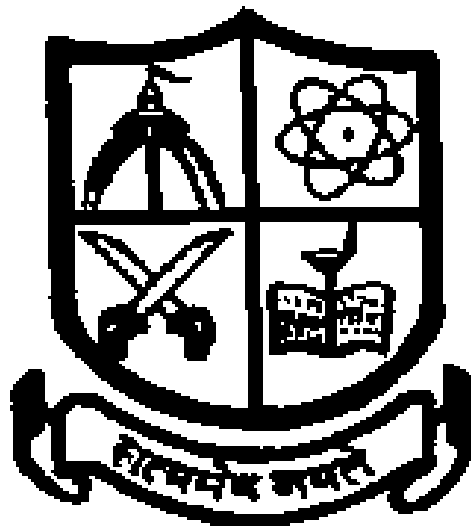


# COURSES OF STUDIES ARTS STREAM

Admission Batch - 2016



**Buxi Jagabandhu Bidyadhar (Autonomous) College**

Bhubaneswar - 751014

Accredited at the 'A' Level by

National Assessment and Accreditation Council (NAAC)

College with Potential for Excellence (UGC)

Telephone/Fax : 0674-2436971, Website : [www.bjbcollege.ac.in](http://www.bjbcollege.ac.in)

**Pattern of question papers for  
students under CBCS in the Semester-End  
Examination from the admission batch  
2017 onwards.**

1. In the semester-end examination there will be two groups of questions. Group A will be compulsory comprising 10 short answer type questions covering all units. Group B will comprise long answer type questions covering all units with unit-wise alternatives to each question.
2. For practical subjects, out of 50 marks in semester-end exam, Group A will have 10 marks (1x10) and Group B will have 40 marks (8x5). Alternative questions will be set unit-wise for long answer type questions in Group B.
3. For non-practical subjects, out of 80 marks, Group A will have 20 marks (2x10) and Group B will have 60 marks (12x5). Alternative questions will be set unit-wise for long answer type questions in Group B.



## General Instructions

### CBCS SYLLABUS

- Details of course structure for B.Sc/BA/B.Com (Honours) :  
(with suitable modification of draft model provided by Utkal University)

	Courses	Credits	
		Theory + Practical	Theory + Tutorial
I.	Core Course (14 Papers)	14 x 4 = 56	14 x 5 = 70
	Core Course Practical/Tutorial (14 Papers)	14 x 2 = 28	14 x 1 = 14
II.	Elective Course		
	A.1 Discipline Specific Elective (3 Papers)	3 x 4 = 12	3 x 5 = 15
	A.2 Discipline Specific Elective Practical/Tutorial (3 Papers)	3 x 2 = 6	3 x 1 = 3
	A.3. Discipline Specific Elective Project (Report and Presentation) (1 Papers)	6	6
III.	Generic Elective/Interdisciplinary 2 papers/2 subjects (GE-1 & GE-2 in 1 <sup>st</sup> year) and Generic Elective (GE-3 & GE4 in 2 <sup>nd</sup> year) Practical/Tutorial (4 Papers each from GE - 1, GE - 2, GE - 3, GE - 4)	4 x 4 = 16 4 x 2 = 8	4 x 5 = 20 4 x 1 = 4
IV.	Ability Enhancement Compulsory Course(AECC) (2 Papers of 2 Credit each)	4 x 2 = 8	4 x 2 = 8
	(i) Environmental Studies		
	(ii) Odia/Hindi/Communicative English		
V.	SEC (Skill Enhancement Course) (2 Papers of 2 Credit each) Refer to 18.4,18.5,18.6.	4 x 2 = 8	4 x 2 = 8
	<b>Total Credit</b>	<b>148</b>	<b>148</b>

**Arts, Science and Commerce students can also opt for NCC and other subjects (as and when required by the Board of Studies) as additional Generic Elective in the 1<sup>st</sup> year (1<sup>st</sup> and 2<sup>nd</sup> Semester) to enhance their credit points.**

- Mark Distribution

Core Courses:	14x100=1400
Discipline specific elective:	3x100=300
Project + Viva:	1x100=100
Generic Elective- 1, 2	2x100=200
Generic Elective- 3, 4	2x100=200
Ability Enhancement (Compulsory)	2x100=200
Skill Enhancement Course	2x100=200

Total Mark = 2600, Total number of Papers = 26

Subjects with Practical: Theory-70 Marks, Practical-30 Marks

Mid Semester Theory-20 Marks, End Semester Theory-50 Marks

There is no Practical Exam. in Mid Semester.

Subjects without Practical : 100 Marks

Mid Semester-20 Marks, End Semester-80 Marks

(In Indian Music Theory – 40+10 , Practical – 50 Marks)

SEMESTER	COURSE	COURSE NAME	Credits
<b>I.</b> 4 Papers  (400 Marks)  22 credits	Ability Enhancement Compulsory Course-I	Communicative Eng/Odia/Hindi	4
	Core course-I		4/5
	Core Course-I Practical/Tutorial		2/1
	Core course-II		4/5
	Core Course-II Practical/Tutorial		2/1
	Generic Elective -1	GE-1	4/5
	Generic Elective -1 Practical/Tutorial		2/1
<b>II.</b> 4 Papers  (400 Marks)  22 credits	Ability Enhancement Compulsory Course-II	Environmental Studies	4
	Core course-III		4/5
	Core Course-III Practical/Tutorial		2/1
	Core course-IV		4/5
	Core Course-IV Practical/Tutorial		2/1
	Generic Elective -2	GE-2	4/5
	Generic Elective -2 Practical/Tutorial		2/1
<b>III.</b> 5 Papers  (500 Marks)  28 credits	Core course-V		4/5
	Core Course-V Practical/Tutorial		2/1
	Core course-VI		4/5
	Core Course-VI Practical/Tutorial		2/1
	Core course-VII		4/5
	Core Course-VII Practical/Tutorial		2/1
	Skill Enhancement Course -1	SEC-1	4
	Generic Elective -3	GE-3	4/5
<b>IV.</b> 5 Papers  (500 Marks)  28 credits	Generic Elective -3 Practical/Tutorial		2/1
	Core course-VIII		4/5
	Core Course-VII Practical/Tutorial		2/1
	Core course-IX		4/5
	Core Course-IX Practical/Tutorial		2/1
	Core course-X		4/5
	Core Course-X Practical/Tutorial		2/1
	Skill Enhancement Course -2	SEC -2	4
<b>V.</b> 4 Papers  (400 Marks)  24 credits	Generic Elective -4	GE-4	4/5
	Generic Elective -4 Practical/Tutorial		2/1
	Core course-XI		4/5
	Core Course-XI Practical/Tutorial		2/1
	Core course-XII		4/5
	Core Course-XII Practical/Tutorial		2/1
	Discipline Specific Elective -1	DSE-1	4/5
	Discipline Specific Elective -1 Practical/Tutorial	DSE-1 Practical/Tutorial	2/1
<b>VI.</b> 4 Papers  (400 Marks)  24 credits	Discipline Specific Elective -2	DSE-2	4/5
	Discipline Specific Elective- 2 Practical/Tutorial	DSE-2 Practical/Tutorial	2/1
	Core course-XIII		4/5
	Core Course-XIII Practical/Tutorial		2/1
	Core course-XIV		4/5
	Core Course-XIV Practical/Tutorial		2/1
	Discipline Specific Elective3	DSE-3	4/5
	Discipline Specific Elective -3 Practical/Tutorial	DSE-3 Practical/Tutorial	2/1
<b>Total Credits</b>	Discipline Specific Elective-4	DSE-4 (Project Work)	6
			<b>148</b>

**Draft Model Regulation for Under Graduate Programme  
(BA/B.Com/B.Sc) under Utkal University,  
(Applicable to Autonomous Colleges/ Affiliated Colleges/DDCE)  
(with suitable modification)**

- **Compulsory Registration for 1st Semester :**
  - Registration for 1<sup>st</sup> semester is compulsory. A candidate admitted to +3 Course but not registered for 1<sup>st</sup> 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. 2<sup>nd</sup> , 4<sup>th</sup> and 6<sup>th</sup> / 1<sup>st</sup>, 3<sup>rd</sup> and 5<sup>th</sup> . 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).

- **GRADING SYSTEM**

Grade		Mark Secured from 100	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'	45-49	5
Pass	'D'	33-44	4
Failed	'F'	Below 33	0

**N.B. : A Candidate has to secure Grade -D or above to pass in each of the Papers**

- A transitory letter grade I ( carrying points 2) shall be introduced for cases where the results are incomplete. However in practical subjects, a student has to secure minimum of 33% marks (Grade-D separately in theory and practical in order to clear the paper. This grade shall automatically be converted into appropriate grade(s) as and when the results are complete.
- A student's level of competence shall be categorized by a GRADE POINT AVERAGE to be specified as :

**SGPA - Semester 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** -  $\sum \text{CREDIT POINT}$  of course items in each semester.

**GRADE POINT AVERAGE** -  $\frac{\text{CREDIT INDEX}}{\sum \text{CREDIT}}$

**SEMESTER GRADE POINT AVERAGE (SGPA)** =  $\frac{\text{CREDIT INDEX for each Semester}}{\sum \text{CREDIT}}$

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

$\frac{\text{CREDIT INDEX of all previous Semester up to 6th Semester}}{\sum \text{CREDIT}}$

- A student in order to retain honours has to secure Grade 'C' and above in each of the Core papers. Further in order to obtain distinction a student has to secure Grade 'C' in all the papers in 1<sup>st</sup> appearance
- In addition to the points marks/percentage would also be awarded and shall also be reflected in the Mark Sheet.
- The details of grading system shall be printed on the backside of University Mark-sheet.

- **REPEAT EXAMINATION**

- A student has to clear back papers (i.e., in the paper/papers one has failed) by appearing at subsequent two consecutive semesters.
- A student after passing out may appear in improvement in any number of papers in the consecutive two examinations. The higher marks shall be retained.
- Improvement has to be completed within 6 years from the date of admission.

**Arts, Science and Commerce students can also opt for NCC as additional Generic Elective in the 1<sup>st</sup> year ( 1<sup>st</sup> and 2<sup>nd</sup> Semester) to enhance their credit points.**

- **For Arts he/she shall have to choose**

(a) One core subject from among the list of following subjects: Anthropology, Economics, Education, English, Geography, Hindi, History, Mathematics, Music(HV), Odia, Philosophy, Political Science, Psychology, Sanskrit, Sociology, Statistics or any other subject to be opened in the future as per the rule of the College/University.

(b) Two Generic elective (GE) subjects : one for First Year from group I and one for 2<sup>nd</sup> year from group II. Each elective subject is composed of two papers of 100 marks each.

Group I - (GE-1,GE-2):Anthropology, Applied Philosophy, Hindi, Landmarks in

Indian History(LIH), Psychology, Mathematics, Sanskrit & NCC\*.

Group II - (GE-3, GE-4): Indian Economics, Education, Indian Geography,

Indian Music(HV), Odia, Indian Polity, Sociology & Statistics.

(c) All the compulsory subjects are as follows :

(Ability Enhancement - (1<sup>st</sup> Semester) - Communicative English / Hindi / Odia

Compulsory Course - AECC)

(Ability Enhancement - (2<sup>nd</sup> Semester) - Environmental Studies

Compulsory Course - AECC)

(Skill Enhancement Course -SEC-I) - (3<sup>rd</sup> Semester) - Financial Literacy & Banking-I

(Skill Enhancement Course -SEC-II) - (4<sup>th</sup> Semester) - Financial Literacy & Banking-II

(d) Discipline Specific Electives (DSE)

This particular course is related to respective core subjects. The students can choose

(i) Two DSE subjects related to their core subjects in 5<sup>th</sup> Semester provided in the syllabus

(ii) Two DSE courses including the project work in the 6<sup>th</sup> Semester.

\* The students have to go through the required tests to be eligible for N.C.C.



## CBCS Syllabus (Arts Stream)

<b>SEMESTER -I</b>	<b>SEMESTER -II</b>
AECC-1- Communicative Eng/Odia/Hindi : 100 (80 + 20) Core - 1 : 100 (80 + 20) Core - 2 : 100 (80 + 20) <b>For Practical Subjects</b> Core - 1 (Theory) : 70 (50 + 20) (Lab) : 30 Core - 2 (Theory) : 70 (50 + 20) (Lab) : 30 GE - 1 : 100 (80 + 20) <b>For Practical Subjects</b> GE - 1 (Theory) : 70 (50 + 20) (Lab) : 30	AECC-2- EVS : 100 (80 + 20) Core - 3 : 100 (80 + 20) Core - 4 : 100 (80 + 20) <b>For Practical Subjects</b> Core - 3 (Theory) : 70 (50 + 20) (Lab) : 30 Core - 4 (Theory) : 70 (50 + 20) (Lab) : 30 GE - 2 : 100 (80 + 20) <b>For Practical Subjects</b> GE - 2 (Theory) : 70 (50 + 20) (Lab) : 30
<b>SEMESTER -III</b>	<b>SEMESTER -IV</b>
SEC -1 (Banking and Financial Literacy-1) : 100 (80 + 20) Core - 5 : 100 (80 + 20) Core - 6 : 100 (80 + 20) Core - 7 : 100 (80 + 20) <b>For Practical Subjects</b> Core - 5 (Theory) : 70 (50 + 20) (Lab) : 30 Core - 6 (Theory) : 70 (50 + 20) (Lab) : 30 Core - 7 (Theory) : 70 (50 + 20) (Lab) : 30 GE - 3 : 100 (80 + 20) <b>For Practical Subjects</b> GE - 3 (Theory) : 70 (50 + 20) (Lab) : 30	SEC -2 (Banking and Financial Literacy-II) : 100 (80 + 20) Core - 8 : 100 (80 + 20) Core - 9 : 100 (80 + 20) Core -10 : 100 (80 + 20) <b>For Practical Subjects</b> Core - 8 (Theory) : 70 (50 + 20) (Lab) : 30 Core - 9 (Theory) : 70 (50 + 20) (Lab) : 30 Core -10 (Theory) : 70 (50 + 20) (Lab) : 30 GE - 4 : 100 (80 + 20) <b>For Practical Subjects</b> GE - 4 (Theory) : 70 (50 + 20) (Lab) : 30
<b>SEMESTER -V</b>	<b>SEMESTER -VI</b>
Core -11 : 100 (80 + 20) Core -12 : 100 (80 + 20) <b>For Practical Subjects</b> Core -11 (Theory) : 70 (50 + 20) (Lab) : 30 Core -12 (Theory) : 70 (50 + 20) (Lab) : 30 DSE - 1 : 100 (80 + 20) DSE - 2 : 100 (80 + 20)	Core -13 : 100 (80 + 20) Core -14 : 100 (80 + 20) <b>For Practical Subjects</b> Core -13 (Theory) : 70 (50 + 20) (Lab) : 30 Core -14 (Theory) : 70 (50 + 20) (Lab) : 30 DSE - 3 : 100 (80 + 20) DSE - 4 (Project) : 100

N.B. : Music-All Theory (40+10) Practical - 50

**CONTENTS**

Sl. No.	Subject		Page
01.	Anthropology	-	17
02.	Economics	-	36
03.	Education	-	59
04.	English	-	121
05.	Geography	-	129
06.	Hindi	-	137
07.	History	-	156
08.	Mathematics	-	179
09.	Music	-	199
10.	Odia	-	218
11.	Philosophy	-	231
12.	Political Science	-	241
13.	Psychology	-	285
14.	Sanskrit	-	317
15.	Sociology	-	333
16.	Statistics	-	353



**+3 FIRST YEAR FIRST SEMESTER****GENERIC ELECTIVE - I****PAPER - I****NCC**Time : **3 Hours**Credit : **6**End Semester : **50 Marks,**Mid-Semester : **20 Marks****The NCC****Unit-1**

- (a) Aims and Objectives of NCC.  
Organisation & Training and NCC Song. Incentives.
- (b) Basic organisation of the Armed Forces Organisation, Army Badges of Rank.
- (c) Religions, Culture, Traditions and Customs of India. National Integration :  
Importance and Necessity.

**Unit-2**

- (a) Introduction to Personality Development, Factors Influencing / shaping Personality, Self Awareness-know yourself, change your mind set.
- (b) Types of communications.

**Unit-3**

- (a) Civil Defence organisation, types of emergencies/National Disaster
- (b) National Resources, Conservation, Water conservation, Rain water Harvesting
- (c) Basics of Social service, weaker sections of our society & their needs., Social & Rural Development projects: MNREGA.SASY, NSAP etc., Contribution of youth towards social Welfare

**Unit-4**

- (a) Introduction to types of maps & conventional signs.
- (b) Scales & Grid system, Topographical Forms & Technical terms.
- (c) Relief, contours and Gradient.

**Unit-5**

- (a) Structure & functioning of the Human Body, Hygiene & Sanitation.
- (b) Preventable diseases, First Aid in Common Medical Emergencies.

**PRACTICAL-1****Mark - 30**

- |    |                  |   |    |
|----|------------------|---|----|
| 1. | Foot-Drill       | - | 20 |
| 2. | Health & Hygiene | - | 10 |

**+3 FIRST YEAR  
FIRST SEMESTER  
AECC - I  
COMMUNICATIVE ODIA**

Time : 3 Hours  
Credit : 04

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

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୧ମ ଏକକ	:	ପ୍ରବନ୍ଧ ଚୟନ ( ୨ୟ ଭାଗ) - ଉତ୍କଳ ବିଶ୍ୱବିଦ୍ୟାଳୟ ପ୍ରକାଶନ ୧) ବିଦ୍ୟା ଓ ବିଦ୍ୟାର୍ଥୀ - ଚିତ୍ତରଞ୍ଜନ ଦାସ ୨) ସଭ୍ୟତା - ନିତ୍ୟାନନ୍ଦ ମହାପାତ୍ର	-	୨୦
୨ୟ ଏକକ	:	କବିତା ଚୟନ ( ୨ୟ ଭାଗ) - ଉତ୍କଳ ବିଶ୍ୱବିଦ୍ୟାଳୟ ପ୍ରକାଶନ ୧) ଶ୍ରୀକୃଷ୍ଣଙ୍କ ମହାପ୍ରୟାଣ - ଜଗନ୍ନାଥ ଦାସ ୨) ଆକାଶ ପ୍ରତି - ମଧୁସୂଦନ ରାଓ	-	୨୦
୩ୟ ଏକକ	:	ସମସ୍ୟାଧର୍ମୀ ସମ୍ବାଦ ପ୍ରସ୍ତୁତି	-	୧୪
୪ର୍ଥ ଏକକ	:	ବିଜ୍ଞାପନ ପ୍ରସ୍ତୁତି	-	୧୨
୫ମ ଏକକ	:	ପତ୍ରଲିଖନ	-	୧୪

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**+3 FIRST YEAR FIRST SEMESTER  
AECC - I  
COMMUNICATIVE HINDI**

Time : 3 Hrs.  
Credit : 04

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**UNIT-I : कविता**

- (1) कबीर - साखी : 1 से 10
- (2) तुलसी - विनयपत्रिका - पद 1 और 2
- (3) प्रसाद - मधुमय देश
- (4) निराला - भिक्षुक
- (5) अज्ञेय - हिरोशिमा

**UNIT-II : गद्य**

- (1) रामचन्द्र शुक्ल - उत्साह
- (2) हजारी प्रसाद द्विवेदी - कुटज
- (3) हरिशंकर परसाई - सदाचार का तावीज

**UNIT-III : शब्द ज्ञान**

- (1) शब्द शुद्धि
- (2) वाक्य शुद्धि
- (3) पर्यायवाची शब्द
- (4) विलोम शब्द

**UNIT-IV : हिन्दी : विविध रूप**

- (1) व्यावहारिक हिन्दी भाषा (बोलचाल की हिन्दी)
- (2) राजभाषा हिन्दी (कार्यालयी हिन्दी)
- (3) ग्रन्थ - दृश्य माध्यम की भाषा (फिल्म और टेलीविजन की हिन्दी)

**UNIT-V : सामान्य ज्ञान**

- (1) निबंध लेखन (Essay Writing)

**अंक विभाजन :**

विभाग -	(क)	युनिट III से दश वस्तुनिष्ठ प्रश्न पूछे जाएँगे	10 x 2 = 20
विभाग-	(ख)	(i) युनिट 1 से 02 तथा युनिट II से 2 व्याख्या पुछी जाएँगी 1+1=02 का उत्तर लिखना होगा	12 x 2 = 24
		(ii) युनिट I, II, IV और V से 06 प्रश्न पुछे जाएँगी जिनमें 3 का उत्तर लिखना होगा	12 x 3 = 36
		End Semester	80
		Internal	20
		<hr/>	
		Total	100

**पाठ्य पुस्तक :** 1. हिन्दी प्रसून - सं. डॉ अंजुमन आरा, प्लानेट भी, कटक

**सहायक ग्रन्थ :** 1. जनसंचार और हिन्दी - गुलाम मोइनुद्दीन खान, शवनम, कटक

**+ 3 FIRST YEAR FIRST SEMESTER  
AECC -1  
ENGLISH COMMUNICATION (Arts)**

**Time: 3 Hours**

**Credits: 4**

**End Semester: 80 Marks**

**Mid Semester: 20 Marks**

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 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.php7urNLOludHJvX3RvX2NvbWNbmIIYXRpb25fVGhlb3J5LnBkZg%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

**Texts to be studied**

(The following texts are available in the book *Vistas and Visions: An Anthology of Prose and Poetry*)

**Prose**

- Playing the English Gentleman
- Lifestyle English
- **A Cup of Tea Poetry**

**Poetry**

- Last Sonnet
- Sonnet 46 (Shakespeare)
- Pigeons

**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

**Unit 5****[20]****(a) Language functions in listening and conversation**

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

**(b) Grammar and Usage**

- Phrasal Verbs
- Collocation
- Using Modals
- Use of Prepositions
- Use of Passive Forms
- Subject-Verb Agreement.
- Common Errors in English Usage

Sample writing and grammar activities are available in ***Vistas and Visions: An Anthology of Prose and Poetry..***

**Books Recommended:**

1. *Vistas and Visions: An Anthology of Prose and Poetry.* (Ed.) Kalyani Samantray, Himansu S. Mohapatra, Jatindra K. Nayak, Gopa Ranjan Mishra, Arun Kumar Mohanty. Orient BlackSwan
2. *Fluency in English - Part II*, OUP, 2006
3. *Business English*, Pearson, 2008
4. *Communicative English.* E. Suresh Kumar and P. Sreehari
5. *Language, Literature and Creativity*, Orient BlackSwan, 2013
6. *Language through Literature*, (forthcoming) ed. Gauri Mishra, Dr. Ranajan Kaul, Dr. Brati Biswas

**Examination pattern****Midterm test**

Unit 1 One long question with choice	01 qn x 12 = 12 marks
Two short notes with choice	02 qns x 04 = 08 marks

**Total****20 marks****Final Semester Examination**

Unit 2 One long question with choice	01 qn x 10 = 10 marks
Two short notes with choice	02 qns x 05 = 10 marks
Unit 3 Four Reading Comprehension questions (2 prose and 2 poetry questions meant to test the given reading skills prescribed under unit 3; <b>extracts from the prescribed texts to be used</b> )	04 qns x 05 = 20 marks
Unit 4 Writing: Two Long questions with choice	02 qns x 10 = 20 marks
Unit 5 (a) Listening & Conversation	01 qn x 10 = 10 marks
(b) Grammar & Usage	01 qn x 10 = 10 marks

**(Grammar question must be set in contexts; not as isolated sentences)****Total****= 80 marks**

**+3 FIRST YEAR  
SECOND SEMESTER  
AECC - 1  
ENVIRONMENTAL STUDIES**

Time : **3 Hours**

Credit : **4**

End Semester : **80 Marks**

Mid Semester : **20 Marks**

Ability Enhancement Compulsory Course (AECC-I)

**Unit 1 : Ecosystems (Botany)** ( to be taught by Department of Botany)

**Ecosystem** : Structure and function of ecosystem, Energy flow in an ecosystem : Food Chain, Food webs,

Ecological Pyramid.

**Ecological Succession** : Hydrosere, Xerosere

Forest Ecosystem, Grassland Ecosystem, Aquatic ecosystem (Pond)

Biogeochemical cycles (Carbon cycle and Nitrogen cycle)

**Unit 2 : Natural Resources :**

Renewable and Non-renewable Resources (Geography) (to be taught by Geography Departments)

- Land Resources & Land use change ; - Land degradation, Soil erosion and desertification. .
- Deforestation : Causes and impacts due to mining , dam building on environment, forests , biodiversity & tribal populations.
- Water - Use and over exploitation of surface and ground water, floods, droughts, conflicts over water (International & Inter-state).
- Energy resources : Renewable and Non-renewable energy sources, use of alternate energy sources, growing energy needs, Case studies.

**Unit 3 : Biodiversity and Conservation (Zoology)** (to be taught by Department of Zoology)

- Levels of biological diversity : genetic, species and ecosystem diversity, bio-diversity patterns and global biodiversity hot spots.
- India as a mega-biodiversity nation ; Endangered and endemic species of India.
- Threats to biodiversity : Habitat loss, poaching of wildlife , man-wildlife conflicts, biological invasions ; Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity.
- Ecosystem and biodiversity services : Ecological, economic, social , ethical, aesthetic and informational value.

**Unit 4 : Environmental Pollution (Chemistry)** ( to be taught by Department of Chemistry)

- Environmental pollution : types, causes, effects and controls; Air, water, soil and noise pollution.
- Nuclear hazards and human health risks.
- Solid waste, management: Control measures of urban and industrial waste.
- Pollution case studies.
- Climate change , global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.

**Unit 5 : EVS** (to be taught by Economics Department)

- Economic Development and Environment.
  - Sustainable Development.
  - Human population Growth : Impact on Environment, Human health and welfare.
  - Resettlement and Rehabilitation of project affected people.
  - Disaster management : Floods , Earthquakes, cyclones and landslides .
  - Environmental managements : Chipko, Silent valley, Bishnois of Rajasthan.
-

**+3 FIRST YEAR SECOND SEMESTER  
GENERIC ELECTIVE - 2  
NCC**

Time : **3 Hours**

Credit : **6**

End Semester : **50 Marks,**

Mid-Semester : **20 Marks**

**Unit-1**

- a) Freedom struggle and Nationalist Movement in India, Nationalist Interest, objectives threats and opportunities,
- b) Self defence

**Unit-2**

- a) Scout and Patroe
- b) Judging Distance

**Unit-3**

- a) Dressing of Wounds
- b) Yoga : Introduction and Exercises, Physical and Mental Health
- c) Fractures : types and treatment, evacuation of Casualties

**Unit-4**

- a) Cardinal points & types of north
- b) Types of bearing & use of Service Protractor
- c) Prismatic compass & its use

**Unit-5**

- a) Weapon training
- b) Adventure activities

**PRACTICAL-2**

Full Mark - **30 Marks**

- |    |                  |   |    |
|----|------------------|---|----|
| 1. | Map Reading      | - | 20 |
| 2. | Judging Distance | - | 10 |



# ANTHROPOLOGY

## +3 FIRST YEAR FIRST SEMESTER

### Core Course - I (C-1)

Time : 3 Hrs

End Semester Theory : 50 Marks

Credit : 06

Mid-Semester : 20 Marks

### Introduction to Biological Anthropology

**Unit-I:** Meaning and definition of Physical Anthropology, history and development of Physical Anthropology and development of Modern Biological Anthropology. Aim, Scope and its relationship with allied disciplines. Different branches of biological anthropology with special reference to Human Genetics.

**Unit-II :** Organic Evolution : Meaning, concept and definition of Organic Evolution. Theories of organic evolution : Lamarkism and Neo-lamarkism. Darwinsim, synthetic theory and mutational theory of evolution.

**Unit-III :** Human Genetics : Meaning and definition, its aim and branches. Structure and function of an animal cell, cell theory, cell division (mitosis and meiosis). Human chromosomes and Karyotypes. Structure and function of DNA and RNA.

**Unit-IV :** Essentials of genetics, Landmarks in the history of genetics, Mendel's laws of Inheritance and its applications to man. Methods of studying human genetics pedigree and twin methods. Mode of inheritance of simple Mendelian traits in man (common baldness, chin fissure, mid-digital hair, PTC tasting). Autosomal inheritance in man : Dominant - Familial hyper cholestrolemia and poly dactyly. Recessive : Cystic fibrosis. sickle cell anaemia, thalassimia. Tay-Sach's disease, albinism. Sex linked inheritance in humans : X-linked dominant inheritance - Hypophosphatemia, X-linked recessive inheritance - DMD. Haemophilia, colour blindness, G6PD deficiency. Lesh-Nyhan Syndrome. Y-linked inheritance- Hairy ears.

**Unit-V :** Multiple alleles and inheritance of ABO&Rh blood group systems. Polygenic inheritance (Skin Colour and IQ). Chromosomal abnormalities in man : Down syndrome. Edward syndrome, Patau syndrome. Sex Chromosome abnormalities : Trisomy of X, XYY, XXY (Klinefelter syndrome and XO (Turner syndrome).

### Suggested Readings

- 1) Fundamentals of Physical Anthropology by R.M. Sarkar
- 2) Outlines of Physical Anthropology by B.M. Das
- 3) Physical Anthropology and Human Genetics by B.R.K Sukla and Sudha Rastogi.
- 4) Essentials of Human Genetics by M.L. Kothari. LA. Mehta and S.S. Roy Choudhury.
- 5) Basic Human Genetic by E,L Mange and A.P Mange
- 6) Text book of Zoology by R.D. Vidyarthi

## PRACTICAL

### C-1

Time : 3 Hrs.

End. Sem. - 30 Marks

### Practical: Somatometry of Head and Face (Total: 10 Subject)

- 1) Maximum head length
- 2) Maximum head breadth
- 3) Bigonial Breadth

- 4) Nasal Length
- 5) Nasal Breadth
- 6) Morphological facial height
- 7) Morphological upper facial height
- 8) Head circumference
- 9) Cephalic Index
- 10) Nasal Index

#### **Somatometry (5 subjects)**

- |               |                 |                 |                 |
|---------------|-----------------|-----------------|-----------------|
| 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**

Anthropometry (For practical) by I.P. Singh and M.K. Bhasin.

### **+3 FIRST YEAR FIRST SEMESTER Core Course - II (C-2) - Anthropology**

Time : 3 Hrs  
Credit : 06

End Semester Theory : 50 Marks  
Mid-Semester : 20 Marks

#### **Introduction to Socio cultural Anthropology**

**Unit-I:** Definition & Scope of Anthropology, Definition of social Anthropology, Different branches of Social Anthropology-Economic Anthropology, Political Anthropology, Linguistic Anthropology, Developmental Anthropology Ecological Anthropology, Urban Anthropology, Relationship of Social Anthropology with other social sciences. (Sociology, Psychology, Political Science, Economics and History).

**Unit-II :** Concept of social organization & institution. Definition & concept of association, institution and groups. Family- Meaning, definition, types, features & functions. Marriage-Meaning, Types of marriages, rules of marriage and ways of acquiring mates. Kinship-terminology and kinship usage, descent groups. Meaning and type, function of lineage and clan.

**Unit-III :** Economic anthropology : Meaning and scope, Nature & features of primitive economy, different types of economy. Property inheritance. Tribal youth dormitories & their functions.

**Unit-IV :** Religion & Magic-Concept, meaning & definition, Theories of primitive religion, Animism, Animalism & Totemism, Magic Types-(Homeopathic, Contagious) witchcraft and Sorcery. Interrelationship of magic and Science & religion.

**Unit-V :** Social control- Definition, meaning, Nature of primitive law, Difference between primitive law & modern law, Law in different categories of tribal societies.

### **PRACTICAL C-2**

Time : 3 Hrs.

End. Sem. -30 Marks

Methods & Techniques of Social Anthropology, The Practical unit include the following techniques & methods in collection of data in Social Anthropology,

1. Observation
2. Interview
3. Questionnaire & schedule

4. Case study
5. Life history

**Suggested Readings :**

1. Beattie.J(1964) Other Culture.
2. Bernard H.R (1940) Research Methods in Cultural Anthropology,
3. Embov C.R 2011 Anthropology.
4. Royal Anthropological institute of great Britain & Ireland (1971)Methods in notes Queries in Anthropology,
5. Marthan Jha- Introduction of Social Anthropology
6. Majumdar & Madan-Introduction to Social Anthropology.
7. Deals & Haiyer- introduction to Cultural Anthropology,
8. H.M Banargi- Introduction to socio-cultural Anthropology.
9. Paul Bolornum- Introduction to Social Anthropology.
10. P.V Young-Scientific study of Research methods.

**+3 FIRST YEAR SECOND SEMESTER  
Core Course - III (C-3) - Anthropology**

Time : 3 Hrs

End Semester Theory : 50 Marks

Credit : 06

Mid-Semester : 20 Marks

**ARCHAEOLOGICAL ANTHROPOLOGY**

**THEORY:**

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

**Unit II :** Methods of estimation of time and reconstruction of the past: Absolute dating method, (Radio carbon-14 dating (c-14), Potassium-Argon method, Dendro -chronology, Verve analysis) and Relative dating methods, ( Paleontology, Statigraphy, Palynology, Fluorine analysis, mechanical and chemical weathering)

**Unit-III :** Geo-chronology of Pleistocene Epoch : Glaciations and inter-glaciation. Pluviation and inter-pluviation. Ice age and its causes.

