipline specific elective – DSE-1**

**Population Geography**

**F.M-70**

**Unit – I**

(a) Scope, objective and nature of population Geography.
(b) Source of population data.
(c) Problems of mapping of population.

Unit – II

(a) Factors controlling distribution of world population.
(b) Growth of population and their determinants.
(c) Population density and distribution

Unit – III

(a) Population composition- Age and sex, Religion and caste.
(b) Population dynamics – Measurement of fertility, mortality and migration.
(c) Human development – Index and its components.

Unit –IV

(a) Population and resource relationship.
(b) Population – Resource regions.
(c) Population and Enviornment.

Unit – V Population theories.

(a) Malthasian theory.
(b) Neo- Malthusian theory.
(c) Demographic transition theory.

DSE – 1 (Practical)

F.M-30

1. Construction of population pyramids.
2. Population projection.
3. Drawing of triangular diagram and lorenge curve.
4. Practical record and Viva.

**Elective**

**Discipline Specific Elective – DSE -2**

**Urban Geography**

**F.M-70**

Unit – I

Nature and scope, origin and growth of urban settlement.

Unit - II

(a) Factors affecting growth and distribution of Urban settlement.
(b) Trend of Urbanization.

Unit – III

(a) Classification of Town.
(b) Concept of the following urban elements.
    (i) Rural – urban fringe.
    (ii) Urban – Hierarchy
    (iii) Conurbation.

Unit-IV

Urban issues – Problems of housing, slums, civic amenities (water and transport)

Unit – V

Case studies of Delhi, Mumbai and Kolkatta with reference to urban issues.

**DSE -2 (Practical)**

F.M-30

1. Exercises on point symbol – Uniform and multiple dot.
2. Segmented, wheel and bar diagram.
3. Trafic flow diagram.
4. Practical record and Viva.

**Elective**

**Discipline Specific Elective – DSE -3**

**Regional Development**

F.M-70

Unit – I

Historical development of Regional Planning.

(a) Meaning, scope and content of Regional planning.
(b) Regional planning in developed and developing contries.
(c) Regional planning in India.

Unit – II

(a) Definition of Region
(b) Types of region – formal, functional and planning regions.
(c) Regional development.
(d) Methods and techniques of regional planning.

Unit – III

(a) Concepts of planning region.
(b) Methods of delineation of planning region.
(c) Problems of regional planning.

Unit – IV

(a) Regional imbalances in India.
(b) Regional disparity in India.
(c) Indicators and methods of study of disparities.

Unit – V

(a) Planning for backward regions in India.
(b) Multi-level planning in India.
(c) Integrated rural development planning (IRDP)

**DSE – 3 (Practical)**

F.M-30

1. Transport net work analysis.

2. Nearest neighbor analysis.

3. Determination of service center.

4. Practical Record and Viva.

**Elective**

**Discipline Specific Elective – DSE-4**

**Project Report**

F.M-70

Project work / Dissertation is considered as a special course involving application of knowledge in solving / analyzing / exploring a real life situation / difficult problems. A project / Dissertation work may be given in lieu of a discipline specific elective paper.

**Viva-Voce – F.M-30**

**Skill Enhancement course –SEC -1**

**Remote sensing (Practical)**

**F.M-50**

Unit – I

Remote sensing – Definition and development, platforms and types.

Unit – II

Satellite remote sensing – Principles, EMR interactions with atmosphere and earth surface.

Unit – III

Image processing – Digital and manual.

Unit – IV

Satellite image interpretation.

Unit – V

Application of remote sensing land use and land cover.

Practical record – A project file consisting of 5 exercises on using any method on above mentioned themes.

**Skill Enhancement course –SEC-2**

**Geographical Information system – (GIS) (Practical)**

F.M-50

**Unit – I**

GIS – Definition and components.

**Unit –II**

Global positioning system (GPS) – Principles and uses, DGPS.

**Unit – III**

GIS Data structures – Types (spatial & non spatial) Raster and vector data structure.

**Unit – IV**

GIS Data analysis – Input, Geo-Referencing, Editing, Output and Query, Overlays.

**Unit – V**

Application of GIS – Land use mapping, urban sprawl analysis, Forests monitoring

Practical Record – A project file consisting of 5 exercises on using any GIS software on above mentioned themes.