**Unit-IV :** Understanding of culture : Basic concept of tools. Tool types and techniques of tool manufacture.

**Unit-V :** Meaning and classification of prehistoric culture.

**PRACTICAL**

**C-3**

Time : 3 Hrs.

End. Sem. - 30 Marks

Typo -technological analysis of ten prehistoric tools : Identification, interpretation and drawing of the tool types.

- 1) Core tool types
- 2) Flake tool types
- 3) Blade tool types
- 4) Microlithic tool types

- 5) Neolithic tool types

### Suggested Reading :

- 1) Allchin and Allchin, 1993- The Rise of Civilisation in India and Pakistan, Cambridge University Press
- 2) Burkit M.C., 1962- The Old stone Age, Published by Rupa Co-Calcutta.
- 3) Bhattacharya D.K,- 1972- An introduction to prehistoric Archeology, Hindustan Publishing Corporation, India
- 4) Bhattacharya D.K. 1978- Emergence of Culture in Eurpoe. B.R Publication, Dehli
- 5) Bhattacharya O.K., 1979- Old Stone Age Tool and Technique, K.P Bagchi Co. Calcutta.
- 6) Bhattacharya D.K., 1996 - Palaeolithic Europe, Humanity Press, Ne the Hand.
- 7) Champion Etal. 1984- Prehistoric, New York Academic Press
- 8) Shankaliya H.D. 1964- Stone Age Tools, Poona Decan College, Poona.
- 9) Kami Reddy V., 1987- Element of Prehistory, Mittal Publication, New Delhi.

## +3 FIRST YEAR SECOND SEMESTER Core Course - IV (C-4) - Anthropology

Time : 3 Hrs  
Credit : 06

End Semester Theory : 50 Marks  
Mid-Semester : 20 Marks

### Fundamentals of Human Origin and Evolution

**Unit-I:** Classification and characteristics of living primates. Non human primates in relation to human evolution. Comparative anatomy and behaviour of human and non-human primates.

**Unit-II :** Primate origin and radiation with special reference to Miocene hominids: Ramapitheeus, its distribution, features and their phylogenetic relationship.

**Unit-III :** Australopithecines: Distribution, features and their phylogenetic relationship. Appearance of Genus Homo (Homo habilis) and related finds. Homo erectus of Asia, Europe and Africa : Distribution , features and their phylogentic status.

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

**Unit-V :** Origin of modern humans (Homo sapien sapien): Distribution and features, Multi regional and out of Africa theory : Homnisation process.

### Suggested Reading :

- 1) Buettener Janush : Origin of Man
- 2) R.M. Sarkar : Fundamentals of Physical Anthropology
- 3) B.M Das : Out fine of Physical Anthropology
- 4) Sukla and Rastogi : Physical Anthropology and Human genetics.
- 5) P.K. Ghose : Physical Anthropology

## PRACTICAL C-4

Time : 3 Hrs.

End. Sem. - 30 Marks

Anatomy of skull and mandible. Detailed structure and identification of parts 'skill and mandible.

**ranioinetry (10 craniums)**

- 1) Maximum cranial length
- 2) Maximum cranial breadth
- 3) Bizygomatic breadth
- 4) Nasal breadth
- 5) Nasal lengtli
- 6) Cranial Index
- 7) Nasal Index

**Mandibulometry (5 Mandibles)**

1. Bi-Condylar breadth
2. Bi-gonial breadth
3. Length of lower jaw
4. Height of ramus
5. Mandibular angle.

**Suggested Reading :**

Anthropometry by Singh and Bhasin

**+3 FIRST YEAR FIRST SEMESTER  
Generic Elective - I (GE-1) - Anthropology**

Time : 3 Hrs

End Semester Theory : 50 Marks

Credit : 06

Mid-Semester : 20 Marks

**Introduction to Anthropology**

**Unit-I: Social and cultural Anthropology** : Definition, Scope, Relationship with Sociology, Psychology, History, Economics and Political Science, Important branches of social and culture Anthropology,

**Unit-II : Social Organization and Kinship** : Marriage (Meaning, Definition, Rules, Regulation, Ways of acquiring mates, Types of Marriage) Family (Meaning Definition, Features, Types and functions) kinship (meaning,, Definition, terminology and usages),

**Unit-III : Primitive Economy** definition, features arid types. Difference between primitive and present economy. Man and Supernatural world; Religion and Magic (meaning, Definition), Theories of Primitive religion, Types of magic,

**Unit-IV : Primitive Law and Justice** : Definition, Meaning, Nature of Primitive Law, Difference between Primitive law and modern law. Law in different tribal society

**Unit-V : Composition of Culture** : Meaning, Definition, nature of culture, Universality of Culture, culture trait, Culture Complex, Culture area, culture centre.

**PRACTICAL**

**GE-1**

Time : 3 Hrs.

End. Sem. - 30 Marks

Methods and technique of Social Anthropology, The Pratical until include of 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 Reading :**

1. Beattie.J (1964)Other Culture.
2. Bernard H.R (1940) Research Methods in Cultural Anthropology.
3. EmbovC.R 2011 Anthropology,
4. Royal Anthropological institute of great Britain & Ireland (1971)Methods in notes Queries in Anthropology.
5. Makhan Jha- Introduction of Social Anthropology
6. Majumdar& Madan-Introduction to Social Anthropology.
7. Beals&Haiyer- introduction to Cultural Anthropology.
8. H.M Banargi- Introduction to socio-cultural Anthropology.
9. Paul Bolornum- Introduction to Social Anthropology.
10. P.V Young-Scientific study of Research methods.
11. Manning Nash: Primitive and peasant economic system
12. M.J. Herscovit: Cultural Anthropology

### **+3 FIRST YEAR FIRST SEMESTER Generic Elective - II (GE-2) - Anthropology**

Time : 3 Hrs  
Credit : 06

End Semester Theory : 50 Marks  
Mid-Semester : 20 Marks

#### **Introduction to Prehistoric and Biological Anthropology**

**Unit-I:** Meaning, Definition and scope of prehistoric archaeology and its relation with other sciences. Geological time scale with special reference to Pleistocene epoch.

**Unit-II** : Stone tool teaching and Typology. Lighic cultures in Europe-Palaeolithic, Masolithic and Neolithic.

**Unit-III** : Meaning definition and scope of Biological Anthropology. Different branches of biological Anthropology and relationship with other sciences and its application.

**Unit-IV** : Structure and Function of animal cell, cell division, Mitosis, Meiosis Mendel's Law of Inheritance.

**Unit-V** : Man's place in the Animal Kingdom. Fossil evidences of human evolution. Australopithecus, Homoerectus. [Java man and Pekin Man] Neandarthal man, Cromagnun.

#### **Books Recommended**

1. Fundamentals of Physical Anthropology : R.M. Sarkar
2. Outlines of Physical Anthropology : B.M.Das
3. Organic Evolution - Restogi
4. Outline of India Prehistory - D.K.Bhattacharya
5. Old Stone Age- M.C. Burkit
6. Stone Age Tools- H.D.Sanklia
7. Readings in Prihistoric Archaeology - Rami Reddy.

## PRACTICAL GE-2

Time : 3 Hrs.

End. Sem. - 30 Marks

Identification and Drawing of Prehistoric tool and Somatoscopy

1. Chopper Choppeing
2. Handaxe, Cleaver
3. Blade tool
4. Celt

**Somatoscopy :**

1. Skin Colour,
2. Eye Colour and eye form,
3. Hair Colour and hair form,
4. Nose form,
5. Ear lobe

**Reference Books:**

- 1) T.VV. Graham Solomons : Organic Chemistry, John Wiley and Sons.
- 2) Peter Sykes : A Guide books to Mechanism on Organic Chemistry, Orient Longman.
- 3) I.L. Finar : Organic Chemistry (Vol. [&if), E.L.B.S.
- 4) R.T, Morrison & R.N. Boyd : Organic Chemistry, Prentic Hail.
- 5) Arun Bahl and B.S. Bahl: Advanced Organic Chemistry, S.Chand.
- 6) G.M. Barrow : Physical Chemistry Tata McGraw-Hill (2007)
- 7) G.VV. Castellan : Physical Chemistry 4<sup>th</sup> Edn. Narosa (2004)
- 8) J.C. Kotz, P.M. Treichel & J.R> Townsend : General Chemistry Change Lening India Pvt. Ltd., New Dehli (2009)
- 9) B.H.Mahan, University Chemistry 3<sup>rd</sup>. Narosa (1998)
- 10) R.H. Petrucci : General Chemistry 5<sup>th</sup> Ed. Macmillan Publishing Co.: New Yourk.

**+3 SECOND YEAR THIRD SEMESTER**  
**Core Course - V (C-5) - Anthropology**

Time : 3 Hrs  
 Credit : 06

End Semester Theory : 50 Marks  
 Mid-Semester : 20 Marks

**TRIBES AND PEASANTS OF INDIA**

**Unit-I** : Definition and concept of tribe, Problems of tribe, Distribution and Classification of tribes in India with special reference to Odisha,

**Unit-II** : Constitutional safeguards for tribes of India. Tribal policy, Impact of development schemes and programmes on tribal life.

**Unit-III** : Ethnographic profiles of tribes of Odisha- Santhal and Juang. Development plans and programmes for tribes in Odisha.

**Unit-IV** : Communities in India, characteristics features of Indian village community, Caste system, Varna order and Joint family.

**Unit-V** : Peasant Society and Culture (Robert Redfield) Tribe- Peasant continuum  
 Folk- Urban continuum, Tribal and Peasant movement.  
 Recent changes in village India.

**PRACTICAL**  
**C-5**

Time : 3 Hrs.

End. Sem. - 30 Marks

- A] **Technology** : The candidates are required to draw to scale and describe the original /model implements of food gathering, hunting, fishing, agriculture basketry and transport devices.
- B] **Muscology** : The candidates are required (i) to study museum methods for preserving the organic and in-organic materials like wood and bamboo leather, Fibre, books and manuscripts, iron, Brass and copper objects, (ii) to visit a museum and Prepare a report.

OR

**Reading of Ethnography** : Students are required to read and analyze any one of the ethnographies (as listed below) and prepare a report based upon it.

**List of Ethnographies** : S.C Dubey, S.C. Roy, Verrier Elwin, N.K.Bose,

**Books Recommended**

1. Tribes of Odisha- Published by Govt. of Odisha
2. Ethnographic study of tribe of India.
3. Sociology of India - Sachdev and Vidya Bhusan
4. Rural Sociology- A.R. Desai
5. Matinal Tribal policy draft - 2006 ministry of Tribal Affairs, Govt of India.
6. Tribal culture in India- L.P. Vidyarthi,
7. An Introduction to social Anthropology - Madan and Majumdar.
8. An introduction to social Anthropology - Makhan Jha
9. Society and culture by P.K. Acharya.



## +3 SECOND YEAR THIRD SEMESTER Core Course - VI (C-6) - Anthropology

Time : 3 Hrs  
Credit : 06

End Semester Theory : 80 Marks  
Mid-Semester : 20 Marks

### HUMAN ECOLOGY

**UNIT-I :** Concept in Ecology : Ecosystem, adaptation, econiche, Biotic and abiotic components of ecosystem.

**Unit-II :** Adaptation to various ecological conditions : hot climate, cold climate and high altitude,

**Unit-III :** Ecological rule (Bergmann rule and Allen's rule relating to adaptation of human populations. Culture as a tool of adaptation.

**Unit-IV :** Various modes of human adaptation in pre-state societies.

- i) Hunting & Food gathering,
- ii) Pastoralism and
- iii) Shifting Cultivation and agriculture and peasantry.

**Unit-V :** Ecological dimension of i) Neolithic revolution, ii) Hydraulic civilization Practical

### Biological Dimensions

#### Measurements

#### Size and shape

- 1) Stature / height vertex
- 2) Sitting height
- 3) Body weight;
- 4) Total upper extremity length
- 5) Total lower extremity length
- 6) Nasal Breadth
- 7) Nasal Height.
- 8) Height Dextylkm

**Indices :** 1) Ponderal Index, 2- Nasal Index, 3- Relative Upper Extremity length, 4) Lower Extremity length.

**Cultural Dimension :** An essay to be written on any aspect of environmental problem.

#### Suggested Reading :

- 1) Human Ecology : Biocultural adaptation in human communities (2006) Schutkovshi. H Berlin, Springer verlag.
- 2) Human ecology and cognitive style : comparative studies in Cultural and physical adoption (1976) Berry J.B., New York, John woley
- 3) Human ecology (1964). Stapledon Faber and Faber.
- 4) Studies in human ecology (1961) Theodorson G.A Row, Peterson and company, Elmsford, New York.
- 5) Human ecology (1973) problems and solutions. Paul R Enrich, Anne H Ehrlich and .John P Holdress, W Freeman and Company san Francisco.
- 6) Cohen isehudi A (1968) man in adaptation the cultural present, Chicago, Aldine, Pub.co.
- 7) Redfield Robert (1965) peasant society and culture an anthropological approach to civilization. Chicago Aldine Pub.Co.
- 8) Symposium on Man the Hunter Richard B.Le and Iven De VOre, 1969. Man the Hunter, Chicago, Aldine Pub.Co.

- 9) Dave Deeksha and S.S.Katewa (1912) Text book of environmental studies, Cengage learning India Pvt. Ltcl Delhi.
- 10) Eugene : P.Odum and Gary W.Barrett (2004) Fundamental of Ecology, Cengage learning 5 edition.

### **+3 SECOND YEAR THIRD SEMESTER Core Course - VII (C-7) - Anthropology**

Time : 3 Hrs  
Credit : 06

End Semester Theory : 50 Marks  
Mid-Semester : 20 Marks

#### **Biological Diversity in Human Population**

**Unit-I :** Concept of Race, UNESCO statement on race. Definition and meaning of race, role of heredity and environment in the formation of race. Racial criteria : metric and Non-metric.

**Unit-II :** Major races of mankind, Sources of genetic variation. Interpreta of Human variation. Genetic Polymorphism (Serological, Biochemical and DNA markers)

**Unit-III :** Demographic Anthropology, Definition, nature and scope of Demography, Population composition, Age sex structure, literacy and educational attainment, marital status, religious composition and Ethnic Composition.

**Unit-IV :** Sources of Demographic data Demographic process, (Fertility, Mortality, and morbidity).

**Unit-V :** Genetic diversity among Indian population. A critical appraisal of Contribution of Risley, j Guha and Sarkar towards understanding ethnic elements in Indian population.

### **PRACTICAL**

#### **C-7**

Time : 3 Hrs.

End. Sem. - 30 Marks

- i) Identification of ABO and Rh blood group system (Atleast 10 subjects)
- ii) Analysis and interpretation of finger print pattern and palmar dermatoglyphics, palmar mainlines and pattern index
- iii) Collection of demographic data from secondary sources.

#### **Suggested Reading**

- 1) Principles of population studies : A. Bhende and T.Kantkar
- 2) Human Biology : G.A. Harrision, J.M. Tanner, D.R Pilbeam and P.T Baker
- 3) Fundamental of physical Anthropology by R.M.Sarkar.
- 4) Outline of Physical Anthropology by B.M.Das
- 5) Physical Anthropology and human Genetics by Sukla and Rastogi.

### **+3 SECOND YEAR FOURTH SEMESTER Core Course - VIII (C-8) - Anthropology**

Time : 3 Hrs  
Credit : 06

End Semester Theory : 50 Marks  
Mid-Semester : 20 Marks

#### **THEORIES OF CULTURE AND SOCIETY**

**Unit-I :** Culture : Meaning, Definition. Nature of Culture, Components of culture. Culture trait, culture complex, culture area. Culture Centre, universals characteristics of culture,

**Unit-II :** Evolutionism : British classical evolutionism (Tylor, Frazer, Maine, Mclenan, Herbert Spencer) American classical evolutionism (L.H.Morgan) Continental evolutionist (Adolf Bastian and JJ. Bachofen)

**Unit-III :** Diffusionism : British diffusionism, Gennan diffusionism, American diffusionism,

**Unit-IV :** Functionalism and concept B.Malinowski's, Theory of Need. Structural functionalism (A.R. Radcliffe Brown)

**Unit-V :** Structuralism of Claude Levistrauss, Pattern school of Thought of Ruth Benedict.

**Books Recommended :**

1. Cultural Anthropology (MJ.Herskovit)
2. Anthropology Today (A.L.Kroebar)
3. Introduction to Anthropological Thought (Makhan Jha)
4. Anthropological Thought (N.K.Behura)
5. Cultural Anthropology and other Essays ( N.K.Bose)

## PRACTICAL

### C-8

Time : 3 Hrs.

End. Sem. - 30 Marks

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.

## +3 SECOND YEAR FOURTH SEMESTER

### Core Course - IX (C-9) - Anthropology

Time : 3 Hrs

End Semester Theory : 50 Marks

Credit : 06

Mid-Semester : 20 Marks

### HUMAN GROWTH AND DEVELOPMENT

**Unit-I :** Concept . Meaning and Definition of Human Growth and Development. Differences between Growth and Development. Differentiation and maturation. Growth parameters and use of anthropometry in growth studies.

**Unit-II :** Prenatal growth (Conception till birth) and post natal growth (after birth). Period of growth. Methods of growth studies. Bio-cultural factors (genetic, social and ecological factors) influencing patterns of growth and variation,

**Unit-III :** Patterns 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 of growth.

**Unit -IV :** Nutritional anthropology- Concept and meaning, types of nutrient, and their functions., Balanced diet, Impact of malnutrition (over and under) with special reference to obesity, Kwashiorkor and Marasmus Assessment of nutritional status. Nutritional anthropometry.

**Unit-V** : Human physique and body composition, models and techniques, Somatotyping, Human physique.

## PRACTICAL

### C-9

Time : **3 Hrs.**

End. Sem. - **30 Marks**

Growth Status : Use of selected somatometric measurements including Nutritional Anthropometry (10 subjects)

- 1) Body weight
- 2) Height Vertex
- 3) Sitting Height Vertex
- 4) Height Acromion
- 5) Height dactylion
- 6) Biacromial Breadth
- 7) Chest breadth
- 8) Hip Breadth.
- 9) Length of the upper extremity (indirect)
- 10) Length of the lower extremity (indirect)
- 11) Head Circumference
- 12) Nlid upper arm circumference
- 13) Calf circumference
- 14) Chest circumference (optional )
- 15) Skinfold at biceps (optional )
- 16) Skinold at triceps (optional )

#### **Suggested readings :**

- 1) Out line of Physical Anthropology - B.M. Das
- 2) Human Biology - G.A. Harrison, J.M. Tanner. D.R. Pil beam and P.T. Backer
- 3) Physical Anthropology and Human Genetics - Sukla and Rastogi
- 4) Nutritional Anthropology by SurnderNath
- 5) Anthropometry - I. P Singh and M.K. Bhasin.

## +3 SECOND YEAR FOURTH SEMESTER

### Core Course - X (C-10) - Anthropology

Time : **3 Hrs**

End Semester Theory : **50 Marks**

Credit : **06**

Mid-Semester : **20 Marks**

### RESEARCH METHODS

**Unit-I** : Meaning of Research method and its scope, Research Design, (Exploratory, descriptive, experimental and explanatory) Formulation of Hypotheses.

**Unit-II** : Field work and field work tradition in Anthropology. Contribution of different Anthropologist's for empirical work (Malinowski, Boas, Radcliffe Brown. A,L.Kroeber).

**Unit-III** : Tools and Techniques of data collection. Observation, Interview, Schedule, questionnaire, case study.

**Unit-IV :** Sampling method (Random, Quota , Multistage and Stratified) Participatory Rural Appraisal method, Focused Group. Discussion (FGD)

**Unit-V :** Evaluation and monitoring, Processing of data. Analysis of data. Report writing. Statistical method of quantification of data, mean, median and mode.

**Books Recommended :**

1. Scientific social survey and research (P.V. Young)
2. Social theory and social structure (R.K.Merton)
3. Notes *and* queries in Anthropology Royal Anthropological institute.
4. Methods of social survey and social Research (S.R,Bajpai)
5. Research design ( Jahoda Cook)
6. Statistical Method (S.P. Gupta)
7. An introduction to statistory (D.R. Blhance)

**PRACTICAL**

**C-10**

Time : 3 Hrs.

End. Sem. - 30 Marks

1. Observation : Direct. Indirect. Participant. Non Participant. Controlled.
2. Schedule and Questionnaism,  
Inters lew. FGD (Focused Group Discussion)
3. Case study and Life history.

**Suggested reading :**

- 1 ) H.R.Bernard - Research Method in Anthropology
- 2) L. Madrigal - Statistics for Anthropology
- 3) Lawrence N.W.- Social Research Method
- 4) B. Junker- Field work.

**+3 THIRD YEAR FIFTH SEMESTER  
Core Course - XI (C-11) - Anthropology**

Time : 3 Hrs  
Credit : 06

End Semester Theory : 50 Marks  
Mid-Semester : 20 Marks

**PREHISTORIC ARCHAEOLOGY OF INDIA**

**Unit-I :** Pleistocene Chronology of India : Palacolitic Culture in India : Lower Palaeolithic culture. Middle palaeolithic culture in India (Characteristic Features, Major tool type and important sites)

**Unit-II :** Mesolithic culture in India Mesocithic culture in India (characteristics, Features, Major tool types and important sites)

**Unit-III :** Neolithic culture in India (Characteristics, Features, Major tool types and important sites)

**Unit-IV :** Rock art of India Prehistoric Art in India with special reference to central and eastern India.

**Unit-V :** Protohistoric culture in India-Indus valley civilization (characteristic features, causes of declining)

## PRACTICAL

### C-11

Time : 3 Hrs.

End. Sem. - 30 Marks

#### Identification of tool

- I) Handaxe Verity
- II) Chopper/ Chopping tool
- III) Cleaver Verity
- IV) Side-Scraper varieties
- V) Microlithis
- VI) Celt, Ring Stone

#### Suggested Reading :

- 1) Agarwal D.P. 1984, Archaeology of India, New Delhi, Select book services syndicate.
- 2) Allchin, Briget and Raymond Allchiii (1982) The rise of civilization in India and Pakistan, Cambridge Cambridge university press.
- 3) Bhattachray D.K (1990) An introduction to prehistoric archaeology, Delhi, Hinclusthan publishing corporation.
- 4) Bhattacharaya DK (2001) An outline of Indian prehistory, Delhi, Palaka Prakashan.
- 5) Chakraharti D.K (2001) India. An archaeological History, Paleolithic Beginning to early Historic foundation New Delhi, Oxford University Press.
- 6) Jain VK 009, Prehistory and Protohistory of India, New Delhi, D.K. Pririterorld (P) Ltd.
- 7) Sankalia H.D. (1963) prehistory and protohistory of India and Pakistan : Bombay
- 8) Paleolithic and Mesolithic : V.Rami Reddy.

### +3 THIRD YEAR FIFTH SEMESTER Core Course - XII (C-12) - Anthropology

Time : 3 Hrs

End Semester Theory : 50 Marks

Credit : 06

Mid-Semester : 20 Marks

#### ANTHROPOLOGY IN PRACTICE

**Unit-I :** Academic Anthropology, Academic and practitioners. Applied Anthropology, Action Anthropology (Nature, Scope) Development Anthropology .

**Unit-II :** Role of Anthropology in Development : Anthropology and Public Policy, Need Assessment and Community Development, Anthropology of NGO, Environment and Coirynunity 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.

**Unit-V :** The Folk-urban Hypothesis and Applied Anthropology, Anthropological concepts in problem of planning and Research for social Development.

## PRACTICAL

### C-12

Time : 3 Hrs.

End. Sem. - 30 Marks

1. The students will visit a NGO or corporate office or census office in Odisha and its adjoining area 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 of bio-social problem and design counseling and give the analysis and interpretation.

#### Suggested reading :

- 1) Arya A and Kapoor AK (2012). Gender and Health Management in Afro-Indians. Global Vision Publishing House, New Delhi
- 2) Ketzer 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.. 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.

### +3 THIRD YEAR SIXTH SEMESTER Core Course - XIII (C-13) - Anthropology

Time : 3 Hrs

End Semester Theory : 50 Marks

Credit : 06

Mid-Semester : 20 Marks

#### FORENSIC ANTHROPOLOGY

**Unit-I :** Introduction to Forensic Anthropology, Definition , Brief history. Scope, Application **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 (covering skeletonized Human remains.

**Unit-III :** Personal Identification : complete and partial Identification. Method of Identification in living person. Somatometry, somatoscopy, occupational marks, scars, bite marks, Tattoo marks. Lip prints, nails, hand writing, deformities and others.

**Unit-IV :** Study of characteristics of fingerprints, scene of crime fingerprints, personal identification through finger prints and Foot prints.

**Unit-V :** Serology : Medico legal use of ABO and MN blood group system : Identification and individualization of blood stains, urine, semen and saliva. Patterns of Blood stain, individualization. Forensic odontology - Tooth structure and growth Bite marks.

## PRACTICAL

### C-13

Time : 3 Hrs.

End. Sem. - 30 Marks

Study of skull bones and estimation of age and sex.

Study of Human long bones and estimation of age and sex.

Somatoscopic observation on living person.

Examination of finger prints.

#### Suggested Readings :

- 1) Grays Anatomy - Edited by Davies and Davies.
- 2) Forensic Anthropology - SurinderNath Ashtom Prakashan, Delhi
- 3) Fundamental of Forensic Anthropology- L.L.Klepinge
- 4) Forensic Anthropology - S.N. Byers.
- 5) An Introduction to forensic Anthropology - Surinder Nam.

### +3 THIRD YEAR SIXTH SEMESTER Core Course - XIV (C-14) - Anthropology

Time : 3 Hrs

End Semester Theory : 50 Marks

Credit : 06

Mid-Semester : 20 Marks

#### ANTHROPOLOGY OF INDIA

**Unit-I :** Origin, history and development of Anthropology in India. Approaches to study Indian society and culture-traditional and contemporary. Racial and linguistic elements in Indian population. Understanding 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 and their underlying philosophies. Contribution of contemporary biological, social and archaeological anthropologists in India.

**Unit-II :** Aspects of Indian Village-Social organization, agriculture and impact of market economy on villages. Tribal situation in India-biogenetic variability, linguistic and socio-economic characteristics. Problems of tribal peoples, land-alienation, indebtedness, lack of educational facilities, shifting cultivation, migration, forests and tribal unemployment, health and nutrition, tribal movement and quest for identity.

**Unit-III :** Development projects-tribal displacements and rehabilitation problems. Impact of culture contact, urbanization and industrialization on tribal and rural population. Basic concepts-Great tradition and little tradition, sacred complex, universalization and parochialization, sanskritization and westernization, dominant caste, tribe-caste: continuum, Nature-Man-Spirit complex.

**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

### C-14

Time : 3 Hrs.

End. Sem. - 30 Marks

1. Identify various traits/variables which can be used in racial classification and comment on its relevance.
2. Review 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) Caste of Mind : Colonialism and the Making of Modern India. Princeton University press.
2. Bernard SC (2000). India : The Social Anthropology of Civilization. Dehli: Oxford University Press.
3. Bhasin MK. Walter H and Danker-Hopfe H. (1994) People of India-An Investigation of Biological variability in Ecological. Ethno-economie and Linguistic Groups. Kamla Raj Enterprises, Delhi.
4. Gupta D. Social Stratification. Delhi : Princeton University Press.
5. Gupta D. Social Stratification. Delhi : Oxford University Press
6. Kane 1. (1961) Hindu Society : An Interpretation. Poona : Deccan College
7. Guha BS (193 i). 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. Vidyarathi LP and Rai BK. (1976). The tribal culture of India. Concept Publishing Co, Delhi.
10. Haddon AC. (1929). Races of man. Cambridge University, London.

## +3 THIRD YEAR FIFTH SEMESTER DSE - I - Anthropology

Time : 3 Hrs

End Semester Theory : 50 Marks

Credit : 06

Mid-Semester : 20 Marks

### ANTHROPOLOGY OF RELIGION, POLITICS AND ECONOMY

**Theory :**

**Unit-I :** Anthropological approaches to understand religion- Animism, Animatism, totemism. Concept of Magic-witchcraft and sorcery. Differences between religion and magic. Religious specialist : Priest and Shaman.

**Unit-II : Economic organization :**

Nature and features of primitive economy. Different types of economy in simple society. Property and Inheritance : Various forms of economy of exchange barter trade and market. Differences between primitive and modern economy.

**Unit-III : Political Institution :**

Concept of power and authority, state and stateless society. Nature characteristic of primitive law. Difference between primitive law and modern law, Law in different tribal societies.

**Unit-IV : Association and Institution :**

Primitive Sodality : Dormitory, Characteritics of Dormitory and their functions. Age group and Age set.

**Unit-V :** Interrelationship between religion, magic and science.

Concept of Black magic and white magic. Emergence of new religion, religion conversion.

## PRACTICAL

### DSE - I

Time : 3 Hrs.

End. Sem. - 30 Marks

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

**Suggested readings :**

1. An introduction to social Anthropology - Madan and Majumdar
2. An introduction to social Anthropology - Makhan Jha
3. Witchcraft, Sorcery and Magic - Evans Pritchard
4. Political Anthropology : Balandier G (1972)
5. A Reader in Anth of Religion ( Lambek. M) 2008

## +3 THIRD YEAR FIFTH SEMESTER

### DSE - II - Anthropology

Time : 3 Hrs

End Semester Theory : 50 Marks

Credit : 06

Mid-Semester : 20 Marks

## TRIBAL CULTURE OF INDIA

**Theory :**

**Unit-I :** Concept of tribes, Specific characteristics of tribes, classification and distribution of tribes based on their economy, occupation, religion, Racial elements among the tribes, scheduled and non scheduled categories of tribe, particularly vulnerable Tribal groups. (PVTGS)

**Unit-II :** Tribe Caste continuum, Gender and Tribe

**Unit-III :** Approaches to tribal problems in India, Action anthropology and applied anthropology.

**Unit-IV :** Problems in tribal development and tribal development administration in India.

**Unit-V :** Forest policies and tribes : Migration and occupational shift, Tribal Arts and aesthetics, displacement. Rehabilitation and social change.

## PRACTICAL

### DSE - II - Anthropology

Time : 3 Hrs.

End. Sem. - 30 Marks

- a) Distribution of Indian tribes
- b) Location of different tribes on the map of India.
- c) Visit to a tribal museum.

**Suggested Reading :**

- 1) Behera D.K. and Georg preffer Contemporary society tribal studies, volume I to VII. New Delhi, Concept publishing company,
- 2) Georg P Feffer, Hunters, Tribes and peasant ; cultural crisis and Comparison, Bhubaneswar, Niswas.
- 3) Vidarthy LP and Rai. Applied Anthropology in India.
- 4) Vidarthy L.P and B.N. Sahay. Applied Anthropology and Development in India. New Delhi, National Publishing House.

**+3 THIRD YEAR SIXTH SEMESTER**  
**DSE - III - Anthropology**

Time : 3 Hrs  
Credit : 06

End Semester Theory : 50 Marks  
Mid-Semester : 20 Marks

**DEMOGRAPHIC ANTHROPOLOGY**

**Theory**

**Unit-I :** Demographic Anthropology - Meaning and Concept, Definition. Relation between Demography and population studies. Malthus's theory of population, Theory of Demography transition.

**Unit-II :** Measures of population Composition- Fertility, Morality and migration. Distribution of population and its growth faction responsible population growth, Measures of fertility mortality and migration.

**Unit-III :** Population of India - As per 2011 census.

Functions responsible for growth and population in India- Anthropologic Study.

Impact of urbanization on population of India.

**Unit-IV :** Population of tribal India : A study on distribution of population of tribes of Odisha. Problems of tribes of India and its measures.

**Unit-V :** National population policy - Features, National Health policy - Features, National Policy on Reproductive health care, Need of the day.

**PRACTICAL**

**DSE - III**

Time : 3 Hrs.

End. Sem. - 30 Marks

A student will collect and compile data from different secondary sources ori any given topic by the 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.
2. C aid well 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.

**+3 THIRD YEAR SIXTH SEMESTER**  
**DSE - IV - Anthropology**  
**PROJECT REPORT**  
**(FIELD DISSERTATION)**

**100 MARKS**

Under this field dissertation students of 3<sup>rd</sup> year Hon's will have to undertake a field work/survey in either a rural and tribal area under the guidance of a teacher for a period of One Month and submit a dissertation on the basis of empirical data collected on a topic given by the teacher guide.



# ECONOMICS

## +3 FIRST YEAR FIRST SEMESTER

### Core Course - I (C-1)

Time : 3 Hrs  
Credit - 6

End Semester Theory : **80** Marks  
Mid-Semester : **20** Marks

## INTRODUCTORY MICRO ECONOMICS

### COURSE DESCRIPTION

#### **Module-I Exploring the subject matter of Economics :**

Why study Economics ? The scope of Economics-Micro and Macro Economics, Positive and Normative Economics. The diverse fields of Economics. Economic Policy-the economic problems, scarcity and choice, production possibility frontier and opportunity costs, concept of economic growth and sources of growth. Economics Systems, Reading and working with graphs.

#### **Module-II Supply and Demand :**

The basic decision making units-House holds and firms-product and factor markets-the circular flow. Demand and supply-Schedules, curves. Laws of demand and supply- properties and determinants, shifts vrs. Individual demand and supply. Elasticity-price and demand elasticities-types of price elasticity of demand-its measurement and determinants-other elasticities-income, cross and supply. Consumers and producers surplus.

#### **Module-III The Households :**

Household choice in product markets-the budget constraint. The basis of choice : Utility, Diminishing marginal utility, Allocating income to maximize utility, derivation of demand curve. Description of preferences with indifference curves-it's properties, consumers optimum choice, Concepts of income, substitution and price effect. Households choice in input markets-labour supply and savings decision-choice between leisure and consumption.

#### **Module-IV Production and Cost :**

The production process-production function with one and two variable factors. Productivity curves isoquants, isocost lines. Returns to scale.

Short run costs and output decision—fixed, variable and total costs. Average and Marginal cost, Revenue-concepts comparing cost and revenue to maximize profit. Long run cost-envelope curve. Economics and diseconomies of scale.

#### **Module-V Input Markets :**

Labour and land markets-basic concepts Demand for inputs, productivity of an input, marginal productivity of labour-marginal revenue product. Labour market-Demand for labour-input demand curves, substitution and output effects of a change in factor price. Shifts in factor demand curves, competitive labour markets.

Land Market - Rent and value of output, firms profit maximizing conditions in input markets.

#### **Readings :**

1. Karl E. Case, Ray C. Fair, Sharon Oster-Principles of Economics 9<sup>th</sup> Edn.-Pearson Education Inc.

2. N. Gregory Mankiw-(2012) : Principles of Economics, 6<sup>th</sup> Edition Engage Learning Indian Private Limited, New Delhi
3. Joseph E Stiglitz and Carl E. Walsh (2007) : Economics, 4<sup>th</sup> Edition, W.W. Norton and Company, Inc. New York.
4. William A McEachern and Simrit Kaur (2012) : Micro Economics : A South -Asian Perspective, Cengage Learning Indian Private Limited, New Delhi.

### **+3 FIRST YEAR FIRST SEMESTER Core Course - II (C-2) Economics**

Time : 3 Hrs  
Credit - 6

End Semester Theory : **80** Marks  
Mid-Semester : **20** Marks

### **MATHEMATICAL METHODS FOR ECONOMICS PRELIMINARIES**

- Module-I** Number System (Irrational number included), Sets and Set Operations, Cartesian Product, Relations-Functions-Types of functions and their properties, Equilibrium analysis in Economics, Meaning of equilibrium-Partial Market model equilibrium, General Market equilibrium Eqm in National Income analysis.
- Module-II** Limit of a function, Limit theorems, Continuity of functions, continuity and differentiability of a function, Derivative and slope of a curve, Rules of differentiation, Higher Order derivatives.
- Module-III Functions of two or more independent variables :**  
Interpretation of 1st and 2nd order derivatives; curvature of a curve - concavity and convexity of functions. Applications of derivatives - Relationship between total, average and marginal functions.
- Module-IV Economic dynamics and Integral Calculus :**  
Integration : Dynamics and Integration, Indefinite Integrals, Rules of integration - substitution, parts and partial fraction methods, Definite Integrals and properties of definite Integrals-Definite Integral as an area under curve, Economic application of Integrals—from marginal to total function, investment and Capital formation, Present value of a cash-flow, consumers and producers surplus.
- Module-V Matrices and determinants :**  
Matrices, concept, types, Operations on matrices-Addition, Subtraction multiplication, transpose, Inverse, rank, Determinants-Concept, properties, solutions to a system of equations-Cramer's Rule and Matrix inversion method, Homogeneous equation systems, Application to Market and National Income Models.

#### **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
4. R.G.D. Allen-Mathematical Analysis for Economics-A.I.T. B.S. publishers
5. Ed. Dowling-Mathematical Economics-Schum's Series Publications

## +3 FIRST YEAR SECOND SEMESTER Core Course - III (C-3) Economics

Time : 3 Hrs  
Credit - 6

End Semester Theory : **80** Marks  
Mid-Semester : **20** Marks

### INTRODUCTORY MACRO ECONOMICS

#### Course Description :

This Course aims at making the students understand the basic concepts of Macro conomics. Macro Economics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variables like savings, Investment, GDP, money and Inflation.

#### Module-I Basic Concepts :

Why study Macroeconomics ? Macro vs Micro Economics, Nature, Scope and limitation of macroeconomics. Stock and flow variables, Equilibrium and Disequilibrium, Partial and General Equilibrium Statics - Comparative statics and dynamics, national Income concepts-GDP, GNP, NDP at market price and factor cost; personal and disposable income; Real and Nominal GDP.

#### Module-II Measurement of Macroeconomic Variables :

Measurement of National Income - output, Income and Expenditure approaches. Difficulties in 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 National Income and Economic Welfare.

#### Module-III Money :

Definition and Functions of Money, value of Money and Index number of prices, quantity theory of money - cash transaction, cash Balance and Keynesian approaches.

#### Module-IV Inflation Deflation, depression and Stagflation :

Inflation - Meaning, causes, Demand pull and cost-push inflation, costs of Inflation and Anti-Inflationary measures, Classical, Keynesian Monetarists and Modern theories of Inflation; Deflation - Meaning, causes, costs and Anti-Deflationary Measures, depression and stagflation; inflation vs deflation.

#### Module-V Determination of National Income :

Theory of Determination of Income and Employment with and without savings and investment; Basics of Aggregate Demand, Aggregate supply and consumption, savings and investment functions; The Keynesian approach-Basics ADF, ASF and consumption, savings and investment functions: principles 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 with the Government sector.

#### Readings :

1. N. Gregory Mankiw (2010) : Macro economics, 7<sup>th</sup> edition - cengage. Learning India Pvt. Ltd.
2. Richard T. Froyen (2005) : Macro Economics, 2<sup>nd</sup> Edition, Pearson Education Asia, New- Delhi
3. Errol D'souza (2009): Macro economics, Pearson Education Asia, New-Delhi.
4. Edward Shapiro : Macro Economics.

**+3 FIRST YEAR SECOND SEMESTER**  
**Core Course - IV (C-4) Economics**

Time : 3 Hrs

End Semester Theory : 80 Marks

Credit - 6

Mid-Semester : 20 Marks

**MATHEMATICAL METHODS FOR ECONOMICS**

**Course Description :**

This course is the second part 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.

**Module-I Higher Order derivatives :**

Functions of two or more variables: Partial differentiation techniques; Higher order partial derivatives; application of partial derivative; Elasticity of a functions of two variables; demand and cost elasticity; cross and partial elasticity.

**Module-II Differentials and total derivatives :**

Total Differential and total derivatives, rules and uses of differentials; Derivatives of implicit functions, Application of total derivatives.

**Module-III Single and Multivariable Optimisation :**

Optimum and extreme values, Rules of maxima and minima for one and two variable functions. Relative maximum and minimum, Economic<sup>^</sup> applications thereof. Point of inflexion, saddle point and concept of Hessian. Unconstrained profit, output, revenue and cost optimization.

**Module-IV Optimisation with equality constraint :**

Effects of a constraint function - Lagrangian method of constrained optimization (two variable, single constraint case only) Lagrangian multiplier, constrained utility, output and profit maximization, and cost minimization.

**Module-V Linear Models :**

Linear Programming - Basic concepts, basic theorems, primal and dual, Graphic solutions to LPP. Input-output model-simple static open model, concept of closed model, solution of a three industry static open model. Game theory - two person-zero-sum game, Pure and mixed strategies -saddle point solution.

**Readings**

1. A.C. Chiang and K. Wainwright (2005) : Fundamentals methods Mathematical Economics - MC Graw Hill international Edition,
2. T.Yamane (2012) : Mathematics for Economists - Prentice - Hall of India.
3. K. Sydsaeter and P. Hammond (2002) : Mathematics for Economic Analysis - Person Education Asia.
4. Allen, R.G.D.- Mathematical Analysis for Economists - Macmillan Press.
5. Edward Dowling - Mathematical Economics - ScVium's Series Publications.

## +3 SECOND YEAR THIRD SEMESTER Core Course - V (C-5) Economics

Time : 3 Hrs

End Semester Theory : 80 Marks

Credit - 6

Mid-Semester : 20 Marks

### MICRO ECONOMICS - 1

#### Course Description

The course is designed to provide a sound training in microeconomic theory to formally analyze the behaviours 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.

#### Course Outline

##### Module-I Consumer Theory I :

The market — Constructing a model; Optimisation and 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 :

Price, substitution and income effects sign of substitution effect Slutsky Equation. 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:

Returns to Scale, Producers equilibrium, Ridge lines, Expansion path. Four simple production function (Linear, Fixed Proportions, Cobb-Duglas, CES), Technical Progress, Least cost combination of factors.

##### Module-IV Cost Functions:

Shift in Cost Curves, Production with two Outputs- Joint production: Economics of scale.

##### 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, 11<sup>th</sup> Edition, Cengage Learning, Delhi, India.
2. R. S. Pindyck, D.N. Rubinfeld and P.L. Meheta (2009): Microeconomics, 7<sup>th</sup> Edition, Pearson, New Delhi.
3. H.R. Varian (2010): Intermediate Microeconomics: A Modern Approach, 8<sup>th</sup> Edition, W.W. Norton and company / Affiliated East-West Press (India). The Workbook by Varian and Bergstrom may be used for problems.



## **+3 SECOND YEAR THIRD SEMESTER**

### **Core Course - VI (C-6) Economics**

Time : 3 Hrs  
Credit - 6

End Semester Theory : **80** Marks  
Mid-Semester : **20** Marks

### **MACRO ECONOMICS -I**

#### **Course Description :**

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

#### **Module II Investment function :**

Autonomous and Induced Investment, Residential Investment And Inventory Investment, Determinants Of Business Fixed Investment. Decision to invest and MEC, MEI Accelerator theory of Investment.

#### **Module III Demand for and supply of money :**

Demand for money - classical, Neo classical and Keynesian approaches, The Keynesian Liquidity trap and its Implication. Supply of money - classical and Keynesian approaches. High powered money and money multiplier. Components of money supply in India.

#### **Module IV Aggregate Demand and Aggregate Supply :**

Derivation of Aggregate demand and aggregate supply curves in the IS - LM frame work; 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, Trade Cycles :**

Inflation - Un employment trade off and the Phillips curve short run and Long run analysis, meaning and characteristics of trade cycles; Hawtrey's monetary theory, Hayek's over investment theory, Keynes views on trade cycles.

#### **Readings :**

1. N. G. Mankiw (2010): Macro economics, 7<sup>th</sup> edition, cengage learning India Pvt. Ltd, New Delhi.
  2. Richard T. Froyen (2005): Macroeconomics, 2<sup>nd</sup> edition, Pearson Education Asia, New Delhi.
  3. Errol D' Souza (2009): Macro economics, person Education Asia, New Delhi.
  4. Suraj B. Gupta: Monetary Economics - Institutions, theory and policy.
-

## +3 SECOND YEAR THIRD SEMESTER Core Course - VII (C-7) Economics

Time : 3 Hrs  
Credit - 6

End Semester Theory : **80** Marks  
Mid-Semester : **20** Marks

### 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 then develops the notion of probability, followed by probability distributions of discrete and continuous random variables and of joint distributions. This is followed by a discussion on sampling techniques used to collect survey data. The course introduces the notion of sampling distributions that act as a bridge between probability theory and statistical inference. The semester concludes with some topics in statistical inference that include point and interval estimation.

#### 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; Laspeyres'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, Random variable and their probability distribution; Mathematical expectations properties, Theoretical Distribution : Binomial, Poisson normal distributions - Properties and uses.

#### Readings

1. Jay L. Devore : Probability and Statistics for Engineering and the Sciences, Cengage Learning, 2010.
2. S.C. Gupta () : Fundamentals of Statistics, Himalaya Publishing House, Delhi
3. Murray R. Spiegel () : theory & problems of Statistics, Schaum's publishing series.
4. Taro Yamane - Statistics.

## **+3 SECOND YEAR FOURTH SEMESTER**

### **Core Course - VIII (C-8) Economics**

Time : 3 Hrs

End Semester Theory : **80** Marks

Credit - 6

Mid-Semester : **20** Marks

### **MICRO ECONOMICS - II**

#### **Course Description:**

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

#### **Module-I Firms supply and Equilibrium :**

Market Environments, Pure competition, Supply decision of a competitive firm and expectations; Inverse supply function: profits and producers surplus: Long-run supply curve of a firm; short run and long run Industry supply; Industry equilibrium in short and long run; Meaning of zero profits; Economic Rent.

#### **Module-II Monopoly and Monopolistic Competition :**

Barriers to Entry, Profit maximisation and output choice, monopoly and resource allocation, monopoly product quality and durability. Price-discrimination. Degrees, possibility and profitability, equilibrium under price discrimination; monopolistic competition, equilibrium of a firm under monopolistic competition in the short and long-run. Excess capacity.

#### **Module-III 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-IV Welfare Economics :**

Positive and normative approaches to Economics, individual and Social Welfare, Value Judgements. Pigovian and Monshallian approaches to welfare economics. Pareto optimality conditions in consumption, production and composition of products. Welfare maximisation and perfect competition.

#### **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): Micro economic Theory: Basic Principles and Extensions - Cengage Learning, Delhi, India.
  2. R. S. Pindyck, D. N. Fubinfeld and P. L. Mehta (2009) - Micro economics 7th Edition, Pearson, New Delhi.
  3. H. R. Varian - Intermediate Micro Economics.
  4. Forguson and Gould - Micro Economics Theory.
  5. Handerson and Quandt - Micro economics theory - A mathematical approach.
-

## +3 SECOND YEAR FOURTH SEMESTER Core Course - IX (C-9) Economics

Time : 3 Hrs  
Credit - 6

End Semester Theory : **80** Marks  
Mid-Semester : **20** Marks

### MACRO ECONOMICS

#### Course Description:

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

#### Module-I The Extended IS-LM Model :

The goods market and the money market. Two market equilibrium - the goods and money markets, changes in the two market equilibrium, Government spending, taxation and two market equilibrium. The Is and Ln elasticity's and monetary - Fiscal policies.

#### Module-II Open Economics Macro economics :

Balance of payments - concept, equilibrium and dis-equilibrium, Measures to correct dis-equilibrium. 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 Exchange rates :

Nominal and real exchange rates. The real exchange rates and the trade balance, the determinants of the real exchange rate, policies influencing the real exchange rates — fiscal policy at home, fiscal policy abroad, shifts in investment demand, the effects of trade policies. The determinants of the nominal exchange rate.

#### Module-IV Macro economic policy :

The budget and automatic fiscal stabilizers. The doctrine of balanced budget and Keynesian objections; Concept Deficit in budget, Revenue and Fiscal Deficits, Fiscal Policy. Objectives and Limits to Discretionary policy. The crowding-out hypothesis 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.

#### Module-V Schools and Fundamentals of Macro economic theory and policy

Classics, Keynes, Monetarist, New classical and New Keynesians -

- (i) Keynes vs. the classics Aggregate demand and Aggregate supply, underemployment equilibrium and wage price Flexibility.
- (ii) Friedman's reformulation of quantity theory of ....., policy Fiscal vs. monetary policy ....
- (iii) The new classical view of macro economics Rational expectations approach.

#### Readings :

1. N. Gregory Mankiw (2010): Macro economics, 7<sup>th</sup> edition, Cengage Learning India Private Limited, New-Delhi.
2. Richard T. Froyen (2005): Macro economics, 2nd edition, Person Education Asia, New-Delhi.
3. Errol D'Souza (2009): Macro economics, Person Education Asia, New-Delhi.
4. Edward Shapiro : Macro economics Analysis.

## **+3 SECOND YEAR FOURTH SEMESTER**

### **Core Course - X (C-10) Economics**

Time : 3 Hrs

End Semester Theory : **80** Marks

Credit - 6

Mid-Semester : **20** Marks

## **PUBLIC ECONOMICS**

### **Course Description**

Public economics is the study of Govt. 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 besides 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 vs private goods, Merit goods, Principles of Maximum Social Advantage; Market failure, Externalities and role of government.

#### **Module-II Public Expenditure :**

Meaning, Classification, Principles, Canons and effects, causes of growth of Public expenditure, Wagner's Hypothesis, Peacock-Wiseman hypothesis, Public Sector pricing policy.

#### **Module-III Public Revenue :**

Sources of Public Revenue : Taxation- meaning, canon's and classification of taxes, Impact, Shifting and incidence of taxes, Burden of taxes - Division of tax burden - Elasticity approach, Neutrality approach to taxation, Theory of taxes - Benefit Theory, Ability to pay theory, Taxable capacity, effects of taxation, characteristic of a good tax system.

#### **Module-IV Public Budget :**

Public Budget: Kind of budget, economic and functional classification of the budget; balanced and unbalanced budget; balanced budget multiplier, budgetary deficits (Revenue, fiscal, primary) and their implications, budget as an instrument of economic policy.

#### **Module-V Public debt:**

Sources, effects, debt burden - classical, Ricardian and other views, shifting of debt burdens intergenerational equity, methods of debt redemption, debt management, tax vs debt.

#### **Readings :**

1. J. Hindriks and G. Myles (2006) Intermediate Public Economics, MIT press.
  2. R. A. Musgrave and P. B. Musgrave (1989): Public finance in theory and practices, MC Grow Hill.
  3. B. P. Herber (1975): Modern Public finance.
  4. R. A. Musgrave: Theory of public finance.
  5. Due and Friedlander: Government finance.
-

## +3 THIRD YEAR FIFTH SEMESTER Core Course - XI (C-11) Economics

Time : 3 Hrs

End Semester Theory : 80 Marks

Credit - 6

Mid-Semester : 20 Marks

### INDIAN ECONOMICS - I

#### Course Description

Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-independence periods, 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 Introduction to Indian Economy :

Features of Indian economy; sectoral composition and structural transformation of the Indian economy. Natural resources, economic infrastructures (transport, communication and energy). Highlights of Indian Population as per the recent census. Theory of Demographic transition, national population policy. Migration - causes and consequences.

#### Module-II Human Resources and Economic Development :

Human Resources Development, need for human resources development Components of HDI, Gender Inequality Index, Education and HRD in India, education policy in India, national health policy-2002.

#### Module-III National Income in India :

National income: NNP Trends, percapita National income services led growth, national product by industry of origin since 1950. sectoral composition.

#### Module-IV Economic Planning in India :

Objectives and strategy of Indian Planning, Resource mobilization for planning. Assessment of Indian planning, Economic reforms and planning in India. NITI Aayog.

#### Module-V Current Challenges :

Poverty: definition and estimate, poverty line, multi dimensional poverty index. Inequality: Income and regional inequality- causes and corrective measures; Unemployment, Concepts, measurement, types, causes and remedies; Parallel economy - causes; consequences and remedies.

#### Readings :

1. U. Kapila (2010): Indian Economy since Independence, Academic Foundation, New Delhi.
2. S. Chakraborty: Development planning the Indian Experience - clarendon press.
3. Mishra and Puri (latest edition) - Indian Economy - Its Development Experience, Himalaya Publishing house, Mumbai
4. Dutta and Sundaram (latest ed) - Indian Economy, S. Chand & company Ltd. New Delhi.
5. A. Panagariya (2008) - India: the Emerging Giant, Oxford Univ. Press, New York.

## **+3 THIRD YEAR FIFTH SEMESTER Core Course - XII (C-12) Economics**

Time : 3 Hrs

End Semester Theory : **80** Marks

Credit - 6

Mid-Semester : **20** Marks

### **DEVELOPMENT ECONOMICS - 1**

#### **Course Description**

This is the first part of a two part course on economic development. The course discusses alternative growth models and cross-national comparisons of the growth experience to evaluate these models.

#### **Module-I Concept of Development :**

Economic development, Economic growth and development, Factors affecting economic development, Obstacles to economic development, Indicators of economic development - National Income, per capital Income, Basic needs approach, PQLI, HDI, GDI, Capital Formation and Economic development, vicious circle of poverty, Circular Causation.

**Module-II Theories of Economic Development and Growth :** Classical Theory, Marxian theory, Schumpeterian theory, Harrod - Domar Model, Neo-classical growth Model- Solow, Rostou's Stages of economic growth.

**Module-III The Growth Models :** Lewis theory with unlimited supply of labour, Big-push theory, Balanced vs. Unbalanced growth theory, critical minimum effort thesis, Low-level equilibrium trap. Dualism -technical, behavioral and social.

**Module-IV Economic Development and Institutions :** The choice of technology, appropriate technology and development in LDC's, Issues of good governance, Need for investment criteria in LDC's, Cost-benefit analysis. Alternative investment criteria -Time series and SMP criterion

**Module-V Development and Environment :** Environment - Economy linkage, Environment as a necessity and luxury, Population - environment Linkage, market failure for environmental goods, Environment as a public good, Common property resources, property right approach, concept and indicators of sustainable development.

#### **Readings :**

1. Economic Development - Benjamin Higgins.
  2. Economic Development - Meir and Baldwin.
  3. Economic Development - M . P. Todaro
  4. Debraj Ray (2009): Development Economics - Oxford University Press. (OUP).
  5. Partha Das Guypa (2007): Economics, A very short Introduction -OUP.
  6. Amartya Sen (2000) : Development as Freedom OUP.
  7. R. Nurkse - Problems of capital formation in under developed countries.
-

## +3 THIRD YEAR SIXTH SEMESTER Core Course - XIII (C-13) Economics

Time : 3 Hrs  
Credit - 6

End Semester Theory : **80** Marks  
Mid-Semester : **20** Marks

### INDIAN ECONOMICS - II

#### Course Description

This course examines sector specific policies and their impact in shaping trends in key economic indicator. It also highlights money and capital markets in India as well as discusses a bit of Indian Public Finance.

#### Module-I Agriculture Development of India :

Indian Agriculture: Nature, Importance, trends in agricultural production and productivity, factors determining production, new agricultural strategies and green revolution, rural credit; Agricultural Marketing and ware housing.

#### Module-II Industrial Development in India :

Trends in Industrial output and productivities, Industrial policies of 1956 and 1991 Industrial licensing policies - MRTP Act, FERA and FEMA; Pattern of Industrialisation in India - Large Scale vs Small Scale Industries. Growth and problems of SSI's, Industrial sickness; Industrial Finance, Industrial labour.

#### Module-III Money and Capital Markets in India :

Institutions of Indian money market, organized and unorganized sectors of Indian money market, Reform Measures to strengthen Indian money market, Structure of Indian Capital Market. Problems of Indian Capital Market, SEBI and Indian Capital Market.

#### Module-IV Indian Public Finance :

Tax revenue of Government of India - sources and trends Indian tax system since 1991, GST Composition of the expenditures of the Government of India, Public debt in India - problems and issues, Objectives of fiscal policy in India, Fiscal Federalism in India, Report of the recent Finance Commission.

#### Module-V External Sector :

Foreign trade - composition and direction of India's foreign trade, trends of exports and imports in India, State of current Balance of payments in India; India's trade policies; Foreign Capital- FDI, MNC's and Foreign Aid. International Institutions and India's trade - IMF, World Bank and WTO.

#### Readings

Readings: - Same as Indian Economy - 1

## +3 THIRD YEAR SIXTH SEMESTER Core Course - XIV (C-14) Economics

Time : 3 Hrs  
Credit - 6

End Semester Theory : **80** Marks  
Mid-Semester : **20** Marks

### DEVELOPMENT ECONOMICS - II

#### Course Description

This is the second module of the economic development sequence. It reflects on the role of demography, agriculture and Industrialization in economic development. The course ends industrialization in economic development. The course ends with reflections on the role of



globalization and increased international development on the process of development.

**Module-I Demography and Development :**

Demographic concepts, birth and death rates, age structure, fertility and mortality; Demographic transitions during the process of development; gender bias and its outcomes connections between income, mortality, fertility choices and human capital accumulation.

**Module-II Agriculture and Development :**

The role of agriculture in development, Land reforms and its effects on productivity, microfinance; Inter linkages between rural factor markets and credit, globalization and agricultural growth.

**Module-III Industrialization and Development :**

Rationale of Industrialization in developing countries; Role of public sector enterprises in Industrialization, Terms of trade between agriculture and Industry, Appropriate technology and employment in UDC's

**Module-IV Environment and Sustainable Development :**

Defining sustainability for renewable resources, a brief history of environmental change; Common-pool resources, Environmental externalities and state regulation of the environmental externalities economic activity and climate change.

**Module-V Globalization :**

Globalization in historical perspective; the economics and politics of multilateral agreements; financial instability in a globalised world; Political economy of foreign aid and development

**Readings**

1. Debaraj Ray (2009) - Development Economics, OUP.
2. Partha Dasgupta (2007) - Economics , A very short introduction OUP.
3. Thomas sehelling (1978) - Micro motives and macro behaviour W.W. Northon
4. Dani Rodrik (2011): The Globalisation paradozi; why Global markets, States and democracy can't co-exit OUP
5. Partha Michal D. Bordo, Allan M. Taylor and J.G. Williamson (ed) 2003, globalization in Historical perspective University of Chicago Press.
6. S. Ghatak, Allen and Unwin (last)- An Introduction to Development Economic.
7. Y. Hayami (1997) - Development Economics -OUP

**+3 THIRD YEAR FIFTH SEMESTER  
DSE - I (Economics)**

Time : 3 Hrs

End Semester Theory : **80** Marks

Credit - 6

Mid-Semester : **20** Marks

**MONEY AND FINANCIAL MARKET  
As an alternative to Basic Econometrics**

**Course Description :**

This course is designed to acquaint the students about financial market and its operation. This would enhance their abilities to understand the regulation and control of money market and study its impact on the economic condition of the country.

**Unit -1 Basic concepts of Money and Finance :**

Introduction to Financial Economics, components of money supply, high powered money. The Structure of the financial system, Financial Markets : Financial Instruments Money market and capital market. Institutions and features of money market and capital market, organized and unorganized money market. Features of Indian Money Market and Capital Market.

**Unit - II Structure of Interest Rates :**

Theories of rate of interest, classical, loanable funds and keynesien theory of interest. Level of Interest rates, long period and short period rates, spread between saving and deposit rates, Administered interest rates. Appropriate interest rate policy, Internal Rate of Returns, Rate of interest: Compounded and effective Annual Rates of interest.

**Unit - III Banking Institutions and NBFIs:**

Commercial Banks -Profitability and efficiency of Banks Development Banks - Role and functions, NBFIs; Mutual Funds, Growth and impact of NBFIs. NBFIs and monetary policy. Control of NBFIs.

**Unit - IV Regulatory and Promotional Institutions:**

Reserve Bank of India: Role and Functions, Monetary Policy of the RBI, Techniques of monetary control, Recent Policy Developments, IRDA and its role in financial markets, Financial Sector reforms in India.

**Unit - V Security Markets and Valuation of Securities:**

Supply of Securities: Characteristics, Govt. Bonds, Pure Discount Bonds, Govt. Securities Market, Primary and Secondary Markets for Securities, Valuation of Securities: Valuation of Bonds and stocks, The Stock Exchange: Methods of Trading, Over the Counter Exchange in India, Recent developments in the Indian Stock Market, Stock Indices: NSE, Securities and Exchange Board of India (SEBI): Genesis, Organization, Objectives and Functions, Performance of SEBI.

**Reference:**

1. **L.M. Bhole**, Financial Institutions and Markets, Tata Me Grow Hill Company Ltd. New Delhi
2. **Gordon and Natarajan**, Financial Institutions and Market Himalaya Publishing House, Mumbai
3. **Suraj B. Gupta**, Monetary Economics
4. **B. Brahmaiah and P. Subbo Rao**, Financial Future and Options, Himalaya Publishing House, Mumbai
5. **Prasanna Chandra**, Financial Management Theory a

## +3 THIRD YEAR FIFTH SEMESTER DSE - II, Compulsory (Economics)

Time : 3 Hrs  
Credit - 6

End Semester Theory : **80** Marks  
Mid-Semester : **20** Marks

### RESEARCH METHODOLOGY

**Unit -1 Introduction to Social Science Research :**

Scientific and social science research - nature, objectives and limitations; meaning of Research In Economics: Different types of research: Planning and Preparation of a Research proposal -Criteria for selection of Topic.

**Unit -2 Research Design Methods :**

Formulation of Research design methods and techniques of research - differences among them, the logical framework of investigation, analysis of historical records, case study method, Review of literature

- need for reviewing literature; Research Design - Identification and Conceptualization of a research problem, setting up objectives and hypotheses.

#### Unit -3 Data Collection :

Census vs. Sampling method, Methods of collecting primary data; Sampling Techniques-Sample size, sample frame and sample selection, types of sampling - simple random sampling Stratified random sampling, Multi-stage sampling, sampling errors, Pilot study.

#### Unit -4 Processing of Data and Analysis :

Preparation for Analysis, Editing, Classification and Tabulation of Data, Construction of Frequency Table, graphs, charts and diagrams, Application of measures of Central Tendency and measures of Dispersion Testing of Hypotheses - Chi-square test, t-test, F-test, Inferences from the analysis.

#### Unit -5 Report Writing :

Steps in Report writing, Format of the research report, Principles of writing, use of quotations, Foot Notes, Use of Tables and graphs, Citation and References, Appendixes, Bibliography, Do's and Don'ts of research writing.

#### Reference:

1. **P. V. Young**, Methods in social research.
2. **C. R. Kothari**, Social Research.
3. **J. Anderson, B. H. Durston and M. Poole**, Thesis and Assignment writing, Wiley Eastern Limited, New Delhi.
4. **Goode, J. William and Hatt, K. Paul**, Methods in social research , MC Grow-Hill Book Co, New York

## +3 THIRD YEAR SIXTH SEMESTER DSE - III (Economics)

Time : 3 Hrs

End Semester Theory : **80** Marks

Credit - 6

Mid-Semester : **20** Marks

### INTERNATIONAL ECONOMICS

#### (To be taught as on alternative to Agricultural Economics)

- Unit-I** International Trade:- Inter-regional vrs International Trade, Need for International Trade. The classical Theory of International Trade:- Smith's Absolute Cost Advantage and Ricardo's Comparative Cost Advantage Principle.  
Haberler's Opportunity Cost theory:- Mill's Theory of Reciprocal Demand, Offer curve analysis Modern Theory/H.O. theory of International Trade.
- Unit-II** The gains from Trade:- Measurement of gains from Trade, Factors determining gains from trade, Distribution of gains from trade, Static and dynamic gains from trade.  
The Terms of Trade:-Meaning, Types of Terms of trade:- Net Barter Terms of Trade, Gross Barter Terms of Trade, . Income Terms of trade, Single Factor and Double Factor Terms of Trade of Viner; Factors Affecting Terms of Trade. Terms of Trade and Economic Development.
- Unit-III** Free Trade vrs Protection: Free Trade:- the case for and against free trade. Protection-Arguments for Protection. Methods of Protection:-Tariff:- Meaning, types and effects. The concept of optimum Tariff:- Quota:- Meaning,Types and effects. Tariff versus quota.  
Foreign Trade Multiplier and National Income.

**Unit - IV** Foreign Exchange:- Foreign exchange market, Foreign exchange rate:- Spot and Forward exchange rate, Determination of Equilibrium Foreign exchange rate:- Demand for foreign exchange and supply of foreign exchange. Theories of Foreign exchange rate:- Purchasing Power parity theory and, balance of payment Theory.

Fixed and Flexible Exchange rate:-Arguments for and against.

**Unit-V** International Monetary System:- IMF, objectives and functions, Balance of Payments— Meaning and Components. Structure of Balance of Payments- Current Account, Capital Account. Balance of Payments and Balance of Trade.

Disequilibrium in the Balance of Payments:- Meaning and causes of disequilibrium, measures to correct disequilibrium.

World Bank:- Objectives and Functions

WTO:- Objectives and Functions.

#### **BASIC READING LIST:**

1. Bo Sodersten - International Economics
2. Reid and Sodersten - International Economics
3. M. L. Jhingan - International Economics
4. G.M. Meier-international Economics
5. C. P. Kindleberger-International Economics
6. Haberier-The Theory of International Trade
7. D. Mithani - International Economics
8. J. N. Das-inte

### **+3 THIRD YEAR SIXTH SEMESTER**

#### **DSE - IV (Economics)**

Time : 3 Hrs  
Credit - 6

End Semester Theory : 80 Marks  
Mid-Semester : 20 Marks

#### **PROJECT**

**(To be taught as on alternative to Projects Economics)**

### **+3 SECOND YEAR THIRD SEMESTER**

#### **GE - III (Economics)**

Time : 3 Hrs  
Credit - 6

End Semester Theory : 80 Marks  
Mid-Semester : 20 Marks

#### **FUNDAMENTALS OF MICRO & MACRO ECONOMICS**

##### **Course Description:**

The first paper GE-1 consists of an extensive course. This course is designed to enable the students to understand the basics of micro and macro economic theories which are the foundation stone of economics.

There shall be two papers in the Generic Electric course in Economic. Each paper consists of five units, and shall carry 100 marks out of which internal assessment shall be of 20 marks. There shall be two questions from each unit and the examinees shall have to answer five questions in all carrying 16 marks each, choosing one from each unit.

## **ECONOMIC THEORY**

### **Module I Consumers behavior:**

Definition of Economics, Scope and subject matter of Economics, Consumer/ behavior - utility analysis - Assumptions, consumer equilibrium, Derivation of Demand curve. Marshallian demand theorem. Elasticity of demand, types and factors affecting demand elasticity.