**CBCS- B.A (Pass) Geography**
**Structure of the Syllabus**

**First Year.**

SEMESTER -1

| Course | Paper Code | Title of the Paper | Total Marks | Credits |
|---|---|---|---|---|
| Core – 1A | | English / M.I.L | 100 | 6 |
| DSC-1A | GEOGDSC-1A | Physical Geography | 70 | 4 |
| | GEOGDSC-1A | Practical | 30 | 2 |
| DSC-2A | | Other Discipline | 100 | 6 |
| AECC-1 | | English / M.I.L /Env.Sc | 50 | 2 |
| Total | | | 350 | 20 |

SEMESTER -II

| Course | Paper Code | Title of the Paper | Total Marks | Credits |
|---|---|---|---|---|
| Core – 1B | | English / M.I.L | 100 | 6 |
| DSC-1B | GEOGDSC-1B | Economic Geography | 70 | 4 |
| | GEOGDSC-1B | Practical | 30 | 2 |
| DSC-2B | | Other Discipline | 100 | 6 |
| AECC-2 | | English / M.I.L /Env.Sc | 50 | 2 |
| Total | | | 350 | 20 |

**CBCS- B.A (Pass) Geography**
**Structure of the Syllabus**

**Second Year.**

SEMESTER -III

| Course | Paper Code | Title of the Paper | Total Marks | Credits |
|---|---|---|---|---|
| Core – 2C | | English / M.I.L | 100 | 6 |
| DSC-1C | GEOGDSC-1C | Regional Geography of India | 70 | 4 |
| | GEOGDSC-1C | Practical | 30 | 2 |
| DSC-2C | | Other Discipline | 100 | 6 |
| SEC-1 | GOGSEC-1 | Remote sensing (Practical) | 50 | 2 |
| Total | | | 350 | 20 |

SEMESTER -IV

| Course | Paper Code | Title of the Paper | Total Marks | Credits |
|---|---|---|---|---|
| Core – 2D | | English / M.I.L | 100 | 6 |
| DSC-1D | GEOGDSC-1D | Regional Geography of Odisha | 70 | 4 |
| | GEOGDSC-1D | Practical | 30 | 2 |
| DSC-2D | | Other Discipline | 100 | 6 |
| SEC-2 | GEOGSEC-2 | Geographical information system (GIS) (Practical) | 50 | 2 |
| Total | | | 350 | 20 |

**3rd Year SEMESTER -V**

| Course | Paper Code | Title of the Paper | Total Marks | Credits |
|---|---|---|---|---|
| SEC-3 | GEOGSEC-3 | Statistical method in Geography (Practical) | 50 | 2 |
| DSE-1A | GEOGDSE-1A | Population Geography | 70 | 4 |
| | GEOGDSE-1A | Practical | 30 | 2 |
| DSE-2A | | Other Discipline | 100 | 6 |
| GE-1 | GEOGGE-1 | Indian Geography | 70 | 4 |
| | | Practical | 30 | 2 |
| Total | | | 350 | 20 |

SEMESTER -VI

| Course | Paper Code | Title of the Paper | Total Marks | Credits |
|---|---|---|---|---|
| SEC-4 | GEOGSEC-4 | Disaster management based project work (Practical) | 50 | 2 |
| DSE-1B | GEOGDSE-1B | Urban Geography | 70 | 4 |
| | GEOGDSE-1B | Practical | 30 | 2 |
| DSE-2B | | Other Discipline | 100 | 6 |
| GE-2 | GEOGGE-2 | Disasters Management | 70 | 4 |
| | | Practical | 30 | 2 |
| Total | | | 350 | 20 |

**B.A (Pass) Geography**
**Discipline Specific(Centric) Elective**
**DSC-1A, GEOGDSC-1A Physical Geography**

**1st year** **F.M-70**

**Unit – I Geomorphology**

(a) Nature, objectives, relevance of studies of Geomorphology.
(b) Origin of the universe – Nebular Hypothesis of kant and Laplace. Tidal Hypothesis of Jean, Jeffery Big-Bang theory.
(c) Geological time scale.
(d) Continental drift theory of wegher, internal structure of the earth.
(e) Organic and Epiorgenic Earth movements folds, faults, Earthquakes and volcanoes
(f) Rocls – origin, composition and types.

**Unit – II**

(a) Mass wasting – weathering ( Physical and chemical), Geomorphic agents and process of erosion, transportation and deposition.
(b) The concept of Normal cycle of erosion sydavis.
(c) Land forms produced by the running water, underground water, Glacier, wind and sea-waves.

**Unit – III Climatology.**

(a) Complsition and structure of the atmosphere.
(b) Atmospheric temperature – vertical, horizontal and seasonal distribution.
(c) Atmospheric pressure and winds – vertical, horizontal distribution of pressure planetary, periodical and local winds.
(d) Atmospheric moisture – Humidity, Hydrological types of rainfall.
(e) Elements and factors of weather and climate.

**Unit – IV**

(a) Surface configuration of the ocean floor, contionental shelf, continental slope, abyssal plain, and oceanic trenches. Refind of atlantic, pacific and Indian oceans floor.
(b) Distribution of temperature and salinity of ocean water.
(c) Circulation of oceanic water – Tides and currents, currents of the atlantic, pacific and Indian oceans.
(d) Marine deposits – Types and distribution.

**Unit – V Soil and Bio-Geography**

(a) Soils – Constituents , characteristics and profiles, soil forming processes.
(b) Major soil groups of the world.
(c) Concept and structure of Ecosystem.
(d) Energy flow in ecosystem, food chain, food web.

**DSC-1A (Practical)** **F.M-30**

1. Types of Data.

(a) Methods of collection of data.

(b) Classes of phenomena – Positional, linear and Areal data.

(c) Measurement of phenomena – Nominal, ordinal, Interval, Ratio.

(d) Frequency distribution – Histogram and frequency polygon, cumulative frequency curve.

2. Measures of central tendency and Dispersion.

(a) Computation of mean, median and mode.

(b) Computation of mean deviation and standard deviation.

3. Practical Record and Viva.

## SEMESTER – II

## GEOGDSC – 1B

## Discipline specific(Centric) Elective

## DSC- 1B, Economic Geography

**F.M-70**

Unit – I Concept of Resources.

(a) Meaning and concepts of resources, types
(b) Distribution of forest, mineral and power resources.
(c) Resource conservation and conservation policy

Unit – II Agriculture.

(a) Types and problems of Agriculture.
(b) World distribution of the following crops- Rice, wheat, cotton.
(c) Agricultural regions of the world.

Unit – III Industries

(a) Factors affecting the location of industries.
(b) Major industrial regions of the world.
(c) World distribution of major industries, iron and steel, Textile.

Unit – IV Transport and Trade.

(a) Types of transport – Roads, railways, Airways and waterways.
(b) Problems and utilizes of transport.
(c) Role of transport in trade (National and International)

Unit – V Some related economic activities of Asia

(a) Rice cultivation in China.
(b) Tea plantation in Srilanka.
(c) Oit resources in Middle- East.
(d) Ship building industry of Japan.

## DSC – 1B (Practical)

**F.M-30**

Representation of economic data through following diagrams

f. Simple and compound bars
g. Simple and divided Pie/ Wheel diagrams
h. Uniform and proportional circles
i. Block and Sphere Diagrams
j. Depiction of data through Choroplethand Isopleths diagrams

4. Preparation of Maps to show distribution and production of Minerals, goods and resources
5. Preparation of Maps to show distribution of Crops in Odisha : Rice, Sugarcane
6. Line graphs, Time series Graphs

**SEMESTER – III**

**Discipline specific(Centric) Elective**

**DSC-1C GEOGDSC – 1C**

**F.M-70**

**2nd Year**

Regional Geography of India

Unit – I Physical

(a) Physiographic division of India.
(b) Drainage, climate, soil and vegetation.

Unit – II Economic

(a) Types of characteristics of India Agriculture, production and distribution of major crops- rice, wheat and sugar cane.
(b) Production and distribution of mineral resource- Iron ore, Baxcite and coal.
(c) Production cald distribution – Iron and steel industry, fertilizer industry, information and technology.

Unit – III Population and settlement.

(a) Distribution, density and growth of population in India, rural and urban population and population problems.
(b) Caste, religion, language, tribes and their correlates.
(c) Settlement – Rural and Urban.

Unit – IV Selected Natural regions of India.

(a) Ganga plain
(b) Chhotnagpur plateau.
(c) Odisha coastal plain.

Unit – V Transport and Trade.

(a) Road transport.
(b) Rail transport.
(c) Water transport.

**DSC- 1C (Practical)**

**F.M-30**

1. Types of maps and map works
   (a) Choropleth Maps- colour and shelling.
   (b) Isopleths maps – Isotherm and Isohyet.
   (c) Enlargmeat and reduction by square methos.
2. Map interpretation.
   (a) Interpretation of Indian- Toposheets.
   (b) Interpretation of Indian weather map.
3. Practical record and Viva.