### **Module II Production and cost theories:**

Production function — Short run and long run production functions, Laws of variable proportions, returns to scale, isoquants. Ridge lines. Cost analysis -Different concepts of cost and their inter relationship. Short run and long run cost curves, Law of Supply , Concept of Revenue.

### **Module III Theory of Market and Distribution:**

Perfect and imperfect competition relationship between AR, MR and demand elasticity. Perfect competition - definition and characteristics. Equilibrium of firm and industry value determination/ Fraaapoty price and output determination under monopoly. Perfect competition and monopoly compared. Factor pricing - marginal productivity theory of distribution.

### **Module IV National Income Analysis :**

National income aggregates — GDP, GNP, NDP, NNP, Personal Income, Disposable Income, National Income at constant and market price. Measurement of National Income - product. Income and Expenditure method, Circular flow of income in a closed and open economy.

### **Module V Consumption and Investment functions:**

Basic postulates of classical Economics, Keynesian criticism, Theory of effective demand. Consumption function - meaning, short run consumption functions, Keynes psychological law. APC, APS, MPC, MPS and their interrelationship. Investment - autonomous and induced investment.

### **Readings :**

1. Modern micro economics theory - Ferguson and Gould
2. A text book of economics theory - Stonier and Hague
3. Modern micro economics theory - A. Kourtsoyanish
4. Macro Economic Analysis - Ed. Shapiro

## **+3 SECOND YEAR FOURTH SEMESTER GE - IV (Economics)**

Time : 3 Hrs  
Credit - 6

End Semester Theory : **80** Marks  
Mid-Semester : **20** Marks

### **MONEY.BANKING AND INDIAN ECONOMY**

#### **Course Description :**

The second paper GE-II aims to introduce the students the basic concepts of Money, Banking, Public Finance and Indian Economics. This paper shall carry 100 marks out of which internal assessment shall be of 20 marks.

**Module-I Money :**

Definition and functions of Money, Value of Money, Index number. Inflation and deflation -Nature, causes and effects, measures to control inflation.

**Module-II Banking :**

Commercial Banks - Functions, Balance Sheet of Commercial Banks. Central Banks -Functions, Methods of credit control - Quantitative and qualitative methods.

**Module-III** Basic features of Indian Economy, Broad demographic features, effects of over population, population policy, Women empowerment. Agriculture - Importance of Agriculture in Indian economy. Causes of low productivity and the remedial measures, Green revolution, Problems of agricultural marketing.

**Module-IV** Linkage between industry and agriculture, Small scale and cottage Industries - their importance and problems, salient features of industrial policy - 1956, 1991 and recent industrial policy. Planning in India - Objective and strategy of planning. Achievements and failures of planning in India. Objectives of current 5 year plan.

**Module-V Important concerns of Indian Economy:**

Unemployment - types, causes and problems of unemployment, Unemployment normal measures, Inequality in income and wealth - its causes, measures to check inequality, Black Money in India -causes, extent and remedial measures, Poverty - - types - causes , Poverty eradication Measures

**Readings**

1. K.K. Kurihara - Monetary theory and Public Policy.
2. S.B. Gupta - Monetary Economics - Institutions, theory and policy.
3. D.M. Mithani - Monetary Economics.
4. S.V. Vasudevan - Theories of Banking.
5. Central Banking - De-Kock.
6. Indian Economy - I.C. Dhingra
7. Indian Economy - Dutta and Sundaram
8. Indian Economy - Mishra and Puri

**FINANCIAL LITERACY AND BANKING****SEC-I (Economics)****(SEMESTER - III)**

Time : 3 Hrs

Credit - 4

End Semester Theory : **80** Marks

Mid-Semester : **20** Marks

**INTRODUCTION:**

Opening up of the banking sector on account of reforms being pursued in the financial sector over the last decade has also made indelible impact on the banking sector. Understanding, anticipating and managing risk and being viable have become important. Banks have become aware of each other and the possible impact their actions can have on the market. Need for taking well informed decisions on product pricing has never been as evident as it is today. IT has made the job of back office- which was otherwise a laborious routine - more accurate and easy. Speed of transaction has increased. Banks are able to centralize the documentation and processing of post sanction procedures in credit. Slowly and steadily branches have become more of delivery points and more customer oriented.

**OBJECTIVES:**

- To Know about the basics of Indian banking system
- To have understanding on opening, operation and closing of Accounts
- To know various types of customers and loans against deposit
- To understand e-banking system such as Electronic transfer of funds
- To understand various indicators of financial planning and asset management

**EXPECTED OUTCOMES:**

- Students can be employed in banking, financing and non-Government financial organizations
- Students can be self-employed through Private entrepreneurship

**Unit-I** Basics of Banking, Basics of Banking Skills, Basic principles of Banking, Structure of Indian Banking system

**Unit-II** Functions of banks:

- Indian Banking: Recent
- Trends e.banking
- KYC norms

**Unit-III** Various types of bank accounts, deposits and products offered by the bank, Procedure for account opening, operation & closing of accounts, Various types of customers and operation of their accounts and Loan against deposits

**Unit-IV** Writing of a cheque, crossing a cheque, Banker's cheque, Basic information on cheque, Bank draft with drawal and deposit.

**Unit-V ATM**

Traveller's cheque, transaction through Automated Teller Machine(ATM), Core Banking, Net Banking, RTGS and NEFT.

**Practical****Marks-10**

Write a report on structure of a bank you have visit

**SEC-II (Economics)  
(SEMESTER-IV)**

Time : 3 Hrs

End Semester Theory : 80 Marks

Credit - 4

Mid-Semester : 20 Marks

**Unit-I** Client planner relationship, Gathering client data and Client objectives and needs

**Unit-II** Preparing the financial plan : Aspects and considerations, Professionalism & ethics in financial planning practices, Regulatory requirements and Risk tolerance and client behavior

**Unit-III** Asset management, Personal financial statements and Financial mathematics(Time Value of Money)

**Unit-IV** Economic environments and indicators, Forms of business ownerships, Way of taking title to property and Legal aspects of financial planning.

**Unit-V**

- What is money laundering?
- Prevention of Money Laundering Act (PMLA), 2002
- RBI guidelines

**PRACTICAL****Marks-10**

Report on benefit of e.banking for a student-client.

# EDUCATION

## +3 FIRST YEAR FIRST SEMESTER

### Core Course - I (C-1)

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 50 Marks  
Mid Semester Theory : 20 Marks

## 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 21<sup>st</sup> 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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## PRACTICAL CORE COURSE - I (C-1)

End Semester : **30** Marks

### Book Review

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

### Distribution of Marks.

Record	20
Viva-voce	10

## +3 FIRST YEAR FIRST SEMESTER Core Course - II (C-2) (Education)

Time : **3** Hrs.

End Semester Theory : **50** Marks

Credit : **06**

Mid Semester Theory : **20** Marks

## EDUCATION AND SOCIETY

### INTRODUCTION

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

### Course Objectives

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

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

**Unit-I****Education and society**

- Society: Meaning and characteristics
- Types of society: Agricultural, Industrial, rural and urban
- Interrelationship between education and society
- Views of Indian thinkers on Education and Society
- Radhakrishnan and Sri Aurobindo on Education
- Views of Western Thinkers on Education and Society: Dewey and Illich

**Unit - 2****Education and culture**

- Meaning and concept of culture
- Characteristics and types of culture
- Cultural lag and acculturation
- Cultural dimensions of Education
- Inter relationship between education, custom and value system.

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

- Education and socialization
- Education and social change
- Education and social mobility
- Role of Education for the development of the marginalised
- Education and Affirmative action

**Unit - 4****Education and Globalisation**

- Education, Growth and Development
- Globalisation and liberalization
- Educational system in Europe
- Educational system in SAARC countries
- Education in Global context

**Unit - 5****Education and state**

- Concept of Democracy
- Education in totalitarian and welfare state
- Interrelationship of state and education
- Role of education in Nation building
- State Control of Education and Autonomy in Education.

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## PRACTICAL

### CORE COURSE - II (C-2)

End Semester : **30** Marks

#### Field Study

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

#### Distribution of Marks.

Record	20
Viva-voce	10

## +3 FIRST YEAR SECOND SEMESTER

### Core Course - III (C-3) (Education)

Time : **3** Hrs.

Credit : **06**

End Semester Theory : **50** Marks

Mid Semester Theory : **20** Marks

## THE LEARNER AND LEARNING PROCESS

#### INTRODUCTION:

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

#### Course Objectives:

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

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

**Unit -1****Educational Psychology**

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

**Unit - 2****Developmental psychology**

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

**Unit - 3****Intelligence, creativity and individual difference**

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

**Unit - 4****Learning and motivation**

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

**Personality and Mental Health**

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

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## PRACTICAL

### CORE COURSE - III (C-3)

End Semester : **30** Marks

#### Administration of Psychological Test

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

#### Distribution of Marks

Record	20
Viva-voce	10

### +3 FIRST YEAR SECOND SEMESTER

#### Core Course - IV (C-4) (Education)

**Time : 3 Hrs.**

**Full Mark : 75**

**Credit : 04+2**

**End Semester Theory : 60 Marks**

**Mid Semester Theory : 15 Marks**

## PEDAGOGICAL SKILLS

### INTRODUCTION

It is important to note that 'education' is not synonymous with 'school'. It has always been the case that a range of activities that are educational in nature can, indeed should, occur outside the school, even from the earliest age given the educative role of the parents. The Delors Commission Report on education for the 21 st century proposed 'learning to live together' as one of the four pillars of education.

It advocates learning to live together by developing an understanding of other people and an appreciation of interdependence - carrying out joint projects and learning to manage conflicts in a spirit of respect for the values of pluralism, mutual understanding and peace (UNESCO, 1996). The policy context in India and around the globe is moving towards recognition of the educational value of newer form of pedagogy in the 21 st 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-I**

#### **Concept of teaching -learning**

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

### **Unit- 2**

#### **Task of teaching**

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

### **Unit- 3**

#### **Theories of teaching**

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

### **Unit-4**

#### **Principles and Maxims of Teaching**

- General principles teaching
-

- Psychological principles of teaching
- Maxims of teaching

### Unit- 5

#### Approaches and Methods of Teaching

- Inductive - Deductive, Analytic - synthetic, Problem Solving and Project method.
- Shift in focus from teaching to learning - constructivist approach
- Activity based and child centered approach - concept and elements.

### REFERENCES

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## PRACTICAL

### CORE COURSE - IV (C-4)

End Semester : **30** Marks

#### 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 3<sup>rd</sup> Semester). The plan will be developed following Herbatian approach / 5E Model/Icon Design Model.*

#### Distribution of Marks

Preparation Lesson Plan	-	20
Viva-voce	-	10



## **+3 SECOND YEAR THIRD SEMESTER Core Course - V (C-5) (Education)**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 50 Marks  
Mid Semester Theory : 20 Marks

### **TECHNOLOGY AND INNOVATIONS IN EDUCATION**

#### **INTRODUCTION**

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

#### **Unit – 1 Educational Technology**

Meaning, nature and scope

Approaches to Educational Technology : Hardware, software and system approach

Types of Educational Technology

Importance of Educational Technology for the teacher and the student.

#### **Unit – 2 Communication Process**

Meaning and nature

Process, components and types

Barriers of communication

Study of Classroom Communication through flander's interaction analysis.

#### **Unit – 3 Innovations in Educational Technology**

Programmed instruction : Concept, Basic principles and applications

Microteaching : Concept, assumptions, phases and applications.

Simulated Teaching : concept, procedure and applications

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

#### Unit – 4 **Teaching Models**

Concept attainment model

Advance organizer model

Synetics model

Inductive model

Memory model

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

#### Unit – 5 **Classroom instructional Aids**

Projected and non projected Aids

ICT – enabled devices

Organisation of school teaching learning

Materials (TLM) Centre	:	Objective
		Procedure
		Planning
		Application

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

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### PRACTICAL C-V

Time : 3 Hrs

Full Mark : 30 Marks

#### Classroom Interaction Analysis

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

#### Distribution of Marks

Record	-	20
Viva-voce	-	10

### +3 SECOND YEAR THIRD SEMESTER Core Course - VI (C-6) (Education)

Time : 3 Hrs.

End Semester Theory : 50 Marks

Credit : 06

Mid Semester Theory : 20 Marks

#### PEDAGOGY OF SCHOOL SUBJECTS

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

#### METHODS OF TEACHING ODISIA

#### Introduction

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

#### ***Learning Objectives and Expected Outcomes***

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

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

#### **Unit –1            Conceptual**

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



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

#### **Unit – 1 Teaching / Learning English as a second language**

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

#### **Unit – 2 Methods and approaches**

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

#### **Unit – 3 Techniques of teaching**

- Teaching prose and poetry
- Teaching grammar
- Teaching composition

#### **Unit – 4 Teaching learning materials for teaching English**

- Teaching aids : purpose types and use
- The English test book and work book
- The language laboratory
- Application of ICT in teaching English

#### **Unit – 5 Developing a lesson plan for teaching English**

- Herbartian approach
- 5 E Model
- ICON Design Model

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## METHODS OF TEACHING MATHEMATICS

### INTRODUCTION

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

### Course Objectives

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

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

### Unit – 1 **Importance and values of teaching mathematics**

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

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

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

### Unit – 3 **Methods of teaching mathematics**

- Analytic and synthetic methods
- Inductive and deductive methods
- Project method

**Unit – 4 Teaching learning Materials in Mathematics**

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

**Unit – 5 Developing lesson plan for teaching mathematics.**

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

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**METHOD OF TEACHING HISTORY****INTRODUCTION**

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

**COURSE OBJECTIVES:**

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

- explain the meaning and scope of History
  - relate History with other school subjects
  - explain the different approaches to organization of contents in History
  - achieve mastery over different methods and approaches 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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- Ghate V.D. The Teaching of History, Oxford University Press
- Kochhar, S.K. – Teaching of History, New Delhi, Sterling Publisher
- NCERT A Hand Book of History Teacher : NCERT, New Delhi
- Vajreshwani. R Hand Book for History Teachers Bombay Allied Publishers.

### METHOD OF TEACHING SCIENCE

#### Introduction

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

#### Learning Objectives and Expected Outcomes

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

- gain insight on the meaning nature, scope and objective of science education.
- appreciate science as a dynamic body of knowledge
- appreciate the fact that every child possesses curiosity about his natural



- surroundings
- identify and relate everyday experiences with learning science
- appreciate various approaches of teaching learning of science
- employ various techniques for learning science
- use different activities like demonstration ,laboratory experiences, observation, exploration for learning of science
- facilitate development of scientific attitudes in learner
- Construct appropriate assessment tools for evaluating science learning

**Unit – 1 Conceptual**

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

**Unit – 2 Methods and approaches**

- Observation method
- Demonstration-cum-Discussion method
- Project method
- Heuristic method
- Laboratory method

**Unit – 3 Science curriculum**

- Principles of curriculum construction in science
- Organisation of curriculum in science
- Pedagogical analysis of contents in science

**Unit – 4 Teaching learning materials (TLM) for teaching science**

- Purpose, type and use
- Application of ICT in teaching science
- The science laboratory : Purpose, Importance and utility

**Unit – 5 Development of Lesson plan for teaching Science**

- Herbartian Approach
- 5 E Model
- ICON Design model

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- Clark Julia V. (1996). Redirecting Science Education. CORWIN Press Inc. California.
- MHRD (1986). National Policy on Education .New Delhi: GoI
- Mohan Radha ( 2010 ). Innovative Science Teaching Prentice Hall of India, New Delhi.
- NCERT (2005). National Curriculum Framework -2005
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- Sutton ,CR and Hayson JH . The Art of the Science Teacher , MC Graw Hill Book Company Ltd (1974)

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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:**

- Pradhan, A.K. & Pradhan, K. (1991) Content-cum-Methods of teaching Geography, Cuttack: Books and books
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- Verma, O.P. Methods of teaching Geography New Delhi, India, Sterling Publishers Pvt. Ltd.

**PRACTICAL  
EDUCATION : C-VI**

Time : 3 Hrs

Full Mark : 30 Marks

**School Internship**

*Each student will deliver 5 (five) lessons in a school in his / her method subject opted in the 3<sup>rd</sup> Semester following Herbatian approach / 5E Model / Icon Design Model.*

**Distribution of Marks**

Delivery of Lesson Plan	-	15
Record	-	10

**+3 SECOND YEAR THIRD SEMESTER  
Core Course - VII (C-7) (Education)**

Time : 3 Hrs.

End Semester Theory : 50 Marks

Credit : 06

Mid Semester Theory : 20 Marks

**STATISTICS IN EDUCATION**

**INTRODUCTION**

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

**Course Objectives**

**After completion of this course students shall be able to:**

- Describe the importance of statistics in field of education
- Convey the essential characteristics of a set of data by representing in tabular and graphical forms.
- Compute relevant measures of average and measures of variation

- Spell out the characteristics of normal probability of distribution
- Examine relationship between and among different types of variables of a research study

#### **Unit – 1 Concept of Statistics**

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

#### **Unit – 2 Graphical Representation of Data**

- Histogram
- Frequency Polygon
- Pie-Diagram
- 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

#### **REFERENCES**

- Aggarwal Y.P. (1990) *Statistical method concepts, applications and computations*, New Delhi, Sterling Publishers Pvt. Ltd.
- Ferguson, G.A.(1974). *Statistical Analysis in Psychology and Education*. Mc Graw Hill Book Co., New York.
- Garrett, H.E. (1971). *Statistics in Psychology and Education*. New Delhi: Paragon
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- Mangal, S.K. (2008). *Statistics in Education and Psychology*. New Delhi: Prentice Hall of India Pvt. Ltd.

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- Sharma, R.A. (2000), Advanced Statistics in Education and Psychology, Meerut: Surya Publisher.
- Swain, S.K. & Pradhan, China & Khatoj, P.K. (2005): Educational Measurement Statistics and Guidance, New Delhi: Kalyani Publisher.
- Sahu, Binod K. Statistics in psychology and education, Kalyani Publishers, New Delhi.

### PRACTICAL C-VII

Time : 3 Hrs

Full Mark : 30 Marks

#### 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.*

#### Distribution of Marks

- |    |                        |   |          |
|----|------------------------|---|----------|
| 1. | Preparation of Records | - | 20 Marks |
| 2. | Viva voce              | - | 10 Marks |

### +3 SECOND YEAR FOURTH SEMESTER Core Course - VIII (C-8) (Education)

Time : 3 Hrs.

End Semester Theory : 50 Marks

Credit : 06

Mid Semester Theory : 20 Marks

### CURRICULUM DEVELOPMENT & EDUCATIONAL GUIDANCE

#### INTRODUCTION

The organization of schooling and further education has long been associated with the idea of a curriculum. But what actually is curriculum, and how might it be conceptualized? We explore theory and practice of curriculum design and its relation to informal education. Curriculum theory and practice to some must sound like a dull but required course activity. Curriculum theory at its best is a challenging and exciting intellectual puzzle. It is a vibrant field full of contradictions, challenges, uncertainties and directions. Yet it is a critical field, the outcome of which does matter. When we teach, whether from preschool to high school; from children to adult, whether educating or training, what we do must make a difference. We cannot waste our audience time with training that doesn't help, with educating that doesn't educate, or teaching that which may be irrelevant or even wrong. If a surgeon makes a mistake, his patient dies. If teachers, educators, professors, trainers make a mistake, we do not readily see the consequences, and indeed may never see the consequences. Ask yourself: Have you hurt anyone lately by giving misinformation? Did you really make a difference in your teaching, say yesterday? How do you know? Does the curriculum that you help design and deliver really do the job it is supposed to? This course deals with the theory and practice of curriculum design. Participants will want to ask "How do I do curriculum design?" "What are the theoretical underlyings 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 out different types of curriculum with examples.
- suggest bases of curriculum such as, philosophical, psychological and sociological.
- describe different considerations for curriculum planning;
- elucidate different process of curriculum development;
- explain the role of teacher in curriculum development.
- identify major issues and trends in curriculum;
- Explain National curricular Framework (2005)
- Explain different type of Guidance & Counselling
- List out different type of counseling services and the role of teacher in organizing those services

**Unit – 1 Curriculum**

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

**Unit – 2 Bases of curriculum**

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

**Unit – 3 National Curricular Framework (NCF) 2005**

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

**Unit – 4 Guidance and counseling**

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

**Unit – 5 Organisation of Guidance services in school**

- Placement service
- Occupational information service
- Pupil inventory service

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

### References

- Bhatnagar, R.P. & Rani Seema (2003) Guidance and Counseling in Education and Psychology, Meerut, Surya Publication.
- Chauhan, S.S. (2009) Principles and Techniques of Guidance, New Delhi, Vikas Publicashing House Pvt. Ltd.
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- Pratt, D., Curriculum Design and Development, Mcmillan, New York, 1980.
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### PRACTICAL EDUCATION : C-VIII

Time : 3 Hrs

Full Mark : 30 Marks

#### Text Book Review

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

#### Distribution of Marks

Record	-	20 marks
Viva voce	-	10 marks

## +3 SECOND YEAR FOURTH SEMESTER Core Course - IX (C-9) (Education)

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 50 Marks  
Mid Semester Theory : 20 Marks

### EDUCATIONAL ASSESSMENT & EVALUATION

#### INTRODUCTION

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

#### **Course Objectives**

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

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

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

- Understanding the meaning of Test, Measurement Evaluation and Assessment
- Scales of Measurement
- Types of measurement, Norm Referenced and Criterion Referenced
- Procedure of Evaluation: Placement, Formative, Diagnostic and Summative
- Concept of continuous and comprehensive evaluation (CCE).

#### **Unit – 2 Instructional Objectives**

- Taxonomy of Educational objectives with special reference to cognitive domain
- Methods of stating instructional objectives: General instructional objectives and specific learning outcomes.
- Relationship of Evaluation procedure with objectives.
- Construction of objective based and objective type test items: Essay type, Objective type: principles of construction, Advantages and limitations.

#### **Unit – 3 Techniques of Assessment**

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



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

#### Unit – 4 Test construction

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

#### Unit – 5 Characteristics of a Good Test

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

#### REFERENCES

- Aggarwal, J.C. (1997). *Essentials of Examination System, Evaluation, Tests and Measurement*. New Delhi: Vikas Publishing House Pvt Ltd.
- Banks, S.R. (2005). *Classroom Assessment: Issues and Practices*. Boston: Allyn & Bacon.
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- Thorndike, R.L. Hagen, E (1955) *Measurement of Evaluation of Psychology and Evaluation*. New York : John Willey and sons.

#### PRACTICAL

##### C-IX

Time : 3 Hrs

Full Mark : 30 Marks

#### Construction of an achievement test

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

#### Distribution of Marks

- Record - 20 marks
- Viva voce - 10 marks

## +3 SECOND YEAR FOURTH SEMESTER Core Course - X (C-10) (Education)

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 50 Marks  
Mid Semester Theory : 20 Marks

### INTRODUCTION TO EDUCATIONAL RESEARCH

#### INTRODUCTION

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

#### **Course Objectives**

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

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

#### **Unit – 1 Introduction to Research**

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

#### **Unit – 2 Types of studies in Educational Research**

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

#### **Unit – 3 Research Design**

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

- Techniques of data collection : Interview and observation

#### Unit – 4 **Data Analysis and Interpretation**

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

#### Unit – 5 **Research reports and application**

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

#### REFERENCES

- Ary, D., Jacobs, L. (2002). Introduction to Research in Education. Belmont-USA: Wadsworth Thomason Learning
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#### PRACTICAL

##### C-X

Time : 3 Hrs

Full Mark : 30 Marks

#### Preparation of Project proposal

*Each student will prepare a project proposal.*

#### Distribution of Marks

Record	-	20 marks
Viva voce	-	10 marks

## +3 THIRD YEAR FIFTH SEMESTER Core Course - XI (C-11) (Education)

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 50 Marks  
Mid Semester Theory : 20 Marks

### 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, Upanishadic 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 emphasis on 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.
  - o Essence & the Role of Education
  - o National System of Education
  - o Reorganisation of Education at different stages.
- Report of NKC with regard to school & higher education

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#### **PRACTICAL**

#### **C-XI**

Time : 3 Hrs

Full Mark : 30 Marks

#### **Case Study**

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

#### **The Distribution of Marks.**

Record	-	20 marks
Viva voce	-	10 marks

**+3 THIRD YEAR FIFTH SEMESTER  
Core Course - XII (C-12) (Education)**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 50 Marks  
Mid Semester Theory : 20 Marks

**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

**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

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**PRACTICAL****C-XII**

Time : 3 Hrs

Full Mark : 30 Marks

**Term Paper***Each student is required to prepare a term paper on any topic of comparative education.***Distribution of marks:**

Record	-	20 marks
Viva voce	-	10 marks

**+3 THIRD YEAR SIXTH SEMESTER****Core Course - XIII (C-13) (Education)**

Time : 3 Hrs.

End Semester Theory : 80 Marks

Credit : 06

Mid Semester Theory : 20 Marks

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

#### **REFERENCES:**

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### PRACTICAL C-XIII

Time : 3 Hrs

Full Mark : 30 Marks

**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.

**Distribution of marks:**

Record	-	20 marks
Viva voce	-	05 marks
Total	-	25 marks

### +3 THIRD YEAR SIXTH SEMESTER Core Course - XIV (C-14) (Education)

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 50 Marks  
Mid Semester Theory : 20 Marks

### CONTEMPORARY CONCERNS IN INDIAN EDUCATION

**INTRODUCTION:**

To remain current, to widen understanding levels holistically, and to thoroughly prepare learner for the world in which they will ultimately live and work, they must continually examine current practices in search of better solutions and needed change. The intent of this course is to familiarize learner to historical roots of

Universalisation of Elementary education and initiative so far taken by Govt. to materialize this reality. Further, paper generally discusses the effort of Govt. to extend the provision of free and compulsory education at secondary level and developing a sound approach to dealing with the rapid pace of reform and change from the teacher's perspective. Emphasis is placed on examining over various emerging issues, problems and strategies of current trends relating to Peace education, Human Rights education value education, environmental education, Life skills education

### **Course Objectives**

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

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

#### **Unit – 1 Elementary Education**

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

#### **Unit – 2 Secondary Education**

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

#### **Unit – 3 Higher Education**

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

#### **Unit – 4 Social Commitments in Education**

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

#### **Unit – 5 Emerging concerns**

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

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### PRACTICAL

#### C-XIV

Time : 3 Hrs

Full Mark : 30 Marks

#### **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.

#### **Distribution of Marks**

Record	-	20 marks
Viva voce	-	10 marks

### +3 THIRD YEAR FIFTH SEMESTER

#### DSE - I (Education)

Time : 3 Hrs.

Credit : 06

End Semester Theory : 50 Marks

Mid Semester Theory : 20 Marks

#### ICT IN EDUCATION

#### **INTRODUCTION**

Information and Communication Technology (ICT) now hold great potential for increasing the access to information as well as a means of promoting learning. ICT has tremendous potentiality in transforming classrooms into more engaging, collaborative and productive learning environments in which instructions can be customized to students'

specific needs, interests and learning styles. It is also redefining the way educators teach as well as the way the students learn. The present paper is based on above assumptions. The paper will orient the learners about the need and importance of ICT in education. It will describe about the importance of open source software in education particularly, in developing country like, India. Students will be given an exposure to the various approaches and stages towards the use of ICT in education. Students are expected to develop reasonably good ICT skills in terms of use of various computer software and ICT tools.

### **Course Objectives**

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

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

### **Unit – 1 Information & Communication Technology : Meaning and importance**

- The ICT infrastructure : computers, telecommunication network, networking.
- Introduction to internet, the World Wide Web, e-mail, and social media.
- ICT potential for improving access, quality and inclusion in education

### **Unit – 2 E- learning : meaning and importance**

E – learning methods and media :

- Virtual learning environment
- Virtual universities
- Massive Open Online Course (MOOCs)
- Webinars
- Special internet forum / discussion groups
- e-tutorials

### **Unit – 3 ICT Resources**

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

### **Unit – 4 ICT in class room**

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

### **Unit – 5 ICT for school improvement**

- ICT for competency standards and professional development of teachers
- ICT for school administration

- ICT for student support services : admission libraries, guidance, maintenance of student records etc.
- ICT enabled assessment
- ICT for open and distance learning
- ICT for life long learning

## REFERENCES

- Govt. of India (2012). National Policy on ICT in School Education & Literacy. MHRD, Govt. of India.
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## PRACTICAL

### DSE-I

Time : 3 Hrs

Full Mark : 30 Marks

### Internet Search for Study Material

*Each student is required to create their e-mail search internet, collect study materials related to any educational topic and write a report.*

### Distribution of Marks.

Record	-	20 marks
Viva voce	-	10 marks

## +3 THIRD YEAR FIFTH SEMESTER

### DSE - II (Education)

Time : 3 Hrs.

Credit : 06

End Semester Theory : 50 Marks

Mid Semester Theory : 20 Marks

## SPECIAL EDUCATION

### INTRODUCTION

Nature and nurture have a substantial role to play in growth and development of human beings. Nature and nurture apart, human organism is susceptible to damage through disease and injury. Disease, accident, genetic causes or any other reason, which inflicts the persons, causing loss or want of abilities, may not be equal in all cases. Accordingly the degree of abilities or lack of abilities varies. Deviations from average of

physical and mental ability of human beings beyond limits resulting in substantial and appreciable difficulties in performing a function or in social adjustment process be perceived as disability. Some of the practitioners understand rehabilitation as a graded acquertrial 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<sup>th</sup> century in Europe and America. It has been realized 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:**

- Blackhurst. A.E. & Berdine, w.H. (Eds) (1981). An introduction to special education, Little Brown & Co. Boston
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**PRACTICAL****DSE-II**

Time : 3 Hrs

Full Mark : 30 Marks

Credit - 2

**Case study of Special Child***Each student is required to conduct a case study of a special child and write a report.***Distribution of Marks**

Record	-	20 marks
Viva voce	-	10 marks

**+3 THIRD YEAR SIXTH SEMESTER  
DSE - III (Education)**

Time : 3 Hrs.

End Semester Theory : 50 Marks

Credit : 06

Mid Semester Theory : 20 Marks

**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 practised. Today it has evolved into an independent system of education. Thanks 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 equal 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 teachers 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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- Staff Training and Research Institute of Distance Education (1995), ES-311 Growth and Philosophy of Distance Education (Block 1,2 &3), IGNOU, New Delhi.

**PRACTICAL****DSE - 3**

Time : 3 Hrs

Full Mark : 30 Marks

**Preparation of Self instructional materials (SIM)**

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

**Distribution of Marks**

Record	-	20 marks
Viva voce	-	10 marks

**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	-	10 marks

**+3 THIRD YEAR SIXTH SEMESTER  
DSE - IV (Education)**

Time : 3 Hrs.

Full Mark : 100

Credit : 6

**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 examiner.*

**Distribution of marks**

Record	-	75 Marks
Viva-Voce	-	25 Marks

## +3 SECOND YEAR THIRD SEMESTER GE - III (Education)

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 50 Marks  
Mid Semester Theory : 20 Marks

### CONTEMPORARY PEDAGOGY

#### INTRODUCTION

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

#### Course objectives

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

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

#### Unit – 1 **Meaning, process and Aims of Teaching**

- 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.

### **PRACTICAL GE-III**

Time : 3 Hrs

Full Mark : 30 Marks

#### **Preparation of Lesson Plan**

Each student is required to develop 05(Five) lesson plans on any school subject (Odia, English, History, Geography, Math, General Science) based on Herbartian approach / 5E Model / Icon design Model.

#### **Distribution of Marks**

Record	-	20 marks
Viva voce	-	10 marks

#### **REFERENCES**

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- Rayment, T (1946) Modern Education - - It's Aims and Methods, Longmans, Green Co. London.
- Ryburn, W.M. (1955) Principles of Teaching, Geoffrey Cembidge, 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.

## **+3 SECOND YEAR FOURTH SEMESTER GE - IV (Education)**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : **50** Marks  
Mid Semester Theory : **20** Marks

### **EARLY CHILDHOOD CARE AND EDUCATION**

#### **INTRODUCTION**

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

#### **Course Objectives**

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

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

#### **Unit – 1 Introduction to childcare and development**

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

#### **Unit – 2 Curriculum for ECCE**

- Basic principles of the curricular framework
- Areas: cognitive development, language development, social and emotional development, exploring, the environment, habit formation.

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

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

#### **Unit – 4 Learning materials for ECCE**

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

**Unit – 5 Statutory framework for ECCE**

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

**REFERENCES:**

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

**PRACTICAL  
GE-IV**

Time : 3 Hrs

Full Mark : 30 Marks

**Observation of ECCE Centre***Each student is required to observe an ECCE centre and prepare a report.***Distribution of Marks**

Record	-	20 marks
Viva voce	-	10 marks



# ENGLISH

## +3 FIRST YEAR FIRST SEMESTER

### Core Course - I (C-1)

Time : 3 Hrs.