**SEMESTER –IV**
**DSC-1D GEOGDSC -1D**

**Discipline specific(Centric) Elective**

**Regional Geography of Odisha**

**F.M-70**

Unit – I

e. Geographical evolution and structural division of Odisha
f. Physiographic of Odisha
g. Drainage and Climate
h. Soil and natural vegetation of Odisha

Unit – II

d. Types of Characteristics of Odisha Agriculture
e. Rice, Pulses and Commercial Crops of Odisha
f. Irrigation Projects of Odisha

Unit – III

Economic Base

c. Mineral resource – Iron Ore, Bauxite

   Power resource – Coal and Hydel Power

d. Industries:–
   Iron and steel Industries
   Aluminium Industries
   Cotton textile Industries
   Cement Industries

Unit – IV

d. Population distribution and density
e. Trends of Population growth in Odisha
f. Road and Rail transport

Unit – V

Ecological Regions

d. Northern Plateau
e. The Easternghat Zone
f. Central table Land

**DSC – 1D (Practical )**

**F.M-30**

1. Exercises on mean deviation and standard deviation for both un-group data and group data.
2. Exercise on co-efficient of variability.
3. Correlation–product movement correlation and sphere man's rank correlation.
4. Regression analysis.
5. Drawing of scatter grams & regression line i.e. y on x and x on y.

**Skill Enhancement course –SEC -1**

**Remote sensing (Practical)**

**F.M-50**

Unit – I

Remote sensing – Definition and development, platforms and types.

Unit – II

Satellite remote sensing – Principles, EMR interactions with atmosphere and earth surface.

Unit – III

Image processing – Digital and manual.

Unit – IV

Satellite image interpretation.

Unit – V

Application of remote sensing land use and land cover.

Practical record – A project file consisting of 5 exercises on using any method on above mentioned themes.

**Skill Enhancement course –SEC-2**

**Geographical Information system – (GIS) (Practical)**

F.M-50

**Unit – I**

GIS – Definition and components.

**Unit –II**

Global positioning system (GPS) – Principles and uses, DGPS.

**Unit – III**

GIS Data structures – Types (spatial & non spatial) Raster and vector data structure.

**Unit – IV**

GIS Data analysis – Input, Geo-Referencing, Editing, Output and Query, Overlays.

**Unit – V**

Application of GIS – Land use mapping, urban sprawl analysis, Forests monitoring

Practical Record – A project file consisting of 5 exercises on using any GIS software on above mentioned themes.

## Skill Enhancement Course – SEC-3

**F.M-50**

Statistical Methods in Geography (Practical)

1. Use of Data in Geography: Geographical Data Matrix, Significance of Statistical Methods in
Geography; Sources of Data, Scales of Measur
ement (Nominal, Ordinal, Interval, Ratio).

2. Tabulation and Descriptive Statistics: Frequencies (Deciles, Quartiles), Cross Tabulation, Central Tendency (Mean, Median and Mode, Centro-graphic
Techniques, Dispersion (Standard Deviation,
Variance and Coefficient of Variation).

3. Sampling: Purposive, Random,
Systematic and Stratified.

4. Theoretical Distribution: Probability and Normal Distribution.

5.Association and Correlation: Rank Correlation, Product Moment Correlation, and Simple Regression,
Residuals from regression

Class Record:

Each student will submit a record containing five exercises:

1.Construct a data matrix of about (10 x 10) with
each row representing an areal unit (districts or
villages or towns) and about 10 columns of
relevant attributes of the areal units.

2.Based on the above table, a frequency table, measur
es of central tendency and dispersion would be
computed and interpreted for any two attributes.

3.Histograms and frequency curve would be prepared on the entire data set and attempt to fit a normal curve and interpreted for one or two variables.

4.From the data matrix a sample set (20 Percent) would be drawn using, random - systematic and
stratified methods of sampling and locate the samples on a map with a short note on methods used.

5.Based on of the sample set and using two relevant attributes, a scatter and regression line would be plotted and residual from regression would be mapped with a short interpretation.

## Skill Enhancement Course –SEC-4

**F.M-50**

Disaster Management based Project Work (Practical)
The Project Report based on any two field based
case studies among following disasters and one disaster
Preparedness plan of respective college or locality:

1. Flood
2. Drought
3. Cyclone and Hailstorms
4. Earthquake
5. Landslides
6. Human Induced Disasters: Fire Hazards, Chemical, Industrial accidents

**Discipline specific elective – DSE-1A**

**Population Geography**

F.M-70

Unit – I

(d) Scope, objective and nature of population Geography.
(e) Source of population data.
(f) Problems of mapping of population.

Unit – II

(d) Factors controlling distribution of world population.
(e) Growth of population and their determinants.
(f) Population density and distribution

Unit – III

(d) Population composition- Age and sex, Religion and caste.
(e) Population dynamics – Measurement of fertility, mortality and migration.
(f) Human development – Index and its components.