Credit : 06

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

#### British Poetry and Drama: 14<sup>th</sup> to 17<sup>th</sup> Centuries

The paper seeks to introduce the students to British poetry and drama from the 14<sup>th</sup> to the 17<sup>th</sup> centuries. It offers the students an exploration of certain seminal texts that set the course of British poetry and plays. British Poetry and Drama: 14<sup>th</sup> to 17<sup>th</sup> Centuries

**Unit-I:** A historical overview : The period is remarkable in many ways: 14<sup>th</sup> 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-II :** Chaucer: *The Wife of Bath’s Tale*

**Unit-III :** 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-IV :** William Shakespeare: *Macbeth*.

**Unit-V :** Marlowe: *Doctor Faustus*

#### 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

## +3 FIRST YEAR FIRST SEMESTER

### Core Course - II (C-2) - English

Time : 3 Hrs.

Credit : 06

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

#### British Poetry and Drama: 17<sup>th</sup> and 18<sup>th</sup> Century

The objective of this paper is to acquaint students with the Jacobean and the 18 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-I:** A historical overview 17<sup>th</sup> C: Period of the English Revolution (1640-60); the Jacobean period; metaphysical poetry; cavalier poetry; comedy of humours; masques and beast fables 18<sup>th</sup> C; Puritanism; Restoration; Neoclassicism; Heroic poetry; Restoration comedy; Comedy of manners

**Unit-II :** John Milton: *Lycidas* John Donne: *A Valediction : Forbidding Mourning* Andrew Marvel: *To His Coy Mistress*;

**Unit-III :** Ben Jonson: *Volpone*.

**Unit-IV :** Pope : *Ode on Solitude, The Dying Christian to his Soul*; and Robert Burns: *A Red Red Rose, A Fond Kiss*.

**Unit-V :** Dryden : *All for love*.

**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*

**+3 FIRST YEAR SECOND SEMESTER  
Core Course - III (C-3) - English**

Time : 3 Hrs.

End Semester Theory : 80 Marks

Credit : 06

Mid Semester Theory : 20 Marks

**British Literature: 18<sup>th</sup> 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-I:** A historical overview:

Restoration, Glorious Revolution, Neo-classicism, Enlightenment.

**Unit-II :** Joseph Addison :The Pleasures of the Imagination,  
Reflections in Westminster Abbey  
Defence and Happiness of Married Life

Richard Steele:

Recollections  
On Long-Winded People**Unit-III :** Daniel Defoe:*Robinson Crusoe***Unit-IV :** 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-V :** 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*

**+3 FIRST YEAR SECOND SEMESTER  
Core Course - IV (C-4) - English**

Time : 3 Hrs.

End Semester Theory : 80 Marks

Credit : 06

Mid Semester Theory : 20 Marks

**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-I:** 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 Dey in prose fiction.

**Unit-II :** Crystallization: R.K. Narayan, *The Bachelor of Arts*.

**Unit-III :** 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-IV :** Mahesh Dattani, *Dance like a Man*.

**Unit-V :** Maturation: Anita Desai, *Fire on the Mountain*.

#### **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.

### **+3 SECOND YEAR THIRD SEMESTER Core Course - V (C-5) - English**

Time : 3 Hrs.

Credit : 06

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

#### **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 :** William Blake : "The Holy Thursday" "The Chimney-Sweeper"  
(From Songs of Innocence)

: "London", "A Poison Tree" (from Songs of Experience)

**UNIT-III :** William Wordsworth : "Tintern Abbey" and "Ode on Intimations of Immortality"

Samuel Taylor Coleridge: "Kubla Khan" and "Dejection : An Ode"



- 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* (2<sup>nd</sup> Edition)

**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. Vo1.5.* Edited by Boris Ford

### +3 SECOND YEAR THIRD SEMESTER Core Course - VI (C-6) - English

Time : 3 Hrs.  
 Credit : 06

End Semester Theory : 80 Marks  
 Mid Semester Theory : 20 Marks

**19<sup>th</sup> 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 19<sup>th</sup> century also witnessed what is known as the culture and society debate.

**Unit 2 : Essays & Poems**

- William Hazlitt : "On Going A Journey"  
 R L Stevenson : "Walking Tours"
- Poems :**
- Tennyson : "Ulysses"  
 Browning : "My Last Duchess"

**Unit 3: Novels**

Jane Austen : *Pride and Prejudice*

**Unit 4: Novel**

Charles Dickens : *Hard Times.*

**Unit 5 : Criticism**

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

**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

### +3 SECOND YEAR THIRD SEMESTER Core Course - VII (C-7) - English

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

#### 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*.

#### Unit -III:

*Billy Budd*-Herman Melville

- Unit -IV:**
- Walt Whitman: “when I heard the learn’d astronomer” and “A noiseless patient spider”
  - Emily Dickinson: “Success is counted sweetest” and “‘Faith’ is a 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”

#### Unit - V

*Desire under the Elms*- Eugene O’Neill.

#### 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. 8<sup>th</sup> edition.

### +3 SECOND YEAR FOURTH SEMESTER Core Course - VIII (C-8) - English

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

#### British Literature: Early 20<sup>th</sup> 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

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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.

<b>Unit 2</b>	T.S. Eliot	"The Love Song of J. Alfred Prufrock"
	W.B. Yeats	"Sailing to Byzantium"
	Ezra Pound	"In a Station of the Metro"
	T.E. Hulme	"Autumn"
	Hilda Doolittle	"The Mysteries Remain"
<b>Unit 3 War Poetry:</b>	Wilfred Owen	"Dulce Et Decorumest"
	Siegfried Sassoon	"Suicide in the Trenches"
<b>Social Poetry:</b>	W.H Auden	"The Unknown Citizen"
	Stephen Spender	"An Elementary Classroom in a Slum"
	Louis MacNeice	"Prayer before Birth"
<b>Unit 4</b>	Virginia Woolf: <i>Mrs. Dalloway</i> .	
<b>Unit 5</b>	Literary Criticism: 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

### +3 SECOND YEAR FOURTH SEMESTER Core Course - IX (C-9) - English

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

#### European Classical literature

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

<b>Unit-1</b>	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	
<b>Unit-2</b>	Epic poetry:	
	Homer	<i>Odyssey</i> (Book I)
<b>Unit-3</b>	Tragedy:	
	Sophocles	<i>Oedipus the King</i>

**Unit-4** Comedy:  
Aristophanes *Frogs*

**Unit-5** Criticism:  
Aristotle Poetics, Chapter 6, 7, 8.

**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/>

**+3 SECOND YEAR FOURTH SEMESTER  
Core Course - X (C-10) - English**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**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”.

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

Charlotte Bronte: *Jane Eyre*.

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

Prativa Ray : *Yajnaseni*

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

Kamala Das	“An Introduction” & “The Sunshine Cat”
Shanta Acharya	“Homecoming”, “Shringara”
Sylvia Plath	“Mirror” & “Barren Woman”
Margaret Atwood	“This is a Photograph of me” & “The Landlady”

**Unit 5: Discoursing at Par: Literary Criticism by Women**

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](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](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.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](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\\_r.l.pdf](http://burawoy.berkeley.edu/Reader.102/Beauvoir_r.l.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>

### +3 THIRD YEAR FIFTH SEMESTER Core Course - XI (C-11) - English

Time : 3 Hrs.

Credit : 06

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

#### 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*.

**Unit 3:**

Luigi Pirandello: *Six Characters in Search of an Author*.

**Unit 4:**

Eugene Ionesco: *Chairs*.

**Unit 5:**

Samuel Beckett: *Waiting for Godot*.

**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/missjulieotherpl00striala>

**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: Verso, 1979) pp. 61-84.
5. Jean Genet, *Reflections on Theatre* (London: Faber & Faber) Chapter 2: "The Strange World Urb" pp.63-74.

**+3 THIRD YEAR FIFTH SEMESTER  
Core Course - XII (C-12) - English**

Time : 3 Hrs.

Credit : 06

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

**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.1.6
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.**

'Ayodhya Kanda' (Book II), 1st Canto-The Ramayana of Valmiki. Gita Press Edition. Valmiki Ramayana trans. Arshiya Sattar, Penguin.

**Unit 3: Sanskrit Drama**

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

**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 Kavrajya Chaps- 1 & II  
References-  
English Translation by P.V. Kane, Motilal Banarsi Dass, N Delhi
- Nitisataka of Bhartrhari 20 verses from the beginning  
References- The Sataktraya 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. Sayan Communication, (BBSR), 2014
- Sanskrit Drama : Essays in Revaluation by Madhusudan Pati, Amar Prakashan, Delhi, 1991.

## +3 THIRD YEAR SIXTH SEMESTER Core Course - XIII (C-13) - English

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

### 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*

#### Unit 3: Caribbean and African

Chinua Achebe: *No Longer at Ease*

#### Unit 4: South African

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](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.



<http://staff.uny.ac.id/sites/default/files/pendidikan/else-liliani-ssmhum/postcoloniastudiesthekeyconceptsrouledgekeyguides.pdf>

### 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>

## +3 THIRD YEAR SIXTH SEMESTER Core Course - XIV (C-14) - English

Time : 3 Hrs.

Credit : 06

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

### 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*.

**Unit 3: Romance**

Shobha De: *Socialite Evenings*.

**Unit 4: Campus Fiction**

Chetan Bhagat: *Five Point Someone*.

**Unit 5: Rewriting Mythology**

Amish Tripathi: *The Immortals of Meluha*.

**Suggested Reading**

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

## +3 THIRD YEAR FIFTH SEMESTER DSC - I - English

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**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.

**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".
- \*Viktor Shklovsky, "Art as Device".

**Unit 3: Structuralism and Poststructuralism:**

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

- \*Gerard Genette, "Introduction" to *Narrative Discourse*

(<https://archive.org/stream/NarrativeDiscourseAnEssayInMethodjvu.txt>)

- Michel Foucault, "What is an Author?" (<http://artsites.ucsc.edu/faculty/Gustafson/FLM%2D162.WID/readings/foucault.author.pdf>)

#### 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*)
- Stephen Greenblatt, "Learning to Curse"

#### 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*; 16.3 (2004) 154-179 (from JSTOR Arts & Sciences VI)
- Spivak, Gayatri Chakraborty. *Can the Subaltern Speak?* UK: Macmillan. 1998  
<http://jan.ucc.edu/~sj6/Spivak%CanTheSubalternSpeak.pdf>

#### 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*  
 Peter Barry, *Beginning Theory*  
 Tony Bennett, *Formalism and Marxism*  
 Terence Hawkes, *Structuralism and Semiotics*  
 Christopher Norris, *Deconstruction: Theory and Practice*  
 Veenser H. Aram (ed), *The New Historicism Reader*  
 Greg Gerrard, *Eco-Criticism*

### +3 THIRD YEAR FIFTH SEMESTER DSC - II - English

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

#### 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*

**Unit 3: Caribbean and African**

Chimamanda Ngozi Adichie : *Purple Hibiscus*

**Unit 4: Canadian Short Fiction**

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"

**Web Resources:**

- The Complete Stories by Franz Kafka [http://www.vanderbilt.edu/olli/class-materials/Franz Kafka.pdf](http://www.vanderbilt.edu/olli/class-materials/Franz%20Kafka.pdf)
- What is world Literature? (Introduction) David Damrosch [http://press.princeton.edu/chapters/i7545 .htm](http://press.princeton.edu/chapters/i7545.htm)
- Tagore's comparative world literature [https://www.academia.edu/4630860/Rabindranath Tagores Comparative World Literature](https://www.academia.edu/4630860/Rabindranath%20Tagores%20Comparative%20World%20Literature)
- 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&oo~features/first-lives-club-pretend-blood-a-short-story-by-margaret-atwood-1779529.html](http://www.independent.co.uk/arts-entertainment/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](http://www.poetrysoup.com/famous/poems/best/octavio%20paz)

**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: Rabindronath 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.

## **+3 THIRD YEAR SIXTH SEMESTER DSC - III - English**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

### **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.**

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**Pattern of examination****Mid-semester assessment**

- literature review of 1000 words on a research question
- A book review of 500 words

**Texts prescribed**

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

**Semester final examination**

**+3 THIRD YEAR SIXTH SEMESTER  
DSC - IV - English**

Credit : **06**Full Mark : **100** Marks**PROJECT**

The students will write a project under faculty supervision on any aspects of the courses taught to them. The project topic will not necessarily relate to the prescribed texts but can be broad enough to accommodate the student's own interest in literature. A seminar presentation by the student before the faculty will be a part of the project.

**+3 FIRST YEAR FIRST SEMESTER  
GE - I - English**

Time : **3 Hrs.**End Semester Theory : **80** MarksCredit : **06**Mid Semester Theory : **20** Marks**language, literature and Culture**

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

**Unit 1 Language**

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

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

**Unit 2 Language and literature 1**

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

**Unit 3 Language and literature 2**

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

**Unit 4 Language and culture 1**

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

**Unit 5 Language and Culture 2**

- Intercultural and cross-cultural communications
- Analysis and applications

**Suggested Reading**

- Kalyani Samantray, *Pragmatics* (E-Pathsala)
- Bibhudendra Narayan Patnaik & Kalyani Samantray, *Cross-Cultural and Inter-cultural communications* (E-Pathsala)
- Brown, G & Yule, G, *Discourse Analysis*. CUP
- **Scaglia, B (ed.)** *Language, Understood: Examining the Linguistics of Discourse Analysis and Studies*. Webster's Digital Service.
- Culture and language
- <http://www2.rb.rut-k.ac.jp/HPBU/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.

**+3 FIRST YEAR SECOND SEMESTER  
GE - II - English**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**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**

- 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





# GEOGRAPHY

## +3 FIRST YEAR FIRST SEMESTER

### Core Course - I (C-1)

### GEOMORPHOLOGY

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 50 Marks  
Mid Semester Theory : 20 Marks

#### Unit I

Meaning and Definition of Geomorphology, origin of the earth (Nebular, Tidal & Big Bang). Interior Structure of the earth & Seismology. Rocks - Types and characteristics.

#### Unit II

Concept of Isostasy - Airy & Pratt's view Epeirogenic and Orogenic Earth Movements - Folds & Faults, Volcanoes - Types, Causes, effect and distribution. Earthquake - Causes, effect and Distribution.

#### Unit III

Continental Drift Theory - Wegener, Plate Tectonics, Mountain Building Theory - Kober, Thermal Convection Current Theory - A. Holmes.

#### Unit IV

Weathering (Physical & Chemical ). Mass Wasting. Cycle of Erosion - Davis & Penck.

#### Unit V

Erosional & Depositional features produced by Running water, Glacier, Underground water, Wind & Wave.

#### Suggested Readings:

1. Modern Physical Geography. Strahler & Strahler
2. A Textbook of Geomorphology - P. G. Worcestor
3. Textbook of Geomorphology - P. Dayal
4. Certificate Physical Geography - Goh Cheng Leong
5. Geomorphology - Enyat Ahmed
6. Unstable Earth - J. A. Steers
7. Physical Geography - Savindra Singh
8. Understanding Physical Geography through Maps & Diagrams - Orient lay man

### PRACTICAL

#### CORE COURSE - I (C-1)

Full Mark : 30 Marks

Interpretation of Indian Topographical Maps, Drawings of profile (Serial, Superimposed, Composite), Stream order & Pattern of Drainage, Representation of relief features by means of contours..

V-shaped Valley, U-Shaped Valley, Col, Knoll, Saddle, Ridge, Plateau, Spur, Concave & Convex Slope.

#### Selected Readings :

Elements of practical Geography - R. L. Singh  
Practical Geography - Gopal Singh

**+3 FIRST YEAR FIRST SEMESTER  
Core Course - II (C-2) (Geography)  
CARTOGRAPHIC TECHNIQUE**

Time : 3 Hrs.

Credit : 06

End Semester Theory : 50 Marks

Mid Semester Theory : 20 Marks

**Unit I**

Cartography - Nature and Scope, History of Cartography, Maps-Meaning, definition and types.

**Unit II**

Scale-Definition Types- Plane scale, Diagonal scale, comparative scale, conversion and use of scale..

**Unit III**

Map projection - Definition, Classification, Properties and uses. Polar Zenithal - Gnomonic, Stereographic and orthographic, Equatorial - Simple cylindrical and cylindrical Equal area, Oblique - One standard parallel and Two standard parallel.

**Unit IV**

Topographical Map - Interpretation of Physical features, Interpretation of Cultural aspects.

Representation of relief features by contours

Interpretation of weather Map, Weather forecasting.

**Unit V**

Slope analysis - Slopes and gradients

Elements and classification of slope

Theories of slope (Davis, Penck, L. C. King)

Different approaches in the study of Slope - Slope evolution & progress form approach.

Profile - Types of profile, Serial, Superimposed, Composite & Projected.

**PRACTICAL**

**CORE COURSE - II (C-2)**

Full Mark : 30 Marks

Scale - Types of scale, Drawings of plain scale, diagonal scale, comparative scale.

Map Projection - Drawings of polar zenithal Gnomonic projection, Polar Zenithal Steriographic Projection, Polar Zenithal orthographic projection.

**Selected Readings :**

Fundamentals of Cartography - R. P. Misra & A Ramesh

Fundamentals of Practical Geography - Dr. L. R. Singh

Elements of Cartography - A. H. Robinson, J. L. Morrison, P. C. Muetrcks. A. J. Kinerling, S. C. Guptill

Elements of Practical Geography - R. L. Singh

Maps and Diagrams - F. J. Monkhouse

A Text book of Geomorphology - P. Dayal

**+3 FIRST YEAR SECOND SEMESTER  
Core Course - III (C-3) (Geography)  
CLIMATOLOGY**

Time : **3 Hrs.**  
Credit : **06**

End Semester Theory : **50 Marks**  
Mid Semester Theory : **20 Marks**

- Unit - I** Composition of the atmosphere  
Structure of the atmosphere  
Elements and factors of climate
- Unit - II** Atmospheric temperature- Insolation and Heat Budget.  
Heating and cooling of the atmosphere.  
Vertical and horizontal distribution of temperature.
- Unit - III** Atmospheric pressure and wind:  
Planetary pressure belts factors affecting wind, Planetary winds, Seasonal wind, Local wind and Jet Stream.
- Unit - IV** Atmospheric moisture - Evaporation, Humidity, Condensation, Fogs and Clouds.  
Precipitation and its types.
- Unit - V** Air mass and Front :- Concept, classification and properties.  
Tropical Cyclone.  
Temperate Cyclone.

**PRACTICAL (C-III)**

**Time - 3 Hrs**  
**F.M. - 30**

Interpretation of Indian Daily Weather Report, Weather Forecasting Drawings and use of weather Instruments - Six's maximum and minimum Thermometer, wet and dry bulb thermometer, Rain Gauge, Aneroid Barometer, Climograph and Hythergraph.

**Books**

Climatology - D S Lal  
Climatology - Savindra Singh  
Introduction to climate - G.T. Trewartha  
Climatology - Critchfield  
Elements of practical Geography R L Singh

**+3 FIRST YEAR SECOND SEMESTER  
Core Course - IV (C-4) (Geography)  
OCEANOGRAPHY**

Time : **3 Hrs.**  
Credit : **06**

End Semester Theory : **50 Marks**  
Mid Semester Theory : **20 Marks**

**Unit I**

Surface configuration of ocean floor- continental shelf, continental slope, deep sea plains, ocean deep.  
Bottom relief of Atlantic Ocean, Pacific Ocean and Indian Ocean

**Unit II**

Distribution of temperature and Salinity  
Ocean tides - Origin, types  
Theories on origin of tides- Equilibrium, Progressive wave, Stationary Wave.

**Unit III**

Ocean currents - Types characteristics, factors influencing nature & movements of ocean currents.  
Currents of Pacific Ocean, Atlantic Ocean and India Ocean

**Unit IV**

Coral reefs - Introduction, Conditions for the growth of Coral Polyps Types of coral reefs (Fringing, Barrier, Atoll)  
Theories on origin of coral reefs and atoll (Subsidence theory by Darwin, Standstill theory by Murray  
Glacial control theory by Daly,

**Unit V**

Ocean deposits and Marine resources,  
Sources and types,  
Classification and distribution of ocean deposits  
Meaning and importance of marine resources

**PRACTICAL**  
**CORE COURSE - IV (C-4)**

Full Mark : **30** Marks

Diagrammatic data representation - Line, Bar (Horizontal, Vertical, Pair), Dot (Simple and Multiple), Circle.  
Choropleth and isopleth.

**Selected Readings :**

Oceanography. - D. S. Lal.  
Physical Geography - Savindra Singh  
Oceanography. Vatal and Sharma  
Elements of Practical Geography - R. L. Singh  
Practical Geography - Dr. L. R. Singh.

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**+3 SECOND YEAR THIRD SEMESTER**  
**Core Course - V (C-5) (Geography)**  
**Economic Geography**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 50 Marks  
Mid Semester Theory : 20 Marks

**Unit-1**

Definition, Meaning, Scope and Importance of Economic Geography  
Types of human occupation (Primary, Secondary, Tertiary)  
Factors affecting location of economic activities- special reference to Agriculture

**Unit -II**

Resource-Meaning, Concept and Different definitions.  
Dynamic concept of resource, phantom pile  
Classification of resources

**Unit-III**

Agricultural resources-Types of Agriculture, Problems of Agriculture, Von Thunen's Theory of Agricultural location

**Unit-IV**

Mineral Resources of the world  
Iron ore, Coal, Bauxite, Petroleum

**Unit-V**

Industry- factors affecting location of industries  
Industrial location theory of Weber  
World distribution of major industries  
Iron and Steel, Cotton textile

**PRACTICAL**  
**C-V**

Time : 3 Hrs

Full Mark : 30 Marks

Traffic flow cartogram, Ergograph, Isotim

**Selected readings :**

1. Economic Geography-A study of Resources-Prithvish Roy
  2. Resources Geography-J.J Guha & P.R Chhotraj
  3. Economic & Social Geography-R.Knowles & J.Wareing
  4. Economic Geography-K.Siddhartha
  5. Economic Geography-Dr.Ahmad Hussain
  6. Human & Economic Geography-Goh cheng Leong & Gillianc Morgan
  7. Fundamentals of Practical Geography-L.R Singh
  8. Principles of Practical Geography-R.L Singh
  9. Fundamentals of Cartography-R.P Mishra & A.Ramesh
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**+3 SECOND YEAR THIRD SEMESTER**  
**Core Course - VI (C-6) (Geography)**  
**ENVIRONMENT AND ECOSYSTEM**

Time : 3 Hrs.

End Semester Theory : 50 Marks

Credit : 06

Mid Semester Theory : 20 Marks

**Unit - I**

Meaning and Scope of Environmental Geography  
 Fundamental Concept of Environmental Geography  
 Types of Environment, Environmental contrast - Global, Continental, Local.

**Unit-II**

Environmental controls-concept of Tolerance, Controls-Light, Temperature, Water, Wind, Edaphic  
 Topographic & Biotic, Man's impact on ecosystem

**Unit-III**

Environmental zones.  
 Forested-Equatorial, Boreal.  
 Intermediate-Savanna, Steppe.  
 Barren-Arid, Tundra.

**Unit-IV**

Meaning & concept of ecology & ecosystem. Types and structure of eco-system-Ecological Pyramid,  
 Functioning of eco-system, food chain & Foodwebs. Energy flow in eco-system, Bio-geochemical cycle-  
 nitrogen cycle, carbon cycle, phosphorus cycle, sulphur cycle.

**Unit-V**

Waste and Pollution - Types of Waste and pollutant. Air Pollution, Water Pollution.  
 Global ecological imbalance.

**PRACTICAL**  
**C-VI**

Time : 3 Hrs

Full Mark : 30 Marks

Drawings of Hydrological cycle, nitrogen cycle, carbon cycle, oxygen cycle, sulphur cycle. Energy flow  
 in ecosystem.

**Selected readings :**

Environment Geography Dr. Alka Gautam.  
 Environment Geography Savindra Singh  
 Ecology Environment P.D. Sharma

**+3 SECOND YEAR THIRD SEMESTER**  
**Core Course - VII (C-7) (Geography)**  
**GEOGRAPHY OF INDIAN TOURISM**

Time : 3 Hrs.

End Semester Theory : 50 Marks

Credit : 06

Mid Semester Theory : 20 Marks

**Unit- I**

Scope and Nature of Tourism, Meaning and Concept of Tourism, Factors influencing Tourism-Historical,  
 Natural, socio- cultural & economic.

**Unit-II**

Types of tourism-cultural, eco-tourism, adventurous tourism, historical tourism

**Unit-III**

Infrastructure & support system- accomodation & supplementary accomodation, transport & communication, facilities, travel agencies, govt, semi-govt organisations, other facilities & amenities

**Unit-IV**

Impact of tourism on physical & socio-economic aspects of a region-case study of northeast India, Uttar Pradesh, Odisha & Kerala.

**Unit-V**

Tourism planning & development-tourism planning policy & strategy,tourism resources,conservation & management,tourism as an indurstry,tourism & sustainable development

## PRACTICAL C-VII

Time : 3 Hrs

Full Mark : 30 Marks

Drawing of frequency curve,histogram based on data on tourist arrival during different season of the year, pie diagram to show tourists arrival.

**Selected readings :**

1. Hill tourism : planning & development : A sustainable relationship. Roulledge, London-R.H Chandra
2. Dynamics of tourism & recreation, inter- India, New Delhi- R.K Kaul
3. Tourism today-A Geographical analysis- D.G Pearce
4. Geography of tourism, Macdonald Evan H.A Robinson
5. Elements of practical Geography- R.L Singh
6. Principles of practical Geography- L.R Singh

## +3 SECOND YEAR FOURTH SEMESTER Core Course - VIII (C-8) (Geography) POPULATION GEOGRAPHY

Time : 3 Hrs.

End Semester Theory : 50 Marks

Credit : 06

Mid Semester Theory : 20 Marks

**Unit-I**

Defining the field-nature & scope, sources of data with special reference to India(census,vital stastics & NSS)

**Unit-II**

Population distribution- Factors affecting distribution of population,, Density and growth of Population, Theories of growth- Malthusian theory.

**Unit-III**

Population dyanamics-fertility, mortality & migration measurement, determinants.

**Unit-IV**

Population composition & characteristics-age, sex composition; rural & urban composition, literacy

**Unit-V**

Population & resources- optimum population, over population, under population pressure of population  
Population policies in developed countries

Population policies in under developed countries  
Population policies in India

### PRACTICAL C-VIII

Time : 3 Hrs

Full Mark : 30 Marks

Choropleth map (density)

Use of uniform & multiple dot method (distribution of population)

Population projection

**Selected readings :**

1. Population Geography-R.C Chandana
2. Human & economic Geography-Gohcheng leorg & G.C Morgan
3. Economic & social Geography-R.K Nowels & J.Waering
4. Population Geography-Dr Ahmad Hussain

### +3 SECOND YEAR FOURTH SEMESTER Core Course - IX (C-9) (Geography) HUMAN & SETTLEMENT GEOGRAPHY

Time : 3 Hrs.

End Semester Theory : 50 Marks

Credit : 06

Mid Semester Theory : 20 Marks

#### Unit-I Human Geography

Meaning, nature & scope of human Geography, man & his adjustment to natural environment, Evolution of human Geography, importance of human geography.

#### Unit-II Human Races

The evolution of man, bases of racial classification, classification of human races, Races of India

#### Unit-III Settlements (Rural)

Growth & development of human settlement, factors controlling growth of settlement, types & pattern of rural settlement, central place theory by Christaller

#### Unit-IV Settlement (Urban)

Concept of urban settlement, The origin of towns, Functional Classification of Towns, Definition of urban places.

#### Unit-V Urban Morphology

Models of city structure: concentric zone theory, sector theory, multiple nuclei theory, rural urban fringe, umland and hinterland, Satellite towns.

### PRACTICAL C-IX

Time : 3 Hrs

Full Mark : 30 Marks

Nearest neighbourhood analysis (settlement) network analysis



**Selected readings :**

1. Human Geograpy - Majid Hussain
2. Fundamentals of human Geography - Dr. L. R. Singh
3. Human Geography - Dr. R. P. Mishra
4. Human Geography, an ecological approach - Dr. B. S. Negi-

**+3 SECOND YEAR FOURTH SEMESTER  
Core Course - X (C-10) (Geography)  
GEOGRAPY OF INDIA**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 50 Marks  
Mid Semester Theory : 20 Marks

**Unit-I**

India- Location, Political division, Physical divisions  
Drainage- Peninsular and Himalayan river system

**Unit-II**

India- Climate- Characteristics, Monsoon, Retreating monsoon, Summer and Winter condition and Associated weather, Natural vegetation, Classification of soils.

**Unit-III**

India- Population- Factors affecting population distribution, density of population, distribution of population, agriculture (rice & wheat), problems of Indian agriculture.

**Unit-IV**

India- Minerals resources- Iron Ore, Coal, Bauxite  
Power resources- Hydel

**Unit-V**

India-Industries- Iron and Steel, Aluminium, Cotton textile

**PRACTICAL  
C-X**

Time : 3 Hrs

Full Mark : 30 Marks

Map Enlargement and reduction, functional classification of towns by triangulation method

**Selected readings :**

1. Economic & Commercial Geography of India- C. B. Mamoria
  2. India- A comparative Geography - D. R. Khullar
  3. Economic & Commercial Geography of India - Sharma & Coutinhou
-

4. Elements of Practical Geography- L. R. Singh
5. Fundamentals of Practical Geography- R. L. Singh
6. Fundamentals of Catrography - R. P. Mishra & A. Ramesh
7. Maps & Diagrams - F. J. Monkhouse

**+3 THIRD YEAR FIFTH SEMESTER  
Core Course - XI (C-11) (Geography)  
GEOGRAPHY OF THOUGHT**

Time : 3 Hrs.

End Semester Theory : **50** Marks

Credit : **06**

Mid Semester Theory : **20** Marks

**Unit - 1**

Evolution, meaning & scope of Geography, development of Geography in ancient period-Greek, Roman & Indian.

**Unit-II**

Development of Geography in modern period- German, French, American & British schools of thought

**Unit-III**

Founders of modern Geography- A Von Humbold Carl Ritter, Freidrich Ratzel, Vidal Dela Blache

**Unit-IV**

Dualism in Geogrphy- Systematic vs Regional, Physical vs Human, Historical vs Contemporary

**Unit-V**

Concept of man environment relationship: deteriminism, possibilism, neodeterminism, probabilism

**PRACTICAL  
C-11**

Time : 3 Hrs

Full Mark : **30** Marks

Use of Globe and Map, Advantages of using map, Types or map and their uses

**References**

1. History of geograpical thought - Dr. S. D. Maurya
2. Evolution of geographical thought - Majid Hussain
3. Geographical thought - Lalita Rana
4. Geograpic thought - R. D. Doi
5. The Nature of Geography - Richard Hartshorne
6. Fundamentals of practical Geography - L. R. Singh
7. An introduction to practical Geography - R. L. Singh

**+3 THIRD YEAR FIFTH SEMESTER**  
**Core Course - XII (C-12) (Geography)**  
**REGIONAL PLANNING AND DEVELOPMENT**

Time : **3 Hrs.**  
 Credit : **06**

End Semester Theory : **50 Marks**  
 Mid Semester Theory : **20 Marks**

- Unit - I Concept of region and regional planning, Types of region-Formal, functional and planning region, Need for planning region, Types of planning region, Regionalisation and delineation of regions.
- Unit - II Characteristics of planning region, Hierarchical concept, Planning region of India, Current status of regional planning in India.
- Unit - III Theories of regional development and growth-Approaches to regional growth-Aggregate and disaggregate approach, Growth pole theories-Perroux, myrdal, R.P. Mishra.
- Unit - IV Basic strategies and approaches for regional development in India - i) Multi level planning, ii) Micro level planning, iii) Integrated area development, iv) Special area programme-Hill area development programme, Tribal area development programme.
- Unit - V Contemporary Issues in regional planning, Regional planning efforts in India through plan periods, Regional Imbalance and disparities in India, Case studies - Damodar vally project, Dandakaranya project.

**PRACTICAL**

**F.M. - 30**  
**Time - 3 hrs**

Drawing of grahps and curves : Scatter diagram for socio-economic indicators, Lorenz curve, cartographic representation of socio-economic data.

Book :

1. An introduction to development and regional planning special reference to India - J.R. chaudhuri
2. Regional planning - Concepts, techniques policies and case studies - R.P. Mishra.
3. Regional planning - A comprehensive Text - R.C. Chandan
4. Regional planning in India - Mahesh chand and V.K. Puri
5. Fundamentals of practical Geography - R.L. Singh.
6. Maps and Diagrams - F.J. Monkhouse.

**+3 THIRD YEAR SIXTH SEMESTER**  
**Core Course - XIII (C-13) (Geography)**  
**GEOGRAPHY OF ODISHA**

Time : **3 Hrs.**  
 Credit : **06**

End Semester Theory : **50 Marks**  
 Mid Semester Theory : **20 Marks**

**Unit-I**

Odisha- location, poltical division, physical division drainage

**Unit-II**

Odisha- climate characteristics, summer & winter condition, mechanism of monsoon, soils, natural vegetation

**Unit-III**

Odisha population- factors affecting population distribution, density of population, agriculture -rice and pulses, problems of agriculture

**Unit-IV**

Odisha industries- iron & steel, Aluminium Transport-Railways, roadways, airways

**Unit-V**

Odisha minerals- iron ore, coal, bauxite (important types, use, distribution) power resources Hydel

### PRACTICAL C-XIII

Time : 3 Hrs

Full Mark : 30 Marks

Drawing of isopleth maps showing temp pressure & rainfall of different places

**Books-**

1. Geography of Odisha by NBT publisher - Dr. B. N.Singh
2. Geography of Odisha Kitab mahal - Dr. G. C.Ray
3. Odisha reference govt publication - P. R. Deptt
4. Elements of Practical Geography - R. L.Singh
5. Maps & diagrams - F. J. Monkhouse
6. Principles of Practical Geography - L. R. Singh

### +3 THIRD YEAR SIXTH SEMESTER Core Course - XIV (C-14) (Geography) BIOGEOGRAPHY

Time : 3 Hrs.

End Semester Theory : 50 Marks

Credit : 06

Mid Semester Theory : 20 Marks

**Unit-I**

Biogeography - Concepts and definition, scope and branches significance of biogeography, value and importance,

**Unit-II**

Soil I- Soil, an ecological factor, components of soil system, soil profile, soil forming processes

**Unit - III**

Soil II - Classification of soil - Zonal, Intrazonal and Azonal, Soil erosion, Factors and causes of soil erosion, Soil conservation.

**Unit - IV**

Biogeographical Regions- Meaning and concepts.

Floral region - Australian, Avstralian

Faunal region - Palearctic, Neartic

## Unit - V

Marine Biogeography- Meaning and concept, Characteristic features, Types of Ocean habitats - Pelagic and benthic, Characteristics of coastal habitats.

**PRACTICAL**

Time : 3 Hrs.

Full Mark - 30

Drawing of soil profile, Pie diagram to show soil distribution point method to show National Parks, Sanctuaries etc.

**Selected Readings:**

1. Biogeography - Savinder Singh
2. Biogeography - James Brown
3. Biogeography, An ecological approach - Barry Cox and P.D. Moore
4. Conservation Biogeography - D.M. Richardson

**+3 SECOND YEAR THIRD SEMESTER**  
**General Elective - III (GE-3) (Geography)**  
**INDIAN GEOGRAPHY**

Time : 3 Hrs.

End Semester Theory : 50 Marks

Credit : 06

Mid Semester Theory : 20 Marks

**Unit-I**

India - location, political division, physical division, drainage

**Unit-II**

India - climate (summer & winter condition), mechanism of monsoon, natural vegetation, soil

**Unit-III**

India - population-factors, density & distribution agriculture - Rice, Wheat, problems of Indian agriculture

**Unit-IV**

India minerals - iron ore, coal, bauxite

**Unit-V**

India industries - iron & steel, aluminium, cotton textile, Transport- roadways, railways, airways

**PRACTICAL**  
**GE - III**

Time : 3 Hrs

Full Mark : 30 Marks

Project : Topics to be given specially from India.

**Selected readings**

1. India-A comprehensive Geography - D. R Khullar
2. Economic & commercial Geography of India - C. B Mamoria
3. India-A regional Geography - R. L Singh
4. Commercial & economic Geography - Sharma & Countinhoe
5. Elements of practical Geography - R. L Singh
6. Fundamentals of practical Geography - L. R Singh

**+3 SECOND YEAR FOURTH SEMESTER**  
**General Elective - IV (GE-4) (Geography)**  
**GEOGRAPHY OF ODISHA**

Time : 3 Hrs.

End Semester Theory : 50 Marks

Credit : 06

Mid Semester Theory : 20 Marks

**Unit-I**

Odisha Location - Political Division, physical division, drainage

**Unit-II**

Odisha Population - Factors, density & distribution, Agriculture - rice and sugarcane, problems of agriculture

**Unit-III**

Odisha Climate - Summer & winter condition, soil, natural vegetation

**Unit-IV**

Odisha Mineral - Iron ore, coal, bauxite, power resources- hydel

**Unit-V**

Odisha Industries - Iron and steel, aluminium, Transport - railways, roadways & airways

**PRACTICAL**  
**GE-4**

Time : 3 Hrs

Full Mark : 30

Project- Topic to be given specially from Odisha

**Selected Readings**

Geography of Odisha - Dr. B.N. Sinha NBT publication New Delhi

Geography of Odisha - Dr. G.C. Ray Kitab Mahal

Elements of Practical Geography - R.L. Singh

Fundamentals of Practical Geography - L.R. Singh

Maps and Diagram - F.J. Monkhouse

**+3 THIRD YEAR FIFTH SEMESTER**  
**DSE - I (Geography)**  
**DISASTER MANAGEMENT**

Time : 3 Hrs.

End Semester Theory : 80 Marks

Credit : 06

Mid Semester Theory : 20 Marks

**Unit - i**

Hazards and Disasters, Typology of hazards and disasters, Hazard analysis - risk and vulnerability.

**Unit - ii**

Aspects of disaster management-meaning, concept and principles of disaster management, National and International organizations for disaster management, methods and approaches of disaster management, Level and nature of disaster management.

**Unit - iii**

Flood hazards and management - Meaning and concept, factors and effects of flood, flood control, mitigation and forecasting

**Unit - iv**

Tropical cyclone disaster and management - Origin and impact of tropical cyclone, Reduction and management, mitigation and prevention

**Unit - v**

Earthquake disaster and management - magnitude, characteristics and causes, Distribution of seismic hazard zones, Effects, reduction and management

**Selected Readings:**

1. Disaster management - Sowindar Singh
2. Disaster management - Anil Kathuria
3. Natural and man-made disaster - K.K. Singh and A.K. Singh
4. Natural hazards and disaster management - B.K. Mishra and G.K. Panda

**+3 THIRD YEAR FIFTH SEMESTER****DSE - II (Geography)****RURAL DEVELOPMENT**

Time : 3 Hrs.

Credit : 06

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

**Unit - I****Rural Development -**

Meaning and concept, Indicators and objectives, Problems of rural development, Interdependence of rural and urban sector, Gandhian concept of rural development

**Unit - II****Sectoral approach -**

Agriculture and allied sectors, Problems faced by agricultural sector, National agricultural policy, Pradhan Mantri Fasal Bima Yojana (PMFBY), Lab to land approach

**Unit - III****Area based approach -**

Tribal Area Development Programme, Hill Area Development Programme, Drought Prone Area Development Programme, Command Area Development Programme.

**Unit - IV****Target group approach -**

Integrated Rural Development Programme (IRDP), Training Rural Youth for self - employment (TRYSEM), Swarna Jayanti Gram Swarozgar Yojana (SJGSY), Development of Women and children in rural areas (DWCRA)

**Unit - V****Basic needs approach -**

Minimum needs Programme (MNP), Programmes for Provision of services like Drinking water, Education, Pradhan Mantri Gram Sadak Yojana (PMGSY), Jawahar Gram Samridhi Yojana (JGSY).

**Selected reading :**

- 1- Rural Geography - B.S. Negi
  - 2- Yojana - Monthly magazine on rural development
  - 3- Kurukhetra - Monthly magazine on rural development
-

**+3 THIRD YEAR SIXTH SEMESTER**  
**DSE - III (Geography)**  
**INDUSTRIAL GEOGRAPHY**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**Unit - i**

Industrial Geography - Definition and objectives, classification of industries, industrial policies, impact of economic liberalization

**Unit - ii**

Factors affecting location of industries, Industrial location theories by weber, palender, Hoover and Losch

**Unit - iii**

Agro-based industries - Jute, cotton, paper and sugar

**Unit - iv**

Mineral based industries - Iron and steel, Aluminium cement, petro-chemical

**Unit - v**

Industrial Regions - characteristics and delimitation of an industrial regions, mumbai - pune industrial region, Chhotanagpur industrial region, Minor industrial regions

**Selected Readings:**

1. Economic geography - Prithwis Roy
2. Economic geography - Sawinder Singh
3. Industrial geography - K. Siddhartha
4. Industrial geography - Mayer and cone
5. Industrial geography of India - M. Bandopadhyaya

**+3 THIRD YEAR SIXTH SEMESTER**  
**DSE - IV (Geography)**

**PROJECT**

Time 3 Hrs.  
Credit-06

Full mark - 100  
Record - 75 marks  
Viva-voce - 25 marks

Different projects will be allotted to individual students and they have to submit a report under the guidance of allotted teachers.





# HINDI

## +3 FIRST YEAR FIRST SEMESTER Core Course - I (C-1) - Hindi

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

### हिन्दी साहित्य का इतिहास (भाग-1)

#### UNIT-I

हिन्दी साहित्य के प्रमुख इतिहास ग्रन्थ (केवल परिचय), काल विभाजन एवं नामकरण।

#### UNIT-II

आदिकाल की पृष्ठभूमि, आदिकाल के प्रमुख कवि, आदिकाल की प्रमुख रचनाएँ, आदिकाल की प्रमुख काव्य प्रवृत्तियाँ।

#### UNIT-III

विक्रकाल सामान्य परिचय, नर्गुण काव्यधारा (ज्ञान मार्ग एवं प्रेम मार्ग), नर्गुण काव्यधारा के प्रमुख कवि एवं रचनाएँ।

#### UNIT-IV

सगुण काव्यधारा सामान्य परिचय, समभक्ति शाखा, कृष्ण भक्ति शाखा प्रमुख कवि एवं रचनाएँ।

#### UNIT-V

रीतिकाल की पृष्ठभूमि, रीति काव्य का सामान्य परिचय, रीतिबद्ध एवं रीतिमुक्त काव्य के प्रमुख कवि और उनकी रचनाएँ, प्रवृत्तियाँ।

#### अंक विभाजन :

विभाग -	(क) सभी इकाइयों से 10 बस्तुनिष्ठ प्रश्न पूछे जाएँगे।	2 x 10 = 20
विभाग-	(ख) उपर्युक्त इकाइयों से 10 प्रश्न पूछे जाएँगे। उनमें से 05 के उत्तर लिखने होंगे।	12 x 5 = 60

End Semester	80
Internal	20
Total	100

#### सहायक ग्रंथ :

- हिन्दी साहित्य का इतिहास- आचार्य रामचन्द्र शुक्ल, नागरी प्रचारणी सभा, काशी
- हिन्दी साहित्य का उदभव और विकास- आचार्य हजारी प्रसाद द्विवेदी
- हिन्दी साहित्य का दूसरा इतिहास - डॉ. बच्चन सिंह
- भक्ति काव्य और लोक जीवन - शिवकुमार मिश्र
- Social Life and Concepts in Medieval Hindi Bhakti Poetry-Dr. Savitri Chandra
- भारतीय चिंतन परंपरा - के. दामोदरन

**+3 FIRST YEAR FIRST SEMESTER  
Core Course - II (C-2) - Hindi**

Time : 3 Hrs.

Credit : 06

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

**भक्तिकालीन हिन्दी कविता  
(निर्गुण एवं रामभक्ति काव्यधारा)**

**UNIT-I**

निर्गुण भक्ति काव्य का स्वरूप, रामभक्ति काव्य का स्वरूप, प्रमुख कवि और प्रवृत्तियाँ।

**UNIT-II**

कबीर - पद संख्या :- २. रहना नहीं देस बिराना है, ४.साधो, देखा जग बौराना, ५. तोको पीव मिलेंगे।

**UNIT-III**

साखी - १ से २१ तक।

**UNIT-IV**

मलिक मुहम्मद जायसी - नागमती वियोग - वर्णन।

**UNIT-V**

तुलसी दास - भरत महिमा।

**अंक विभाजन :**

विभाग -	(क)	सभी इकाइयों से 10 बस्तुनिष्ठ प्रश्न पूछे जाएँगे।	2 x 10 = 20
विभाग-	(ख)	उपर्युक्त इकाइयों से 06 व्याख्या एवं 04 प्रश्न पूछे जाएँगे। उनमें 05 के उत्तर लिखने होंगे।	12 x 5 = 60

End Semester	80
Internal	20
<b>Total</b>	<b>100</b>

**पाठ्य पुस्तक :**

- हिन्दी काव्य संग्रह, सं. रामवीर सिंह, केन्द्रीय हिन्दी संस्थान, आगरा

**सहायक ग्रंथ :**

- भक्ति आंदोलन और सूरदास का काव्य - मैनेजर पाण्डेय
- हिंदी सूफी काव्य की भूमिका - रामपूजन तिवारी
- राष्ट्रीय एकता, वर्तमान समस्याएँ और भक्ति साहित्य - कैलाश नारायण तिवारी
- कबीर की विचारधारा - गोविंद त्रिगुणायत

**+3 FIRST YEAR SECOND SEMESTER  
Core Course - III (C-3) - Hindi**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**हिन्दी साहित्य का इतिहास (भाग-2)**

**UNIT-I**

आधुनिक काल की सामाजिक, सांस्कृतिक एवं राजनैतिक पृष्ठभूमि। गद्य का उदभव एवं विकास। खड़ी बोली का साहित्य।

**UNIT-II**

भारतेन्दु युगीन काव्य, द्विवेदी युगीन काव्य तथा छायावादी कविता (केवल कविता की प्रमुख प्रवृत्तियाँ)

**UNIT-III**

प्रगतिवाद, प्रयोगवाद, नयी कविता, समकालीन कविता (केवल काव्य प्रवृत्तियाँ)।

**UNIT-IV**

गद्य की प्रमुख विधाओं का विकास : उपन्यास और कहानी।

**UNIT-V**

(क) नाटक, एकांकी, निबंध (उदभव और विकास)

(ख) अस्मिता विमर्श - दलित, स्त्री

**अंक विभाजन :**

विभाग -	(क) सभी इकाइयों 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे।	2 x 10 = 20
विभाग-	(ख) उपर्युक्त इकाइयों से 10 प्रश्न पूछे जाएँगे। उनमें से 05 के उत्तर लिखने होंगे।	12 x 5 = 60

End Semester	80
Internal	20
<b>Total</b>	<b>100</b>

**सहायक ग्रंथ :**

- |   |  |
|---|--|
| 1. हिन्दी साहित्य का इतिहास-                            | आचार्य रामचन्द्र शुक्ल, नागरी प्रचारणी सभा, काशी |
| 2. हिन्दी साहित्य का उदभव और विकास-                     | आचार्य हजारी प्रसाद द्विवेदी                     |
| 3. हिन्दी साहित्य का दूसरा इतिहास -                     | डॉ. बच्चन सिंह                                   |
| 4. हिन्दी साहित्य : बीसवीं शताब्दी -                    | नन्द दुलारे वाजपेयी, इलाहाबाद                    |
| 5. भारतेन्दु हरिश्चन्द्र और हिन्दी नवजागरण की समस्याएँ- | रामविलास शर्मा, राजकमल, दिल्ली                   |
| 6. हिन्दी दलित साहित्य -                                | मोहनदास नैमिशराय, साहित्य अकादेमी                |

**+3 FIRST YEAR SECOND SEMESTER  
Core Course - IV (C-4) - Hindi**

Time : 3 Hrs.

Credit : 06

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

**कृष्णभक्ति एवं रीतिकालीन हिन्दी कविता**

**UNIT-I**

कृष्णभक्ति काव्य का स्वरूप, कृष्ण भक्ति के प्रमुख कवि। सूरदास : विनय के पद - १ से ५ एवं भ्रमरगीत - ६ से १०।

**UNIT-II**

रसखान - पद ३- मानुष हो तो वही, ४-या लकुटि और कमरिया, ६- सेस गनेस महेस, १०- मोरपखा परि उपर एवं १२- कान्हा भये बस बाँसुरी के....।

**UNIT-III**

रीतिकालीन काव्य का स्वरूप, रीतिकाल के प्रमुख कवि, रीतिकालीन काव्य की प्रमुख विशेषताएँ।

**UNIT-IV**

बिहारी : भक्ति, ऋतु वर्णन एवं नीति के दोहे (१ से २६)।

**UNIT-V**

घनानन्द : प्रेम-साधना, प्रेम की अनन्यता, उपालंभ के पद (१, २, ३, ४, और ५)

**अंक विभाजन :**

विभाग -	(क) सभी इकाइयों से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे।	2 x 10 = 20
विभाग-	(ख) उपर्युक्त इकाइयों से 06 व्याख्या एवं 04 प्रश्न पूछे जाएँगे। उनमें 05 के उत्तर लिखने होंगे।	12 x 5 = 60

End Semester	80
Internal	20
<b>Total</b>	<b>100</b>

**पाठ्य पुस्तक :**

- हिन्दी काव्य संग्रह, सं. रामवीर सिंह, केन्द्रीय हिन्दी संस्थान, आगरा

**सहायक ग्रंथ :**

- रीतिकाव्य की भूमिका - डॉ. नगेंद्र
- हिन्दी साहित्य का उत्तर मध्यकाल महेंद्र कुमार
- बिहारी - विश्वनाथ प्रसाद मिश्र

**+3 SECOND YEAR THIRD SEMESTER  
Core Course - V (C-5) - Hindi**

Time : 3 Hrs.

Credit : 06

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

**अनुवाद सिद्धान्त**

**UNIT-I**

अनुवाद की परिभाषा एवं स्वरूप, अनुवाद के क्षेत्र, अनुवाद कला अथवा विज्ञान।

**UNIT-II**

अनुवाद की प्रक्रिया, अनुवाद तथा समतुल्यता का सिद्धान्त।

**UNIT-III**

अनुवाद के प्रकार : साहित्यिक अनुवाद (भाषा अनुवाद), कार्यालयी अनुवाद, सारानुवाद, भावानुवाद।

**UNIT-IV**

व्यावहारिक अनुवाद : किसी अंग्रेजी अवतरण का हिन्दी में अनुवाद। (केवल कार्यालयी अनुच्छेद ही दिया जाएगा)

**UNIT-V**

व्यावहारिक अनुवाद : किसी हिन्दी अवतरण का अंग्रेजी में अनुवाद (केवल कार्यालयी अनुच्छेद ही दिया जाएगा)

**अंक विभाजन :**

विभाग -	(क)	उपर्युक्त इकाइयों I, II और III से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे।	2 x 10 = 20
विभाग-	(ख)	उपर्युक्त I, II और III इकाइयों से 06 प्रश्न पूछे जाएँगे। उनमें 03 के उत्तर लिखने होंगे। तथा Unit IV, V से 01 हिन्दी और 01 अंग्रेजी के अनुच्छेद का अनुवाद करना होगा।	12 x 5 = 60

End Semester	80
Internal	20
<b>Total</b>	<b>100</b>

**सहायक ग्रंथ :**

- |    |                            |                            |
|----|----------------------------|----------------------------|
| १. | अनुवाद के भाषिक सिद्धान्त- | कैटफोट                     |
| २. | अनुवाद प्रविधि-            | प्रो. बालेन्दु शेखर तिवारी |
| ३. | अनुवाद के सिद्धान्त -      | आर. आर. रेड्डी             |
| ४. | अनुवाद -                   | छबिल कुमार मेहेर           |

**+3 SECOND YEAR THIRD SEMESTER**  
**Core Course - VI (C-6) - Hindi**

Time : 3 Hrs.

Credit : 06

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

**हिन्दी कथा साहित्य (उपन्यास)**

**UNIT-I**

हिन्दी उपन्यास के अदभव और विकास में प्रेमचन्द का महत्व, प्रेमचन्द का उपन्यास साहित्य, प्रेमचन्द के उपन्यासों में भारतीय समाज एवं मेहनतकश वर्ग।

**UNIT-II**

प्रेमचन्द और कर्मभूमि, कर्मभूमि में स्वतन्त्रता आंदोलन का स्वरूप, कर्मभूमि की प्रमुख समस्याएँ।

**UNIT-III**

भगवतीचरण वर्मा का उपन्यास साहित्य, पाप और पुण्य की तलाश, चित्रलेखा की प्रमुख समस्याएँ।

**UNIT-IV**

कर्मभूमि - प्रेमचंद

**UNIT-V**

चित्रलेखा - भगवतीचरण वर्मा

**अंक विभाजन :**

विभाग -	(क)	सभी इकाइयों से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे।	2 x 10 = 20
विभाग-	(ख)	उपर्युक्त इकाइयों से 10 प्रश्न पूछे जाएँगे। उनमें से 05 के उत्तर लिखने होंगे।	12 x 5 = 60

End Semester	80
Internal	20
Total	100

**सहायक ग्रंथ :**

- |    |                             |                                |
|----|-----------------------------|--------------------------------|
| १. | प्रेमचंद और उनका युग -      | रामविलास शर्मा, राजकमल प्रकाशन |
| २. | विरासत का सवाल -            | शिवकुमार मिश्र                 |
| ३. | हिंदी उपन्यास एक अंतर्गता - | रामदरश मिश्र                   |
| ४. | उपन्यास के पहलू -           | ई. एम. फोस्टर                  |

**+3 SECOND YEAR THIRD SEMESTER  
Core Course - VII (C-7) - Hindi**

Time : 3 Hrs.

Credit : 06

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

**हिन्दी कथा साहित्य (कहानी)**

**UNIT-I**

उसने कहा था - चंद्रधर शर्मा गुलेरी

पुरस्कार - प्रसाद

**UNIT-II**

पूस की रात- प्रेमचन्द

मुगलों ने सल्तनत बख्शा दी - भगवतीचरण वर्मा

**UNIT-III**

पंचलाईट - फणीश्वरनाथ रेणु

भोलाराम का जीव - हरिशंकर परसाई

**UNIT-IV**

कलाकार - राजेन्द्र यादव

मानसरोवर के हंस - कमलेश्वर

**UNIT-V**

वापसी - उषा प्रियंवदा

रानी माँ का चबूतरा - मन्नू भंडारी

**अंक विभाजन :**

विभाग - (क) सभी इकाइयों से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे।

2 x 10 = 20

विभाग- (ख) उपर्युक्त इकाइयों से 10 प्रश्न पूछे जाएँगे। उनमें से 05 के उत्तर लिखने होंगे।

12 x 5 = 60

End Semester	80
Internal	20
<b>Total</b>	<b>100</b>

**पाठ्य पुस्तक :**

१. आधुनिक कहानी संग्रह - सं. सरोजिनी शर्मा, केन्द्रीय हिन्दी संस्थान, आगरा

**सहायक ग्रंथ :**

- |                           |            |
|---------------------------|------------|
| १. कहानी नयी कहानी        | नामवर सिंह |
| २. नयी कहानी की भूमिका    | कमलेश्वर   |
| ३. हिन्दी कहानी का इतिहास | गोपाल राय  |

**+3 SECOND YEAR FOURTH SEMESTER**  
**Core Course - VIII (C-8) - Hindi**

Time : 3 Hrs.

Credit : 06

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

**कथा इत्तर गद्य साहित्य**

**UNIT-I**

जीवनी - उद्देश्य, प्रस्तावना, जीवनी का स्वरूप

जीवनी साहित्य : परंपरा और विकास

**UNIT-II**

आत्मकथा - उद्देश्य, प्रस्तावना, आत्मकथा का स्वरूप,

आत्मकथा साहित्य : परंपरा और विकास

**UNIT-III**

रेखाचित्र - 'रेखाएँ और रेखाएँ'

संपादक - सुधारकर पाण्डेय, अनुराग प्रकाशन, वाराणसी

१. रजिया - रामवृक्ष बेनीपुरी

२. रामा - महादेवी वर्मा

**UNIT-IV**

पाठ्य पुस्तक : आधुनिक निबंध संग्रह : सं. सुरेश कुमार, केन्द्रीय हिन्दी संस्थान, आगरा।

१. नाखून क्यों बढ़ते हैं - हजारी प्रसाद द्विवेदी

२. नये वर्ष के शुभ संकल्प - रामविलास शर्मा

**UNIT-V**

१. अमरनाथ की महायात्रा - कन्हैयालाल नंदन

२. छायावादी काव्य शैली - नामवर सिंह

**अंक विभाजन :**

विभाग - (क) सभी इकाइयों से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे।

2 x 10 = 20

विभाग- (ख) उपर्युक्त इकाइयों से 10 प्रश्न पूछे जाएँगे। उनमें से 05 के उत्तर लिखने होंगे।

12 x 5 = 60

End Semester	80
Internal	20
Total	100

**सहायक ग्रंथ :**

१. प्रतिनिधि हिंदी निबंधकार - विभुराम मिश्र, ज्योतिश्वर मिश्र, लोकभारती प्रकाशन।
२. यात्रा साहित्य विद्या: शास्त्र और इतिहास - बापूराम देशाई, विकास प्रकाशन, कानपुर।
३. हिंदी का गद्य साहित्य - रामचंद्र तिवारी।



**+3 SECOND YEAR FOURTH SEMESTER**  
**Core Course - IX (C-9) - Hindi**

Time : 3 Hrs.

End Semester Theory : 80 Marks

Credit : 06

Mid Semester Theory : 20 Marks

**आधुनिक हिन्दी कविता (१)**

**UNIT-I**

यशोधरा : मैथिलीशरण गुप्त : कविता सं.

१. घूम रहा है कैसा चक्र, २. सखि वे मुझसे कहकर जाते, ३. आर्यपुत्र दे चुके परीक्षा, ४. चुप रह चुप रह हाय अभागे, ५. रूदन का हसना ही तो गान, ६. पधारो भव - भव के भगवान

**UNIT-II**

जयशंकर प्रसाद -

१. आँसू - १ से २० २. ले चल मुझे भुलावा देकर

**UNIT-III**

निराला - १. तोड़ती पत्थर, २. बादल राग, ३. संध्या सुन्दरी

**UNIT-IV**

पंत : प्रथम रश्मि, ताज, गीत विहग

**UNIT-V**

महादेवी : मैं नीर भरी दुःख की बदली, पंथ होने दो अपरिचित, मधुर-मधुर मेरे दीपक जल।

**अंक विभाजन :**

विभाग -	(क) सभी इकाइयों से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे।	2 x 10 = 20
विभाग-	(ख) उपर्युक्त इकाइयों से 06 व्याख्या एवं 04 प्रश्न पूछे जाएँगे। उनमें 05 के उत्तर लिखने होंगे।	12 x 5 = 60

End Semester	80
Internal	20
<b>Total</b>	<b>100</b>

**पाठ्य पुस्तक:** हिन्दी काव्य संग्रह - सं. रामवीर सिंह, के. हि. सं. आगरा**सहायक ग्रंथ :**

१. छायावाद - नामवर सिंह, राजकमल प्रकाशन, दिल्ली
२. आधुनिक हिंदी साहित्य की प्रवृत्तियाँ - नामवर सिंह, लोकभारती प्रकाशन, इलाहाबाद
३. निराला : आत्महंता आस्था - दूधनाथ सिंह
४. जयशंकर प्रसाद - नंददुलारे बाजपेयी

**+3 SECOND YEAR FOURTH SEMESTER**  
**Core Course - X (C-10) - Hindi**

Time : 3 Hrs.

Credit : 06

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

**भाषा विज्ञान और हिन्दी भाषा**

**UNIT-I**

भाषा की परिभाषा एवं स्वरूप, भाषा परिवर्तन के कारण।

**UNIT-II**

भाषा विज्ञान की परिभाषा एवं स्वरूप, ज्ञान की अन्य शाखाओं से संबन्ध।

**UNIT-III**

दक्खिनी हिन्दी भाषा का साहित्य, खड़ी बोली और साहित्यिक भाषा के रूप में हिन्दी का उदभव और विकास।

**UNIT-IV**

आधुनिक युग में खड़ी बोली गद्य का विकास :

१. फोर्ट विलियम कॉलेज और खड़ी बोली का गद्य।
२. स्वाधीन गद्य लेखक (लल्लूजी लाल, सदल मिश्र, इंशा अल्ला खाँ)
३. ईसाई मिशनरियों और आर्य समाज की भूमिका।

**UNIT-V**

हिन्दी के विविध रूप : राजभाषा, राष्ट्रभाषा, सम्पर्क भाषा, संचार भाषा।

**अंक विभाजन :**

विभाग -	(क) सभी इकाइयों से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे।	2 x 10 = 20
विभाग-	(ख) उपर्युक्त इकाइयों से 10 प्रश्न पूछे जाएँगे। उनमें से 05 के उत्तर लिखने होंगे।	12 x 5 = 60

End Semester	80
Internal	20
Total	100

**सहायक ग्रंथ :**

१. भाषा विज्ञान की भूमिका- देवेन्द्रनाथ शर्मा, दीप्ति शर्मा, राधाकृष्ण प्रकाशन, नई दिल्ली
२. हिन्दी : अदभव, विकास और रूप - हरदेव बाहरी, किताब महल, नई दिल्ली
३. हिन्दी भाषा का इतिहास - धीरेन्द्र वर्मा
४. भाषा और समाज - रामविलास शर्मा, राकमल प्रकाशन, नई दिल्ली

**+3 THIRD YEAR FIFTH SEMESTER**  
**Core Course - XI (C-11) - Hindi**

Time : 3 Hrs.

Credit : 06

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

**हिन्दी नाटक और रंगमंच**

**UNIT-I**

हिन्दी नाटक और रंगमंच का परिचय, भारतीय रंगमंच, पाश्चात्य रंगमंच।

**UNIT-II**

'चन्द्रगुप्त' - प्रसाद

**UNIT-III**

आषाढ़ का एक दिन' - मोहन राकेश

**UNIT-IV**

आधुनिक एकांकी संग्रह - सं सुरेश कुमार, केंद्रीय हिंदी संस्थान, आगरा

१. भोर का तारा - जगदीश चंद्र माधुर
२. औरंगजेब की आखिरी रात - रामकुमार वर्मा
३. शुभ्र पुरूष - सुमित्रानंदन पंत

**UNIT-V**

१. जुलूस - कणादि ऋषि भटनागर
२. नींद क्यों रात भर नहीं आती - सुरेंद्र वर्मा
३. धीरे बहो गंगा - लक्ष्मीनारायण लाल

**अंक विभाजन :**

विभाग -	(क) सभी इकाइयों से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे।	2 x 10 = 20
विभाग-	(ख) उपर्युक्त इकाइयों से 06 व्याख्या एवं 04 प्रश्न पूछे जाएँगे। उनमें 05 के उत्तर लिखने होंगे।	12 x 5 = 60

End Semester	80
Internal	20
Total	100

**सहायक ग्रंथ :**

१. नाटककार जयशंकर प्रसाद- सं. सत्येन्द्र कुमार तनेजा, राधाकृष्ण प्रकाशन।
२. हिन्दी नाटक - बच्चन सिंह, लोकभारती प्रकाशन, इलाहाबाद।
३. आधुनिकता और मोहन राकेश - डॉ. उर्मिला मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी।
४. आधुनिक हिन्दी नाटक और रंगमंच- सं. नेमिचंद जैन।

**+3 THIRD YEAR FIFTH SEMESTER**  
**Core Course - XII (C-12) - Hindi**

Time : 3 Hrs.

Credit : 06

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

**भारतीय काव्य शास्त्र**

**UNIT-I**

काव्य लक्षण, काव्य प्रयोजन, शब्द शक्ति

**UNIT-II**

रस सिद्धान्त : परिभाषा एवं स्वरूप, रसके प्रकार

**UNIT-III**

रीति सिद्धान्त : परिभाषा एवं स्वरूप, रीति के भेद

अलंकार : परिभाषा एवं स्वरूप, प्रमुख भेद

**UNIT-IV**

अलंकार : लक्षण एवं उदाहरण : उपमा, रूपक, अनुप्रास, उत्प्रेक्षा, अन्योक्ति, यमक, श्लेष, भ्रान्तिमान, अतिसयोक्ति, वक्रोक्ति।

**UNIT-V**

छंद : लक्षण एवं उदाहरण : दोहा, चौपाई, सवैया रोला, छप्पय, बरवै, सोरठा, मन्दाक्रान्ता, धनाक्षरी, कुंडलिया।

**अंक विभाजन :**

विभाग -	(क)	सभी इकाइयों से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे।	2 x 10 = 20
विभाग-	(ख)	उपर्युक्त I, II और III इकाइयों से 06 प्रश्न पूछे जाएँगे। जिनमें 03 के उत्तर लिखने होंगे।	12 x 3 = 36
		Unit IV, V से 06 अलंकार एवं 06 छंद पूछे जाएँगे/ उनमें से	
		03 अलंकार एवं 03 छन्द के उत्तर लिखने होंगे।	
		अलंकार-	4 x 3 = 12
		छंद-	4 x 3 = 12
End Semester			80
Internal			20
Total			100

**सहायक ग्रंथ :**

१. भारतीय काव्यशास्त्र - भगीरथ मिश्र
२. भारतीय काव्यशास्त्र - सत्यदेव चौधरी, अलंकार प्रकाशन, दिल्ली
३. भारतीय काव्यशास्त्र - नगेंद्र, नैशनल पब्लिशिंग हाउस, दिल्ली
४. भारतीय काव्य विमर्श- राममूर्ति त्रिपाठी, वाणी, दिल्ली
५. अलंकार मुक्तावली - देवेन्द्रनाथ शर्मा

**+3 THIRD YEAR SIXTH SEMESTER**  
**Core Course - XIII (C-13) - Hindi**

Time : 3 Hrs.