Unit –IV

(d) Population and resource relationship.
(e) Population – Resource regions.
(f) Population and Enviornment.

Unit – V Population theories.

(d) Malthasian theory.
(e) Neo- Malthusian theory.
(f) Demographic transition theory.

DSE – 1 (Practical)

F.M-30

1. Construction of population pyramids.
2. Population projection.
3. Drawing of triangular diagram and lorenge curve.
4. Practical record and Viva.

## Discipline specific Elective – DSE -1B

## Urban Geography

**F.M-70**

Unit – I

Nature and scope, origin and growth of urban settlement.

Unit - II

(c) Factors affecting growth and distribution of Urban settlement.
(d) Trend of Urbanization.

Unit – III

(c) Classification of Town.
(d) Concept of the following urban elements.
  (iv) Rural – urban fringe.
  (v) Urban – Hierarchy
  (vi) Conurbation.

Unit-IV

Urban issues – Problems of housing, slums, civic amenities (water and transport)

Unit – V

Case studies of Delhi, Mumbai and Kolkatta with reference to urban issues.

## DSE -2 (Practical)

**F.M-30**

1. Exercises on point symbol – Uniform and multiple dot.
2. Segmented, wheel and bar diagram.
3. Trafic flow diagram.
4. Practical record and Viva.

**Elective – Generic – GE – 1**

**Optional**

**Indian Geography –**

**F.M-70**

**Unit – 1 Physical**

(a). Location, Physiographic divisions.

(b) Drainage, system – The Indus system, The Ganga system, The Brahmaputra system.

(c) Evolution of drainage systems.

**Unit – II Climate, soil and natural vegetation.**

(d) The mechanism of Indian Monsoon, The season's of India.
(e) Soils of India-Classification, Characteristics.
(f) Natural vegetation of India – Classification, Characteristics.

**Unit –III Agriculture, Mineral and power Resources.**

(d) Agriculture types, distribution of major crops. (Rice, Wheat, Cotton)
(e) Mineral resources – Iron ores, Manganese, Boxcite,
(f) Power resources – Coal, Petroleum, Natural gas.

**Unit – IV Population and Settlement.**

(d) Distribution, Density and Growth of population in India.
(e) Caste, Religion, Language, Tribes.
(f) Settlement – Rural and Urban.

**Unit – V Industries & Transport.**

(c) Types and distribution (Iron and steel, Textiles)
(d) Road transports, Rail transport and water transport.

**GE – 1 (Practical)**

**F.M – 30**

C. . Concept of Spheroid and Geoid: Coordinate and grid reference system

5. Location of place on grid reference system using 8 digit, 12 digit and 16 digit system
6. Drawing of:

xvi) Simple Cylindrical Projection:

xvii) Cylindrical Equal Area

xviii) Simple conical projection with one and Two standard parallel

xix) Bonne's Projection

**Elective – Generic – GE-2**

**Optional**

**Disasters Management**

**F.M – 70**

Unit-I

(d) Definition and concept of disasters.
(e) Hazards, disasters, risk and vulnerability.
(f) Classification of disasters.

Unit –II Disaster in India

(d) Flood – causes, impact, distribution and mapping.
(e) Cyclone – causes, impact, distribution and mapping.
(f) Draught – causes, impact, distribution and mapping.

Unit – III Geomorphic hazards in India – causes, impact, mapping.

(d) Earth quake.
(e) Tsunami.
(f) Land slide.

Unit – IV Man made disaster – causes, impact, distribution and mapping.

(d) Fire Hazards.
(e) Chemical Hazards.
(f) Industrial Hazards.

Unit – V Response and mitigation to disaster.

(d) Mitigation and preparedness.
(e) Function of NDMA, NIDM & NDRF
(f) Indigenous community based disaster management.

**GE – 2 (Practical)**

**Field Work And Research Methodology**

e) Preparation of:

vii) Observation Schedule (Participant / Non Participant),

viii) Questionnaires (Open/ Closed / Structured / Non-Structured);

ix) Guide line for Focused Group Discussions;

f) Preparation of Questionnaires for Socio-Economic survey

**Note:**

xi) Each student will prepare an individual report based on primary and secondary data collected during field work.

xii) The students / teachers can opt to take students in or outside the NCR, depending upon, problem to be studied.

xiii) The duration of the field work should not exceed 10 days.

xiv) The word count of the report should be about 8000 to 12,000 words excluding figures, tables, photographs, maps, references and appendices.

xv) One copy of the report on A 4 size paper should be submitted in soft binding.