Credit : 06

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

**आधुनिक हिन्दी कविता (२)**

**UNIT-I**

राममधो सिंह दिनकर

१. जनतन्त्र का जन्म                      २. अभिनव मनुष्य -                      ३. पुरुरवा

**UNIT-II**

१. पथ की पहचान - बच्चन,                      २. हिरोशिमा- अजेय                      ३. कलगी बाजरे की - अज्ञेय

**UNIT-III**

गीतफरोश, २. अभिव्यक्ति, ३; होना तो उनका है - भवानी प्रसाद मिश्र

**UNIT-IV**

१. टूटा पहिया, २. कस्बे की शाम, ३. बोआई के गीत - धर्मवीर भारती

**UNIT-V**

मोचीराम - धूमिल

रामदास- रघुवीर सहाय

बहुत दिनों के बाद- नागार्जुन

**अंक विभाजन :**

विभाग - (क) सभी इकाइयों से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे। 2 x 10 = 20

विभाग- (ख) उपर्युक्त इकाइयों से 06 व्याख्या एवं 04 प्रश्न पूछे जाएँगे। उनमें 05 के उत्तर लिखने होंगे। 12 x 5 = 60

End Semester	80
Internal	20
Total	100

**पाठ्य पुस्तक :**

हिन्दी काव्य संग्रह - केन्द्रीय हिन्दी संस्थान, आगरा

**सहायक ग्रंथ :**

१. आधुनिक हिन्दी कविता का विकास - हेतुभारद्वाज
२. कविता के नये प्रतिमान- नामवर सिंह, राजकमल प्रकाशन, नई दिल्ली
३. नयी कविता और अस्तित्ववाद- रामविलास शर्मा, राजकमल प्रकाशन, नई दिल्ली
४. समकालीन कविता का यथार्थ- परमानंद श्रीवास्तव
५. समकालीन हिंदी कविता- रवींद्र भ्रमर
६. स्वातन्त्रोत्तर हिन्दी कविता में राजनैतिक चेतना - डॉ. उसमान खॉन

**+3 THIRD YEAR SIXTH SEMESTER  
Core Course - XIV (C-14) - Hindi**

Time : 3 Hrs.

Credit : 06

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

**पाश्चात्य काव्य शास्त्र**

**UNIT-I**

प्लेटो : काव्य, सत्य और अनुकरण

आरस्तू : विरेचन सिद्धान्त

**UNIT-II**

लोगिनुस : काव्य में उदात्त

विलियम बड्सवर्थ : कविता क्या है तथा कविता का स्वरूप

**UNIT-III**

मैथ्यू आर्नल्ड : कविता और जीवन, कविता और समाज

आई.ए.रिचर्ड्स : मूल्य सिद्धान्त

**UNIT-IV**

बिम्बवाद, प्रतीकवाद

**UNIT-V**

स्वच्छंदतावाद, मार्क्सवादी आलोचना

**अंक विभाजन :**

विभाग - (क) सभी इकाइयों से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे।

2 x 10 = 20

विभाग- (ख) उपर्युक्त इकाइयों से 10 प्रश्न पूछे जाएँगे। उनमें से 05 के उत्तर लिखने होंगे।

12 x 5 = 60

End Semester	80
Internal	20
<b>Total</b>	<b>100</b>

**सहायक ग्रंथ :**

- पाश्चात्य साहित्य-चिंतन - निर्मला जैन, राधाकृष्ण प्रकाशन, नई दिल्ली।
- पाश्चात्य काव्यशास्त्र - इतिहास सिद्धांत और वाद - भगीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी
- पाश्चात्य समीक्षा दर्शन - जगदीश चंद्र जैन, हिंदी प्रचारक संस्थान, वाराणसी
- भारतीय एवं पाश्चात्य काव्यशास्त्र की रूपरेखा - रामचंद्र तिवारी, लोकभारती प्रकाशन, इलाहाबाद।

**+3 THIRD YEAR FIFTH SEMESTER  
DSE - I - Hindi**

Time : 3 Hrs.

Credit : 06

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

**तुलसीदास**

**UNIT-I**

तुलसी और उनकायुग / तुलसी की भक्ति भावना। रामकाव्य की परम्परा और तुलसी।

**UNIT-II**

तुलसी की प्रमुख रचनाएँ/तुलसी के नारी संबंधी विचार/तुलसी का समन्वयवाद।

**UNIT-III**

पाठ्यपुस्तक : रामचरितमानस : तुलसीदास, गीता प्रेस, गोरखपुर (अयोध्याकाण्ड पद सं. १ - ५०)

**UNIT-IV**

विनयपत्रिका : तुलसीदास, गीता प्रेस, गोरखपुर, प्रथम १-२० पद

**UNIT-V**

दोहावली : तुलसी दास, गीता प्रेस, गोरखपुर, प्रथम १ से - २५ दोहे

**अंक विभाजन :**

विभाग -	(क)	सभी इकाइयों से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे।	2 x 10 = 20
विभाग-	(ख)	उपर्युक्त इकाइयों से 04 प्रश्न एवं 06 पद्यांश पूछे जाएँगे। जिनमें से 05 के उत्तर लिखने होंगे।	12 x 5 = 60

End Semester	80
Internal	20
<b>Total</b>	<b>100</b>

**सहायक ग्रंथ :**

१. तुलसीदास : डॉ. माताप्रसाद गुप्त, हिन्दी परिषद प्रयाग
२. तुलसी और उनका युग : डॉ. राजपति दीक्षित, ज्ञानमण्डल, काशी
३. तुलसी आधुनिक वातायन से : रमेश कुन्तल मेध
४. गोस्वामी तुलसीदास की दृष्टि में नारी और उसका महत्व : ज्ञानवती त्रिवेदी, काशी हिन्दु विश्व विद्यालय प्रकाशन।

**+3 THIRD YEAR FIFTH SEMESTER**  
**DSE - II - Hindi**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**प्रेमचन्द**

**UNIT-I**

प्रेमचन्द और उनका युग। प्रेमचन्द का जीवन। प्रेमचन्द और भारतीय स्वतन्त्रता आंदोलन।

**UNIT-II**

प्रेमचन्द और भारतीय किसान। कहानीकार प्रेमचन्द। उपन्यासकार के रूप में प्रेमचन्द।

**UNIT-III**

निर्मला : प्रेमचन्द

**UNIT-IV**

मानसरोवर, भाग -१

१. अलगयोझा, २. ईदगाह, ३. बड़े भाई साहब, ४. ठाकुर का कुआँ, ५. पूस की रात

**UNIT-V**

कुछ विचार : प्रेमचन्द्र, लोकभारती प्रकाशन

१. साहित्य का उद्देश्य, २. राष्ट्रभाषा हिन्दी और उसकी समस्याएँ, ३. उर्दू, हिन्दी और हिन्दुस्तानी

**अंक विभाजन :**

विभाग -	(क) सभी इकाइयों से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे।	2 x 10 = 20
विभाग-	(ख) उपर्युक्त इकाइयों से 10 प्रश्न पूछे जाएँगे। उनमें से 05 के उत्तर लिखने होंगे।	12 x 5 = 60

End Semester	80
Internal	20
Total	100

**सहायक ग्रंथ :**

१. प्रेमचन्द और उनका युग : रामविलास शर्मा, राजकमल, नयी दिल्ली
२. हिन्दी उपन्यास : आचार्य रामचन्द्र तिवारी, विश्वविद्यालय प्रकाशन
३. प्रेमचन्द : एक विवेचन : इन्द्रनाथ मदान
४. कहानीकार प्रेमचन्द : रचनादृष्टि और रचना शिल्प - शिवकुमार मिश्र, लोकभारती प्रकाशन, इलाहाबाद



**+3 THIRD YEAR SIXTH SEMESTER  
DSE - III - Hindi**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**कार्यालयी हिन्दी**

**UNIT-I**

राजभाषा हिन्दी : संवैधानिक प्रावधान, राजभाषा, अष्टम अनुसूची, राजभाषा अधिनियम १९६३, राजभाषा नियम १९७६

**UNIT-II**

टिप्पण एवं आलेखन : टिप्पण : स्वरूप, टिप्पण की प्रक्रिया एवं उद्देश्य/प्रारूपलेखन : स्वरूप एवं परिचय, प्रारूप तैयार करने की विधि, प्रारूप लेखन की रूपरेखा, प्रारूप लेखन के क्षेत्र।

**UNIT-III**

संक्षेपण : परिभाषा, संक्षेपण की प्रक्रिया एवं भेद

पत्रलेखन : अर्थ एवं स्वरूप, पत्रलेखन की विशेषताएँ, सरकारी पत्रों के प्रकार।

**UNIT-IV**

कंप्यूटर में हिन्दी का अनुप्रयोग :

कंप्यूटर : अर्थ, स्वरूप एवं परिभाषा, कंप्यूटर के मुख्यभाग, कंप्यूटर प्रणाली, कार्यालयों में कंप्यूटर का प्रयोग।

**UNIT-V**

प्रशासनिक शब्दावली- प्रमुख वाक्यांश तथा पदनाम।

**अंक विभाजन :**

विभाग -	(क)	Unit -V से 05 अंग्रेजी के एवं 05 □ हिन्दी के शब्द पूछे जाएँगे जिनके हिन्दी और अंग्रेजी प्रतिशब्द लिखने होंगे।	अंग्रेजी से हिन्दी :	2 x 5 = 10
			हिन्दी से अंग्रेजी :	2 x 5 = 10
	(ख)	इकाई I से IV में से 10 प्रश्न पूछे जाएँगे। उनमें से 05 के उत्तर लिखने होंगे।		12 x 5 = 60

End Semester	80
Internal	20
<b>Total</b>	<b>100</b>

**सहायक ग्रंथ :**

- प्रयोजनमूलक हिन्दी : संरचना और अनुप्रयोग - रामप्रकाश, दिनेशगुप्त
- प्रयोजनमूलक हिन्दी : सिद्धांत और प्रयोग - दंगल झाल्टे, वाणी, दिल्ली
- प्रयोजनमूलक हिन्दी : विनोद गोदरे, वाणी प्रकाशन, नई दिल्ली

### +3 THIRD YEAR SIXTH SEMESTER DSE - IV - Hindi

**Time : 3 Hrs.**  
**Full Mark : 100**  
**Credit : 6**

**End Semester Theory : 80 Marks**  
**Mid Semester Theory : 20 Marks**

#### परियोजना कार्य

परियोजना कार्य / लघु शोध प्रबंध - संभावित पृष्ठ संख्या 40 से 50 पृष्ठों के बीच हो/ निम्नलिखित विषयों पर ओलाचनामूलक / शोधात्मक कार्य किया जा सकता है।

- (क) अनुवाद
- (ख) पुस्तक समीक्षा
- (ग) किसी जटिल अथवा गहन विषय को हल करने की दिशा में,  
अथवा
- (घ) किसी साहित्यिक मान्यता की स्थापना/पुनः स्थापना हेतु किया गया मौलिक कार्य।

#### अंक विभाजन :

- विभाग - (क) परियोजना / लघु शोध - प्रबंध  
विभाग- (ख) Viva-Voce/ सेमिनार

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Total 100

### SEMESTER - I GE - I - Hindi

**Time : 3 Hrs.**  
**Credit : 06**

**End Semester Theory : 80 Marks**  
**Mid Semester Theory : 20 Marks**

#### मध्यकालीन इतिहास और भक्ति कविता

##### UNIT-I

मध्यकाल सामान्य परिचय, भक्तिकाल की पृष्ठभूमि, भक्तिकालीन साहित्य की प्रमुख प्रवृत्तियाँ।

##### UNIT-II

- भक्तिकाल की प्रमुख काव्य धाराएँ  
निर्गुण काव्य - ज्ञानाश्रयी शाखा एवं प्रेममार्गी शाखा  
सगुण काव्य - कृष्णभक्ति शाखा एवं रामभक्ति शाखा

##### UNIT-III

- पाठ्य पुस्तक : हिन्दी काव्य संग्रह : सं. रामवीर सिंह, केन्द्रीय हिन्दी संस्थान, आगरा  
कबीर दास - साखी 1 से 21  
मलिक मुहम्मद जायसी - नागमति वियोग वर्णन 01 से 08

##### UNIT-IV

- सुरदास - विनय के पद 1 से 5  
भ्रमरगीत 6 से 10

**UNIT-V**

तुलसी दास - भरत-महिमा 1 से 10

**अंक विभाजन :**

विभाग -	(क)	सभी इकाइयों से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे।	2 x 10 = 20
विभाग-	(ख)	उपर्युक्त इकाइयों से 06 पद्यांश एवं 04 प्रश्न पूछे जाएँगे। उनमें 05 के उत्तर लिखने होंगे।	12 x 5 = 60

End Semester	80
Internal	20
Total	100

**अनुमोदित ग्रंथ :**

1. मध्यकालीन भारत राजनीति, समाज और संस्कृति - प्रो. सतीश चन्द्र, ओरियंटल लॉन्गमैन।
2. Medieval India - Prof Yusuf Hussain
3. हिन्दी साहित्य की भूमिका - आचार्य हजारी प्रसाद द्विवेदी, राजकमल, दिल्ली।

## SEMESTER - II

### GE - II - Hindi

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**साहित्य और सन्दर्भ : विविधवाद**

<b>UNIT-I</b>	1. शास्त्रीयवाद, 2. स्वच्छंदतावाद
<b>UNIT-II</b>	3. अभिव्यंजनावाद, 4. बिम्बवाद
<b>UNIT-III</b>	5. प्रतीकवाद, 6. अस्तित्ववाद
<b>UNIT-IV</b>	7. मार्क्सवाद, 8. मनोविश्लेषणवाद
<b>UNIT-V</b>	9. यथार्थवाद, 10. उत्तरआधुनिकतावाद

**अंक विभाजन :**

विभाग -	(क)	सभी इकाइयों से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे।	2 x 10 = 20
विभाग-	(ख)	उपर्युक्त इकाइयों से 10 प्रश्न पूछे जाएँगे। उनमें 05 के उत्तर लिखने होंगे।	12 x 5 = 60

End Semester	80
Internal	20
Total	100

**अनुमोदित ग्रंथ :**

1. हिन्दी आलोचना - डॉ. सदन कुमार पाल, शबनम पुस्तक महल, कटक।
2. भारतीय व पाश्चात्त्व काव्यशास्त्र तथा हिन्दी आलोचना - डॉ. रामचंद्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी।
3. आलोचना से आगे - मुथीश पयौरी।
4. हिन्दी आलोचना के बीज शब्द - डॉ. बच्चन सिंह।

# HISTORY

## +3 FIRST YEAR FIRST SEMESTER

### Core Course - I (C-1)

Time : 3 Hrs.

Credit : 06

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

## HISTORY OF INDIA

### UNIT-I: Reconstructing Ancient Indian History

1. Early Indian Notions of History
2. Sources and tools of Historical Construction.
3. Historical Interpretations with special reference to gender, environment, technology and regions.

### UNIT-II: Pre historic hunter-gatherers and Advent of Food Production

1. Paleolithic cultures- sequence and distribution, stone industries and other technological developments.
2. Mesolithic cultures - regional and chronological distribution.
3. Developments in technology and economy - Rock Art.

### UNIT-III:

1. The regional and chronological distribution of the Neolithic and Chalcolithic culture.
2. Tool Technology
3. Emergence of Agriculture, Change and Consequence.

### UNIT-IV: The Harappan Civilization

1. Origin-Extent-Settlement Pattern, town planning.
2. Agrarian base-Craft Production and trade.
3. Social and Political organisation - Religious beliefs and practices, art, the problem of urban decline and the late/post Harappan tradition.

### UNIT-V: Cultures in Transition

1. North India - Circa 1500 BCE - 300 BCE, Vedic Age, Political condition of India during 6th Century B.C.
2. Religion and Philosophy, Jainism, Buddhism.
3. Tamilkam - 300 BCE to Circa CE-300 (Sangam Age-Political, Socio-religious condition)

### Essential Readings:

1. D. P. Agrawal, The Archaeology of India, 1985.
2. Bridget and F. Raymond Allchin, The Rise of Civilisation in India and Pakistan, 1983.
3. A. L. Basha, The Wonder that was India, 1971.
4. D. K. Chakrabarti, The Archaeology of Ancient Indian Cities, 1997, Paperback.
5. D. K. Chakrabarti, The Oxford companion to Indian Archaeology, New Delhi, 2006.
6. H. C. Raychaudhuri, Political History of Ancient India, Rev. ed. with commentary by B. N. Mukherjee, 1996.
7. K. A. N. Sastri, ed; history of South India, OUP, 1966.
8. R. S. Sharma, Material Culture and Social formation in Ancient India, 1983.

9. Upinder Singh, *A History of Ancient and Early Medieval India*, 2008.
10. Romila Thapar, *Early India from the Beginnings to 1300*, London, 2002.

**+3 FIRST YEAR FIRST SEMESTER  
Core Course - II (C-2)- History**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**SOCIAL FORMATION AND CULTURAL PATTERNS OF THE ANCIENT WORLD**

**UNIT-I:**

Evolution of mankind palaeolithic and Mesolithic cultures.

**UNIT-II:**

1. Evidence of food production in west Asia-Jarmo, Jericho.
2. Evidence of food production in South-East Asia-Vietnam, Thailand.
3. Technology of food production and its significance on Society.

**UNIT-III:**

Bronze Age Civilization,  
Egyptian civilization (old kingdom)- State structure, Economy, Social stratification, Religion and Culture.

**UNIT-IV:**

Nomadic groups in central and West Asia.  
1. Debate on the advent of Iron and Implications.

**UNIT-V:**

Slave society in Ancient Greek.  
Agrarian economy, Urbanisation, Trade and Politics in Ancient Greece;  
Athens and Sparta; Greek culture.

**Essential Readings :**

1. Burns and Ralph. *World Civilisations*.
2. Cambridge History of Africa, Vol. I
3. V. Gordon Childe, *What Happened in History*.
4. G. Clark, *World Prehistory: A New Perspective*.
5. B. Fagan, *People of the Earth*.
6. Amar Farooqui, *Early Social Formations*.
7. M. I. Finley, *The Ancient Economy*.
8. Jacquetta Hawkes, *First Civilisations*.
9. G. Roux, *Ancient Iraq*.
10. Bai Shaoyi, *An Outline History of China*.
11. H. W.F. Saggs, *The Greatness that was Babylon*.
12. B. Trigger, *Ancient Egypt : A Social History*

13. UNESCO Series : *History of Mankind*, Vols. I-III./or New ed. *History of Humanity*.
14. R. J. Wenke, *Patterns in Prehistory*.

**Suggested Readings :**

1. G.E.M. Ste Croix, *Class Struggles in the Ancient Greek World*.
2. J. D. Bernal, *Science in History*, Vol. 1.
3. V. Gordon Childe, *Social Evolution*.
4. Glyn Daniel, *First Civilisations*.
5. A. Hauser, *A Social History of Art*, Vol. 1.

**+3 FIRST YEAR SECOND SEMESTER  
Core Course - III (C-3)- History**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**HISTORY OF INDIA - II**

**UNIT-I:** Economy and Society (Circa 300 BCE to CE 300)

- (a) Expansion of agrarian economy : production relations.
- (b) Urban growth : north India, Central India and the Deccan; Craft Production : trade and trade routes; coinage.
- (c) Social stratification : Class, Varna, Jati untouchability; gender; marriage and property relations

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

- (a) The Mauryan Empire
- (b) Post-Mauryan Politics with special reference to the Kushanas and the Satavahansas; Gana-Sanghas.

**UNIT-III:** Towards early medieval India (Circa, CE fourth century to CE - 750)

- (a) Agrarian Expansion : land grants, changing production relations; graded land rights and peasantry.
- (b) The problem of urban decline : Patterns of trade, currency and urban settlements.
- (c) Varna, proliferation of jatis : changing norms of marriage and property.
- (d) The nature of politics : the Gupta empire and its contemporaries : post Gupta politics - Pallavas, Chalukyas, and Vardhanas. :

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

- (a) Consolidation of the brahmanical tradition : dharma, Varnashram, Purusharthas, Samskaras.
- (b) Theistic cults (from circa second century BC) : Mahayana; the Puranic tradition.
- (c) The beginning of Tantricism.

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

- (a) A brief survey of Sanskrit literature during Gupta age.
- (b) Art and architecture & forms and patronage; Mauryan, Post-Mauryan, Gupta, Post-Gupta.

**Essential Readings :**

1. B. D. Chattopadhyaya, The Making of Early Medieval India, 1994.
2. D. P. Chattopadhyaya, History of Science and Technology in Ancient India, 1986.
3. D. D. Kosmbi, An Introduction to the study of Indian History, 1975.
4. S. K. Maity, Economic Life in Northern India in the Gupta Period, 1970.
5. B. P. Sahu (ed), Land System and Rural Society in Early India, 1997.
6. K. A. N. Sastri, A History of South India.
7. R. S. Sharma, Indian Feudalism, 1980.

**+3 FIRST YEAR SECOND SEMESTER  
Core Course - IV (C-4)- History**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**SOCIAL FORMATIONS AND CULTURAL PATTERNS OF  
THE MEDIEVAL WORLD**

**UNIT-I:**

Roman Empire - Principate and Empire and slave society in ancient Rome. Agrarian economy, urbanization, trade.

**UNIT-II:** Religion and culture in ancient Rome and crisis of the Roman Empire.

- (a) Zoroastrianism and Mithraism- Beliefs Impact on Eastern and Western thinking.
- (b) Judaism - Origin, Growth, Principles and Practice.
- (c) Christianity - Teachings, causes and spread.

**UNIT-III:**

Economic developments in Europe from the 7th to 14th centuries ; organisation of production, town and trade, technological developments : crisis of feudalism.

Religion and culture in medieval Europe.

**UNIT-IV:**

Religion and culture in medieval Europe.

Age of Apostles, Practices, Medieval church. Monastic, Communities, the Papacy, Medieval of and Architecture.

**UNIT-V:** Emergence and expansion of Islam:

1. Socio-cultural background of Islam; Basic Teachings.
2. Evaluation of institution structure and expansion.
3. Growth and expansion of Islam and Umma under Rashiddin period. Umayyid and Abbasid Caliphate.

**Essential Readings :**

1. Perry Anderson, Passages from Antiquity to Feudalism.
2. Marc Block, Feudal Society, 2 Vols.
3. Cambridge History of Islam, 2 Vols.
4. Georges Duby, The Early Growth of the European Economy.

5. Fontann, Economic History of Europe, Vol.-I (relevant chapters).
6. P. K. Hitti, History of The Arabs.
7. P. Garnsey and Saller, The Roman Empire.

**Suggested Readings.**

1. S. Ameer Ali, The Spirit of Islam.
2. J. Barraclough, The Medieval Papacy.
3. Encyclopaedia of Islam, 1st ed. 4 vols.
4. M. G. S. Hodgson, The Venture of Islam.

**+3 FIRST YEAR FIRST SEMESTER  
GE - I- History**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**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- Achievements of the women rulers of the dynasty and The Somavamsis- Jajati-I and Jajati-II
4. The Gangas- Chodagangadev and Narsimha Dev-I and The Suryavamsis-Kapilendra Dev and Purushottam Dev

**Unit-II: Religion, Art, and Literature of Early and Medieval Odisha**

1. Buddhism and Jainism in Odisha
2. Development of Art and Architecture: Buddhist ArtTemples, Sculptures
3. Evolution and Growth of Odia Language and Literature, Sarala Mahabharata
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- Non-Cooperation Movement and Civil Disobedience Movement

**Unit-V: Socio-Cultural Changes in Modern Odisha**

1. Development of Modern Education
2. Social Reform Movements in Odisha

**Reference Books :**



1. Peter Hardy, Muslims of British India
2. Mushiru! Hasan, ed., India's Partition. Oxford in India
3. V D.A. Low, ed., Congress and the Raj
4. John R. McLane, India Nationalism and the early Congress
5. Jawaharlal Neheru, An Autobiography
6. Gyanendra Pandey, The Construction of Communalism in North India
7. Sumit Sarkar, Modern India 1885-1947 -I
8. Anil Seal, Emergence of Indian Nationalism
9. Ram Lakhman Sukla (ed), Adhunik Bharat ka Itihas
10. Elanor Zello, From Untouchable to Dalit: Essays on the Ambedkar Movement
11. Judith Bown: Gandhi: (et al) A Prisoner of Hope
12. Bipin Chandra, Communalism in Modern India, 2<sup>nd</sup> ed.
13. Bipin Chandra, K.N. Parikkar, Mridula Mukherjee and Aditya Mukherjee, India's Struggle for Independence
14. A.R. Desai, Social Background of Indian Nationalism
15. A.K. Desai, Peasant Struggle in India
16. Francine Frankel, India's Political Economy 1947-77
17. Ranajit Guha and G.C. Spivak, eds., Select Subaltern Studies
18. Charles Heinsath, Indian Nationalism and Hindu Social Reform
19. F. Hutchins, Illusion of Performance
20. F. Hutchins, Spontaneous Revolution
21. V.C. Joshi, ed., Rammohan Roy and the process of Modernisation in India
22. J. Krishnamurti, Women in Colonial India

### **+3 FIRST YEAR SECOND SEMESTER GE - II- History**

Time : 3 Hrs.

Credit : 06

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

### **FREEDOM MOVEMENT IN INDIA**

#### **UNIT-I: Growth of National Consciousness in 19<sup>th</sup> Century**

1. Socio-Economic Impact of British Rule
2. Role of Press and Journalism
3. Formation of Political Association Prior to 1885

#### **UNIT-II: Nationalism: Trends upto 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: his perspectives and methods
2. Non-Cooperation: Civil Disobedience, Quit India
3. Indian National Army (INA) and Subhas Chandra Bose

**UNIT-IV: Communalism and Partition:**

1. Ideologies and Practices: Hindu Maha Sabha, Muslim League
2. Partition and Independence

**UNIT-V: Emergence of New Nation:**

1. Making of the Constitution
2. Integration of princely states

**Reading List:**

Judith Brown: Gandhi rise to power 1915-20

Paul Brass, The Politics of India Since Independence

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 Experiment with truth

Ranajit Guha, ed... A Subaltern Studies Reader.

3. Modern Odia literature: Radhanath Roy and Fakir Mohan Senapati and Gangadhar Meher

**Reading List:**

1. A. Easchmamental (eds) The Cult of Jagannath and Regional Tradition of Odisha: Manohar, New Delhi 1978.
2. A.K. Mishra Intellectual Tradition Of Odisha, Bhubaneswar 2006.
3. \_\_\_\_\_, The Raj, Nationalists and Reforms, Bhubaneswar, 2007.
4. B.C. Ray, Odisha under the Mughals
5. \_\_\_\_\_, Odisha under the Marathas
6. \_\_\_\_\_, Foundation of British Odisha
7. B.K Mallick, Medieval Odisha: Literature, Society, Economy, Bhubaneswar, 1990.
8. \_\_\_\_\_, Paradigms of Dissent and Protest: Social Movements in Eastern India(1400-1700 A.D. Manahar, New Delhi, 2004.
9. J. Dora, Sakta Monuments of Odisha, A Study of Art, Architecture and Iconography, New Delhi, 2010.
10. K.C. Mishra, The cult of Jagannath
11. M.N. Das (ed) Sidelights on History and Culture of Odisha, Bidyapuri
12. M.A. Haq, Muslim Administration in Odisha
13. A.C. Pradhan, A study of History of Odisha, Bhubaneswar Panchasheel
14. K.C. Panigrahi, History of Odisha, Cuttack, Kitab Mahal, First Edition 1981
15. Chittaranjan Das, A Glimpse into Odia Literature, Odisha Sahitya Academy, Bhubaneswar, 1962.
16. K.B. Tripathi, The Evolution of Odia Language and Script, Utkal University, Bhubaneswar.
17. K.C. Panigrahi, Sarala Dasa, Sahitya Academy, New Delhi 1975.
18. Khageswar Mahapatra (ed) Charyagitika.

**+3 SECOND YEAR THIRD SEMESTER**  
**Core Course - V (C-5)- History**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**History of India - III CC. 750-1206**

**Unit -I : Studying Early Medieval India:**

- [1] Historical Geography
- [2] Sources: Texts, Epigraphic and Numismatic Data,
- [3] Debates on Indian feudalism

**Unit-II : Political Structures:**

- [1] Evolution of political structures, Rashtrakutas, Palas, Pratiharas and Cholas
- [2] Legitimization of kingship; Brahmanas and temples; royal genealogies and rituals
- [3] Arab conquest of Sindh, nature and impact
- [4] Causes and consequences of early Turkish invasions : Mahmud of Ghazni; Shahab-ud-Din of Ghur

**Unit-III : Agrarian Structure and Social Change:**

- [1] Agricultural expansion, crops
- [2] Landlords and peasants
- [3] Proliferation of castes, status of untouchables
- [4] Tribes as peasants and their place in the Varna order

**Unit-IV : Trade and Commerce:**

- [1] Inter-regional trade
- [2] Maritime trade and forms of exchange
- [3] Process of urbanization
- [4] Merchant guilds of South India

**Unit-V: Religious and Cultural Developments:**

- [1] Bhakti, Tantricism, Puranic traditions, Buddhism and Jainism.
- [2] Islamic intellectual traditions; Al-Biruni
- [3] Regional languages and literature
- [4] Art and Architecture; Evaluation of regional styles :- Kalinga School of Architecture; Dravid School

**Reading List:**

1. R.S. Sharma, Indian Feudalism (circa 300 - 1200).
  2. B. D. Chattopadhyaya, The Making of Early Medieval India.
  3. Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol. V, The Delhi Sultanate
  4. History of India, Vol. V, Delhi Sultanate.
  5. Hermann Kulke, ed., The State in India (AD 1000 - AD 1700).
  6. Dissanayake, W. and K. M. Gokul Singh, Indian Popular Cinema,
  7. Pankaj Rag, Dhuno ke Yatri, Rajkamal, New Delhi, 2006
  8. N. Karashima, South Indian History and Society in Arab Sindh.
  9. Irfan Habib, Medieval India: The Study of a Civilization.
-

10. Al. Beruni's India, NBI edition.
11. Ali Hujwini, Kashful Mahjoob, tr. R Nicholson.
12. S C Mishra, Rise of Muslim Communities in Gujarat.
13. Vijaya Ramaswamy, Walking Naked: Women, Society, and Spirituality in South India.
14. R. S. Sharma, Ancient Past.

### **+3 SECOND YEAR THIRD SEMESTER Core Course - VI (C-6)- History**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

#### **Rise of the Modern West - I**

##### **Unit-I: Transition from feudalism to capitalism:**

1. The problems of Transition.
2. The Theories.

##### **Unit-II: Early colonial expansion:**

1. Causes of geographical discoveries, Discovery of sea routs, its results.
2. The conquests of the Americas: Beginning of the era of colonization
3. Mining and plantation, The African slaves.

##### **Unit-III: Renaissance:**

1. Its Causes and Impact.
2. Spread of Humanism in Europe.
3. 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

##### **Unit-V: Economic developments of the sixteenth century:**

1. Shift of economic balance from the Mediterranean to the Atlantic.
2. Commercial Revolution.
3. Influx of American silver and the Price Revolution.

##### **Reading List:**

1. B. H. Slicher von Bath, The Agrarian History of Western Europe. AD.500 - 1850.
2. Charles A. Nauert, Humanism and Culture of the Renaissance (1996).
3. D. H. Pennington, Seventeenth Century Europe.
4. F. Rice, The Foundations of Early Modern Europe
5. G. R. Elton, Reformation Europe, 1517 U 1559.
6. Horry Miskimin, The Economy of Later Renaissance Europe: 1460-1600.
7. J. Lynch, Spain under the Hapsburgs.
8. Perry Anderson, The Lineages of the Absolutist State. Stuart Andrews, Eighteenth Century Europe.

9. The Cambridge Economic History of Europe. Vol. I - VI.
10. Introduction to western civilization - B. K. Gokhale.

**+3 SECOND YEAR THIRD SEMESTER  
Core Course - VII (C-7)- History**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**History of India IV (C.1206-1527)**

**Unit-I : Interpreting the Delhi Sultanate:**

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

**Unit-II: Sultanate Political Structures:**

1. Foundation, expansion and consolidation of the Sultanate of Delhi: 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, Bengal 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. Changes in Rural Society, Revenue Systems.
4. Monetization, Market Regulations, Growth of Urban Centers.
5. Trade and Commerce, Indian Ocean Trade.

**Unit-V: Religion, Society and Culture:**

1. Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices, social roles
2. Bhakti movements and monotheistic traditions: Kabir, Nanak and Sri Chaitanya.

**Reading List:**

1. K.A. Nizami, Religion and Politics in the Thirteenth Century.
2. S.A.A. Rizvi, A History of Sufism in India, Vol. 1.
3. Satish Chandra, Medieval India 1.
4. Tapan Raychaudhuri and Irfan Habib, eds, Cambridge Economic History of India, Vol. 1.
5. W.H. McLeod, Karine Schomer, et al, Eds, The Sants.
6. Burton Stein, New Cambridge History of India: Vijayanagara.
7. Pushpa Prasad, Sanskrit Inscriptions of the Delhi Sultanate.
8. Richard M. Eaton, ed., India's Islamic Traditions.
9. Sheldon Pollock, Languages of the Gods in the World of Men.
10. Vijaya Ramaswamy, Walking Naked: Women, Society, and Spirituality in South India.
11. K.C. Panigrahi, History of Orissa, Cuttack, Kitab Mahal, 2008

**+3 SECOND YEAR FOURTH SEMESTER**  
**Core Course - VIII (C-8)- History**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**RISE OF THE MODERN WEST - II**

**Unit- I: 17th Century European Crisis:**

Economic, social and political dimensions.

**Unit-II: The English Revolution:**

- (1) The English Revolution of 1640, Causes and effect
- (2) The Glorious Revolution of 1688. Causes and effect
- (3) Parliamentary Monarchy England.

**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 : Merchantilism, European economics and Preludes to the Industrial Revolution:**

- (1) Origin and spread of Merchantilism
- (2) Impact of Mercantilism on European economy
- (3) Agricultural and Scientific Background to the Industrial Revolution

**Unit-V : The American Revolution:**

- (1) Political currents
- (2) Economic Issues
- (3) Social Significance of the American Revolution

**Reading List:**

1. T.S. Aston and C.H.E. Philpin (eds.),
  2. H. Butterfield, The Origins of Modern Science.
  3. Maurice Dobb, Studies in the Development of Capitalism.
  4. Rodney Hilton, Transition from Feudalism to Capitalism.
  5. G. Parker, Europe in Crisis, 1598 - 1648.
  6. J.H. Parry, The Age of Reconnaissance.
  7. G. R. Elton, Reformation Europe, 1517-1559.
  8. Charles A. Nauert, Humanism and the Culture of the Renaissance
  9. The New Cambridge Modern History of Europe, Vols. I - VII.
  10. F. Rice, The Foundations of Early Modern Europe
-

**+3 SECOND YEAR FOURTH SEMESTER**  
**Core Course - IX (C-9)- History**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**HISTORY OF INDIA V (1526-1750)**

**Unit-I: Sources for the Study of Mughal India:**

- (1) Literary Sources
- (2) Foreign Accounts
- (3) Numismatic Sources.
- (4) Monuments.

**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) Rajputs policy of Mughals: Akbar and Aurangzeb.
- (2) Evolution of administrative institutions: Zabti, Mansab, Jagir, Madad-i-Maash
- (3) Revolts and resistance

**Unit-IV: Rural 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
- (2) Development of Sufism in Mughal India
- (3) Mughal art and architecture.

**Reading List:**

1. M. Athar Ali, The Mughal Nobility under Aurangzeb.
  2. J.F. Richards, The Mughal Empire.
  3. Satish Chandra, Essays on Medieval Indian History.
  4. Irfan Habib, Agrarian System of Mughal India, 1526-1707.
  5. S.A.A. Rizvi, Muslim Revivalist Movements in Northern India.
  6. Harbans Mukhia, The Mughals of India.
-

**+3 SECOND YEAR FOURTH SEMESTER**  
**Core Course - X (C-10)- History**

Time : 3 Hrs.  
 Credit : 06

End Semester Theory : 80 Marks  
 Mid Semester Theory : 20 Marks

**HISTORICAL THEORIES AND 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 - Livy and Tacitus
- (3) Medieval Understanding : Western - St Augustine, Arabic Ibn Khaldun

**Unit-III: History as Interdisciplinary Practice:**

- (1) Historical and Archaeology, History and Anthropology.
- (2) History and Sociology, History and Literature
- (3) Historical and Political Science.

**Unit-IV: Modern Theories :**

- (1) Scientific History : Ranke
- (2) Karl Marx
- (3) Total History : Marc Bloch, Lucien Febvre

**Unit-V: Historical Methods:**

- (1) Sources of History : Written and Archaeological.
- (2) Historical facts.
- (3) Historical Causation
- (4) Historical Objectivity.

**Reading List:**

1. Arthur Manwick, New Nature of History: Knowledge Evidence Language (Chapter-V: The Historians at work : Forget 'facts' Foreground Sources), Lyceum Books Incorporated, 2001.
2. ...., The Nature of History (Chapter IV : History, Science and social science), London : MacMillan, 1989.
3. B, Sheikh Ali, History : Its Theory and Method, MacMillan Reprinted, 1996.
4. E. H. Carr, What is History ? Penguin Books, Reprinted, 1983.
5. E. Sreedharan, A Text Book of Historiography, Orient Longman Reprinted, 2004.
6. Irfan Habib, Interpreting Indian History, Northeastern Hill University Publications, Shillong, 1988.
7. Marc Bloch, The Historian's Craft, Vintage Book, New York, 1953 (Introduction and Chapter-I: History and Time)



**+3 THIRD YEAR FIFTH SEMESTER  
Core Course - XI (C-11)- History**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**History of Modern Europe- 1 (c. 1780-1939)**

**Unit-I: The French Revolution:**

- [1] Crisis of Ancient Regime
- [2] Intellectual currents.
- [3] Social classes and emerging gender relations.

**Unit-II: Revolution and its European repercussions:**

- [1] Phases of the French Revolution 1789 - 99.
- [2] Art and Culture of French Revolution.
- [3] Napoleonic consolidation - reform and empire.

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

- [1] Forces of conservatism & restoration of old hierarchies.
- [2] Social, Political and intellectual currents.
- [3] Revolutionary and Radical movements, 1830 - 1848.

**Unit-IV: Capitalist Industrialization and Socio-Economic Transformation (Late 18th century to AD 1914)**

- [1] Process of capitalist development in industry and agriculture: case Studies of Britain, France, the German States and Russia.
- [2] Evolution and Differentiation of social classes: Bourgeoisie, Proletariat, land owning classes and peasantry.
- [3] Changing trends in demography and urban patterns.
- [4] Family, gender and process of industrialization.

**Unit-V: Varieties of Nationalism and the Remaking of States in the 19th and 20th Centuries.**

- [1] Intellectual currents, popular movements and the formation of National identities in Germany, Italy
- [2] Specificities of economic development, political and administrative Regeneration Italy, Germany

**Reading List:**

1. C.M. Cipolla; Fontana Economic History of Europe. Volume III : The Industrial Revolution.
2. Norman Davies, Europe.
3. J. Evans: The Foundations of a Modern State in 19th Century Europe.
4. T.S. Hamerow: Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871]. E.J. Hobsbawm: The Age of Revolution.
5. Lynn Hunt: Politics, Culture and Class in the French Revolution.
6. James Joll, Europe Since 1870. George Lefebvre, Coming of the French Revolution.
7. George Lichtheim : A Short History of Socialism. Alee Nove: An Economic History of the USSR.
8. Andrew Porter, European Imperialism, 1860-1914 (1994). Anthony Wood, History of Europe, 1815-1960(1983).
9. Stuart Woolf: History of Italy, 1700-1860. G. Barrowelough, An Introduction to Contemporary History.
10. Fernand Braudel, History and the Social Science in M. Aymard and II. Mukhia Ed

11. French Studies in History, Vol. I (1989).
12. Maurice Dobb: Soviet Economic Development Since 1917. M. Perrot and G. Duby [eds.]: A History of Women in the West, Volumes 4 and 5.
13. H.J. Hanham; Nineteenth Century Constitution, 1815 - 1914. E.J. Hobsbawm. Nations and Nationalism.
14. Charles and Barbara Jelavich: Establishment of the Balkan National States, 1840 - 1920. James Joll, Origins of the First World War (1989).
15. Jaon B, Landes: Women and the Public Sphere in the Age of the French Revolution. Colin Lucas: The French Revolution and the Making of Modern Political Culture, Volume Nicholas Mansergh: The Irish Question, 1840 - 1921.
16. K.O. Morgan: Oxford Illustrated History of Britain, Volume 3 [1789 -1983].
17. R.P. Morgan: German Social Democracy and the First International.
18. N.V. Riasanovsky: A History of Russia.
19. J.M. Robert, Europe 1880 u 1985. J.J. Roth (ed.), World War I : A Turning Point in Modern History.
20. Albert Soboul: History of the French Revolution (in two volumes).
21. Lawrence Stone, History and the Social Sciences in the Twentieth Century The Past and the Present (1981).
22. Dorothy Thompson; Chartists; Popular Politics in the Industrial Revolution.
23. E.P. Thompson: Making of the English Working Class.
24. Michel Vovelle, fall of the French Monarchy (1984).
25. H. Seton Watson: The Russian Empire.
26. Raymond Williams: Culture and Society,

### **+3 THIRD YEAR FIFTH SEMESTER Core Course - XII (C-12)- History**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

#### **HISTORY OF INDIA VII (c. 1750 - 1857)**

**Unit-1: India in the mid 18th Century; Society, Economy, Polity**

**Unit-II: Expansion and Consolidation of colonial Power:**

- [1] Foreign trade and early forms of exactions from Bengal.
- [2] Dynamics of expansion, with special reference to Bengal, Mysore, Awadh, Punjab 1

**Unit-III: Colonial State and Ideology:**

- [1] Aims 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:**

1. C. A. Bayly, Indian Society and the Making of the British Empire, New Cambridge History of India.
2. Bipan Chandra, Rise and Growth of Economic Nationalism in India.
3. Suhash Chakravarty, The Raj Syndrome: A Study in Imperial Perceptions, 1989.
4. J.S. Grewal, The Sikhs of the Punjab, New Cambridge History of India
5. Ranajit Guha, ed., A Subaltern Studies Reader.
6. Dharma Kumar and Tapan Raychaudhuri, eds.. The Cambridge Economic History of India. Vol.II.
7. P.J, Marshall. Bengal. The British Bridgehead. New Cambridge History of India.
8. R.C. Majumdar. ed., History and Culture of Indian People. Vols. IX and X. British Paramountcy and Indian Renaissance.
9. David Arnold and Ramchandra Guha. eds. Nature. Culture and Imperialism.
10. Amiya Bagchi, Private Investment in India.
11. Bipan Chandra, K. N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's Struggles for Independence.
12. A.R. Desai, Peasant Struggles in India.
13. R.P. Dutt., India today.
14. M.J. Fisher, ed., Politics of Annexation (Oxford in India Readings).
15. Ranajit Guha, Elementary Aspects of Peasant Insurgency in Colonial India (1983).
16. P.C. Joshi, Rebellion 1857: A Symposium.
17. J'.Krishnamurti, Women in Colonial India.
18. Dadabhai Naoroji, Poverty and Un-British Rule in India.
19. Rajat K. Ray, ed., Entrepreneurship and Industry in India, 1800-1947, Oxford In India

**Readings,**

1. Eric Stokes, English Utilitarians and India
2. Thomas R. Metcalf, The Ideologies of the Raj

**+3 THIRD YEAR SIXTH SEMESTER  
Core Course - XII (C-13)- History**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**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 Extramists.
- [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 :**

1. Judith Brown. Gandhi's rise to Power, 1915-22.
2. Paul Brass. The Politics of India Since Independence, OUP, 1990.
3. Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.
4. Bipan Chandra, Rise and Growth of Economic Nationalism in India.
5. Mohandas K. Gandhi. An Autobiography or The Story of My Experiments with Truth.
6. Ranajit Guha, ed., A Subaltern Studies Reader.
7. Peter Hardy, Muslims of British India.
8. Mushirul Hasan, ed., India's Partition, Oxford in India Readings.
9. D.A. Low, ed., Congress and the Raj.
10. John R. McLane, Indian Nationalism and the Early Congress.
11. Jawaharlal Nehru, An Autobiography.
12. Gyanendra Pandey, The Construction of Communalism in colonial north India.
13. Sunil Sarkar, Modern India, 1885-1947.
14. Anil Seal, Emergence of Indian Nationalism.
15. Ram Lakhan Shukla (ed.). Adhunik Bharat ka Itihas.
16. Eleanor Zelliott, From Untouchable to Dalit: Essays on the Ambedkar Movement.
17. Judith Brown, Gandhi: (et al) A Prisoner of Hope.
18. Bipan Chandra. Communalism in Modern India, 2nd ed., 1987.
19. Bipan Chandra, K..N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee. India's Struggles for Independence.
20. A.R. Desai. Social Background of Indian Nationalism.
21. A.R. Desai. Peasant Struggles in India.

22. Francine Francel. India's Political Economy, 1947-77.
23. Ranajit Guha. and G.C. Spivak, eds. Select Subaltern Studies.
24. Charles Meimsath, Indian Nationalism and Hindu Social Reform.
25. F. Hutchins, Illusion of Permanence.
26. F. Hutchins. Spontaneous Revolution.
27. V.C. Joshi (ed.), Rainmohan Roy and the process of Modernization in India. .
28. J. Krishnamurti. Women in (Colonial India)

### **+3 THIRD YEAR SIXTH SEMESTER Core Course - XII (C-14)- History**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

#### **HISTORY OF. MODERN EUROPE II (c. 1780 -1939)**

##### **Unit-I: Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries:**

- [1] The struggle for parliamentary democracy and civil liberties in Britain.
- [2] Forms of protest during early capitalism: food riots in France and England: Luddites and Chartism.
- [3] Early Socialist Thought; Marxian Socialism

##### **Unit-II: The Crisis of Feudalism in Russia and Experiments in Socialism:**

- [1] Emancipation of serfs.
- [2] Revolutions of 1905; the Bolshevik Revolution of 1917.
- [3] Programmes of Socialist Construction.

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

- [1] Theories and mechanisms of imperialism; Growth of Militarism: Power blocks and alliances: expansion of European empires -First World War (1914-1918).
- [2] The post'1919 World Order: economic crises, the Great Depression and Recovery!
- [3] Fascism and Nazism.
- [4] Origins of the Second World War.

##### **Unit-IV: Cultural Transformation since circa 1850:**

- [1] Changing contexts: [i] Notions of Culture [ii] Creation of a New public sphere and mass media
- [2] Creation of new cultural forms: from Romanticism to Abstract Art.
- [3] Culture and the making of ideologies: Constructions of Race. Class and Gender ideologies of Empire.

##### **Unit-V: Intellectual Developments since circa 1850:**

Major intellectual trends:

- [1] Mass education and extension of literacy.
- [2] Institutionalization of disciplines: History, Sociology and Anthropology.
- [3] Darwin and Freud.

##### **Reading List:**

1. Gerald Brennan: The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War

2. CM. Cipolla: Fontana Economic History of Europe. Volume II the Present (1981)
3. I: The Industrial Revolution.
4. Norman Davies, Europe.
5. J. Evans: The Foundations of a Modern State in 19th Century Europe.
6. T.S. Uamerow: Restoration, Revolution and Reaction: Economics and Politics in Germany [1815-1871].
7. E.J. Hobsbawn : The Age of Revolution, Lynn Hunt: Politics, Culture and Class in the French Revolution.
8. James Joll, Europe Since 1870. David Landes: Prometheus Unbound. George Lefebvre. Coming of the French Revolution.
9. George Lichtheim: A Short History of Socialism. Peter Mathias, First industrial Revolution.
10. Alec Nove: An Economic History of the USSR. Andrew Porter, European Imperialism 1876-1914 (1994).
11. Anthony Wood, History of Europe, 1815 - 1960 (1983). Stuart Woolf: History of Italy. 1700 - 1860,
12. G. Barrowclough, An Introduction to Contemporary History.
13. Fernand Braudel, History and the Social Science in M. Aymard and Il. Mukhra eds.
14. French Studies in History, Vol. 1 (1989).
15. Maurice Dobb: Soviet Economic Development Since 1917.
16. M. Perrot and G, Duby [eds.]: A History of Women in the West. Volumes -4 and 5
17. H.J. Hanham: Nineteenth Century Constitution, 1815 -1914.
18. E.J. Hobsbawm, Nations and Nationalism.
19. Charles and Barbara Jelavich: Establishment of the Balkan National States. 1840 -1920.
20. James Joll. Origins of the First World war (1989).
21. Jaon B. Landes: Women and the Public Sphere in the Age of the French Revolution.
22. David lowenthal, The Past is a Foreign Country.
23. Colin Licas: The French Revolution and the Making of Modern Potitical Culture Volume 2.
24. Nicholas Mansergh: The Irish Question, 1840 - 1921. K.O. Morgan: Oxford Illustrated History of Britain, Volume 3 [1789 -1983].
25. R. P. Morgan: German Social Democracy and the First International. N.V. Riasanovsky: A History of Russia.
26. J. M. Robert. Europe 1880 - 1985.
27. J. J. Roth (ed.). World War 1: A Turning Point in Modem History. Albert Soboul: History of the French Revolution (in two volumes).

### **+3 THIRD YEAR FIFTH SEMESTER DSE - I- History**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

#### **HISTORY OF THE UNITED STATES OF AMERICA (c. 1776-1945)**

##### **Unit-I: The Background:**

- [1] The land and indigenous people: settlement and colonization by Europeans
- [2] Early colonial society and politics; indentured labour-White and Black

##### **Unit-II: Making of the Republic:**

- [1] Revolution. Sources of conflict; Revolutionary groups. Ideology;

[2] The American War of Independence- Causes and consequences

[3] Processes and Features of Constitution making

**Unit-III: Evolution of American Democracy:**

[1] Federalists: Jeffersonianism: Jacksonianism. Rise of political parties-1840-1960; Judiciary-role of the Supreme Court

[2] Limits of democracy; Blacks and women.

**Unit-IV: Early Capitalism:**

[1] Beginnings of Industrialization.

[2] Immigrants and changing composition of Labour; Early Labour Movements.

**Unit-V: The Agraritm South and Civil War:**

[1] Plantation economy.

[2] Slave Society and Culture: Slave resistance.

[3] Rise of Republicanism, Emancipation and Lincoln

**Reading List:**

1. Bernard Bailyn, The Great Republic.
2. Bernard Bailyn, The Ideological Origins of the American Revolution.
3. Charles Beard, An Economic Interpretation of the Amcrican Constituion.
4. Peter Carroll and David Noble, Free and Un-free; A New History of the United Slates
5. David B. Davis, The Problem of Slavery in the Age of Revolution.
6. U. Faulkner, American Economic History.
7. Eric Foner, America's Black Past.
8. John Hope Franklin, From Slavery to Freedom.
9. Gerald N. Grobb and George A. Billias, Interpretations of American History: Patterns and Perspectives, 2 Vols.
10. David M. Potter, The Impending Crisis.
11. J. G. Randall and David Donald, The Civil War and Reconstruction.
12. Kenneth Stamp, The Peculiar Institution. Slavery in the Antebellum South
13. Federick Jackson Turner. The Frontier in American History.
14. Lee Benson, The Concept of Jackson Democracy.
15. Ray A, Billington, Westward Expansion.
16. Paul Boyer, Harvard Sitkoff, Nancy Woloch, The Hnduring Vision: A
17. History of the American People, Vols. 1 and 2.
18. Thomas Cochran, The Inner Revolution.
19. A. O. Craven, The Growth of Southern Nationalism, 1848 - 1861.
20. Carl N. Degler, At Odds: Women and Family in Americafroin the Revolution to the Present.
21. Lewis L. Gould (ed.). The Progressive Era.
22. John D. Hicks, The Federal Union: A History of USA Since 1865.
23. R.P. Kaushik, Significant Themes in American History.
24. Irving Kristol, Gordon Wood and others, America's Continuing Revolution.
25. Richard W. Leopold, The Growth of American Foreign Policy.
26. Perry Miller, From Colony 10 Province.
27. Gary Nash (ed), Retracing the Past,
28. Henry Pelling, American Labor
29. Edward Pessen, Jacksonian Panorama.
30. Charles Sellers, Henry May and Neil McMillen, A Synopsis of American History: 2 Vols.

31. Donald Shihan, The Making of American History: The Emergence of the Nation. Vols. II & I.
32. Dwijendra Tripathi and S.C. Tiwari, Themes and Perspectives in American History.

### **+3 THIRD YEAR FIFTH SEMESTER DSE - II- History**

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

#### **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 Literarure-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:**

1. A. Easchman et al (cds) The Cull of Jagannath and Regional Tradition of Orison Manohar. New Delhi, 1978.
2. A. K. Mishra. Intellectual Tradition of Orissa: 2006. A. K. Mishra, The Raj, Nationalists and Reforms, 2007.
3. A. K., Mishra, Indian Culture. Science and Technology (with special emphasis un Odisha),2011.
4. B. K. Mallik; Paradigms of Dissent and Protest: Social Movements in I-.asicrn India (1400-1700 AD Manohar, New Delhi, 2004.
5. J. Dora, Sakta Monuments of Orissa,. A Study of An, Architecture and Iconography. New Delhi, 2010.
6. K.C. Mishra. The Cull Jagarnath,
7. M. N. Dos (ed) Sidelights on History and Culture of Orissa, Vidyapuri
8. A. C. Pradhan, A Study of History of Orissa, Bhubaneswar, Panchsheel



9. K.C. Panigrahi, History of Orissa, Cuttack, Kitab Mahal. First edition, 1981
10. Chittaranjan Das, A Glimpse into Oriya Literature, Orissa Sahitya Akademi. Bhubaneswar, 1962
11. K. B. Tripathi. The Evolution of Oriya Language and Script, Utkal University Bhubaneswar
12. K. C. Panigrahi. Sarala Dasa. Sahitya Akademi, New Delhi, 1975
13. Khageswar Mahapatra. (ed), Charyagitika

### +3 THIRD YEAR SIXTH SEMESTER DSE - III- History

Time : 3 Hrs.

End Semester Theory : 80 Marks

Credit : 06

Mid Semester Theory : 20 Marks

#### 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 1 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.K.R. Dubois; NAACP and Marcus Garvey.

##### **Unit-V: Socio-Cultural, Religious and Intellectual Movements:**

- [1] Abolitionists, Women's rights movement and Suffrage
- [2] Religious movements: Early Revivalism; Puritans, Quakers, Mormons; Temperance
- [3] Mass culture (circa 1900 - 1945)
- [4] (Major literary trends (circa 1900 -1945)

##### **Reading List:**

- ◆ Bernard Bailyn. The Great Republic.
- ◆ Bernard Bailyn, The Ideological Origins of the American Revolution.
- ◆ Charles Beard, An Economic Interpretation of the American Constitution.
- ◆ Dec 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.
- ◆ 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 Randall. 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.
- ◆ Frederick 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 Sitkoti, Nancy Wójcicki, The Indian 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 Polling. American Labor.
- ◆ Edward Pessen, Jacksonian Panorama.
- ◆ Charles Sellers, Henry May and Neil McMillen, A Synopsis of American History; 2 Vols.
- ◆ Donald Shiham, The Making of American History: The Emergence of the Nation, Vols. II & I.
- ◆ Dwijendra Tripathi and S.C. Tiwari, Themes and Perspectives in American History.
- ◆ James Weinstein. The Corporate Ideal in the Liberal state.

**+3 THIRD YEAR SIXTH SEMESTER  
DSE - IV- History**

Credit : 06

Full Mark : 100 Marks

**PROJECT**



# MATHEMATICS

## +3 FIRST YEAR FIRST SEMESTER CORE COURSE - I (C-1) CALCULUS - I

Time : 3 Hours  
Credits : 6

End Semester Theory : 50 Marks  
Mid-Semester : 20 Marks

### UNIT - I

Hyperbolic functions, higher order derivatives, Leibnitz's Rule and its applications to problems of the type  $e^{ax+b} \sin x$ ,  $e^{ax+b} \cos x$ ,  $(ax+b)^n \sin x$ ,  $(ax+b)^n \cos x$ . concavity and inflexion points. L-Hospital's rule, applications in business, economics and life sciences.

### UNIT - II

Curvature, Assymptotes, Curve tracing in Cartesian coordinates and polar coordinates of standard curves.

### UNIT - III

Reduction formulas - Derivation and use in  $\int \sin^n x dx$ ,  $\int \cos^n x dx$ ,  $\int \tan^n x dx$ ,  $\int \sec^n x dx$ ,  $\int \log^n x dx$ ,  $\int \sin^n x \cos^m x dx$ .

Volumes and areas of surface of revolution, arc length, arc length of parametric curves.

### UNIT - IV

Techniques of sketching conics. Reflection properties of properties of conics, rotation of axes and second degree equations, classification into conics using discriminant, polar equations of conics; sphere cone, Cylinder.

### UNIT - V

Triple product, introduction to vector functions, operations with vector valued functions, limit, continuity of vector functions, differentiation and integration of vector functions, tangent and normal components of acceleration.

## PRACTICAL CALCULUS - I

Mid-Semester : 30 Marks

List of Practicals (Using any software)

Practical/Lab work to be performed on a Computer.

1. Plotting the graphs of the functions  $e^{ax+b}$ ,  $\log(ax + b)$ ,  $1/(ax + b)$ ,  $\sin(ax + b)$ ,  $\cos(ax + b)$ ,  $|ax + b|$  and to illustrate the effect of a and b on the graph.
2. Plotting the graphs of the polynomial of degree 4 and 5, the derivative graph, the second derivative graph and comparing them.
3. Sketching parametric curves (Eg. Trochoid, cycloid, epicycloids, hypocycloid).
4. Obtaining surface of revolution of curves.

5. Tracing of conics in cartesian coordinates polar coordinates.
6. Sketching ellipsoid, hyperboloid of one and two sheets, elliptic cone, elliptic, paraboloid, hyperbolic paraboloid using cartesian coordinates.
7. Matrix operation (addition, multiplication, inverse, transpose).

#### Books Recommended:

1. Analytical Geometry of Quadratic Surfaces, B.P. Acharya and D.C. Sahu, Kalyani Publishers, New Delhi, Ludhiana. [Cone and Cylinder (Ch.1-2, 3)]
2. A Text Book of Calculus part II. Shantinakaran, S. Chand & Co. [Ch-7, 8 (24, 25), 10 (33-37)]
3. A T. B. of Calculus Part III, Shantinakaran, S. Chand & Co.[Ch-1 (1, 2), Ch-3 (7, 8, 9), 5 (Art-73), Ch-6 (Art-15)]
4. Vector Calculus, by Sharan & Prasad.

#### Books for Reference:

1. G.B. Thomas and R.L. Finney, Calculus, 9th Ed., Pearson Education, Delhi, 2005.
2. R. Courant and F. John, Introduction to Calculus and Analysis (Volumes I & II), Springer-Verlag, New York, Inc., 1989.
3. Shanti Narayan and P.K. Mittal-Analytical Solid Geometry, S. Chand & Company Pvt. Ltd., New Delhi.

## +3 FIRST YEAR FIRST SEMESTER CORE COURSE - II (C-2) - MATHEMATICS ALGEBRA - I

Time : 3 Hours

End Semester Theory : 80 Marks

Credits : 6

Mid-Semester : 20 Marks

#### UNIT - I

Polar representation of complex numbers,  $n$ th roots of unity. De Moivre's theorem for rational indices and its applications.

#### UNIT - II

Equivalence relations, Functions, Composition of Functions, Invertible Functions, One-to-one correspondence and cardinality of a set, well ordering property of positive integers, Division algorithm, Divisibility and Euclidean algorithm. Congruence relation between integers. Principles of mathematical induction, statement of fundamental theorem of Arithmetic.

#### UNIT - III

System of Linear equations, row reduction and echelon forms, vector equations, the matrix equation  $Ax = b$ , Solution Sets of linear systems, Applications of linear systems, linear independence.

#### UNIT - IV

Introduction to linear transformations, matrix of a linear transformation, inverse of a matrix, characterization of invertible matrices, subspaces of  $R^n$ , dimension of subspaces of  $R^n$ .

#### UNIT - V

Rank of a matrix, Eigen values, Eigenvectors and characteristic Equations of matrix.

**Books Recommended :**

1. L. V. Ahlfors, Complex Analysis, McGraw-Hill (International Student Edn.)
2. Titu Andreescu and Dorin Andrica, Complex Numbers from A to Z, Birkhauser, 2006, Chapter:2
3. Edgar G. Goodaire and Michael M. Parmenter, Discrete Mathematics with Graph Theory, 3rd Ed., Pearson Education (Singapore) P. Ltd., Indian Reprint 2005. Chapters:2 (2.4), 3,4 (4.1-4.1.6, 4.2-4.2.11, 4.4(4.1-4.4.8), 4.3-4.3.9, 5(5.1-5.1.4)
4. David C. Lay, Linear Algebra and its Applications, 3rd Ed., Person Education Asia, Indian Reprint, 2007. Chapters: 1(1.1-1.9), 2(2.1-2-2.3), 2.8, 2.9), 5(5.1, 5.2)

**Books for Reference :**

1. complex Analysis : S. Arumngam, Thangapandi & Soma Sundaram; SCITEC
2. An introduction to Linear Algebra, V. Krishnamurti & Others (Aff. East West Pub. )
3. Discrete mathematics and its applications - K. H. Rosen Tata - MG Atil Publication.

**+3 FIRST YEAR FIRST SEMESTER  
GENERIC ELECTIVE - I (GE-1) - MATHEMATICS  
CALCULUS AND ORDINARY DIFFERENTIAL EQUATIONS**

Time : 3 Hours

End Semester Theory : 80 Marks

Credits : 6

Mid-Semester : 20 Marks

**UNIT-I**

Curvature, Asymptotes, Tracing of Curves (Cartenary, Cycloid, Folium of Descartes, Astroid, Limacon, Cissoid & loops), Rectification, Quadrature, Volume and Surface area of solids of revolution.

**UNIT-II**

Sphere, Cones and Cylinders.

**UNIT-III**

Explicit and Implicit functions, Limit and Continuity of functions of several variables, Partial derivatives, Partial derivatives of higher orders, Homogeneous functions, Change of variables, Mean value theorem, Taylors theorem and Maclaurins theorem for functions of two variables.

**UNIT-IV**

Ordinary Differential Equations of 1st order and 1st degree (Variables separable, homogenous, exact and linear). Equations of 1st order but higher degree.

**UNIT-V**

Second order linear equations with constant coefficients, homogeneous forms, Second order equations with variable coefficients, Variation of parameters. Laplace transforms.

**Books Recommended:**

1. Shantinayakan-Text Book of Calculus, Part-II, S. Chand and Co., Chapter-8 (Art. 24,25,26)
  2. Shantinayakan-Text Book of Calculus, Part-III, S. Chand and Co., Chapter-1 (Art 1,2), 3, 4(Art. 10 to 12 omitting Simpsons Rule), 5(Art-13) and 6(Art-15).
  3. B.P. Acharya and D.C. Sahu-Analytical Geometry of Quadratic Surfaces, Kalyani Publishers, New Delhi, Ludhiana.
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4. Santosh K. Sengar-Advanced Calculus, Chapters: 2,4, 5, 6, 7, 11, 12, 13.
5. J. Sinharoy and S. Padhy-A Course of Ordinary and Partial Differential Equations, Kalyani Pub-lishers. Chapters: 2(2.1 to 2.7), 3, 4(4.1 to 4.4), 5, 9(9.1, 9.2, 9.3, 9.4, 9.5)
6. Mathematical Analysis, Mallik Arora, New Age Publication-Ch-15 (1-5, 8, 9).
7. A Text Book of Calculus - Panda Satpathy.

**Books for References:**

1. Shanti Narayan and P.K. Mittal-Analytical Solid Geometry, S. Chand & Company Pvt. Ltd., New Delhi.
2. David V. Weider-Advanced Calculus, Dover Publications.
3. Martin Braun-Differential Equations and their Applications-Martin Braun, Springer International.
4. M.D. Raisinghania-Advanced Differential Equations, S. Chand & Company Ltd., New Delhi.
5. G. Dennis Zill-A First Course In Differential Equations with Modelling Applications, Cengage Learning India Pvt. Ltd.

**+3 FIRST YEAR SECOND SEMESTER  
CORE COURSE - III (C-3) - MATHEMATICS  
REAL ANALYSIS (ANALYSIS - I)**

Time : 3 Hours

End Semester Theory : 80 Marks

Credits : 6

Mid-Semester : 20 Marks

**UNIT - I**

Review of Algebraic and order properties of  $\mathbb{R}$ , Neighborhood of a point in  $\mathbb{R}$ , Idea of countable sets, uncountable sets and uncountability of  $\mathbb{R}$ . Bounded above sets, Bounded below sets, Bounded sets, unbounded sets, suprema and infima.

**UNIT - II**

The completeness property of  $\mathbb{R}$ , The Archimedean property, Density of Rational (and irrational) numbers in  $\mathbb{R}$ , Intervals, limitpoint of a set, Isolated points, Illustrations of Bolzano-Weierstrass theorem for sets.

**UNIT - III**

Sequences, bounded sequences, convergent sequences, limit of a sequence, limit theorems, Monotone sequences, monotone convergence theorem subsequences, Divergence criteria, Monotone subsequence theorem (statement only).

**UNIT - IV**

Bolzano weierstrass Theorem for sequences. cauchy sequences, cauchys convergence criterion.

**UNIT - V**

Infinite series, convergence and divergence of Infinite series, Test for convergence : comparison test, limit comparison Test, Ratio Test, cauchy's nth root test, Integral Test.

**Books Recommended :**

1. G. Das and S. Pattanayak, Fundamentals of Mathematical Analysis, TMH Publishing Co., Chapters: 2(2.1 to 2.4, 2.5 to 2.7), 3(3.1-3.4), 4(4.1 to 4.7, 4.10, 4.11).
2. S.C. Mallik & S. Arora - Mathematical Analysis, New AGE International Publication.

3. W. Rudin - Mathematical Analysis - McGraw Hill Publication.

**Books for Reference :**

1. R.G. Bartle and D. R. Sherbert, Introduction to Real Analysis, 3rd Ed., John Wiley and Sons (Asia) Pvt. Ltd., Singapore, 2002.
2. Gerald G. Bilodeau, Paul R. Thie, G.E. Keough, An Introduction to Analysis, 2nd Ed., Jones & Bartlett, 2010.
3. Brian S. Thomson, Andrew. M. Bruckner and Judith B. Bruckner, Elementary Real Analysis, Prentice Hall, 2001.
4. S. K. Berberian, A First Course in Real Analysis, Springer Verlag, New York, 1994.
5. D. Samsundaram and B. Choudhury - A First Course in Mathematical Analysis, Narosa Publishing House.
6. S. L. Gupta and Nisha Rani-Real Analysis, Vikas Publishing House Pvt. Ltd., New Delhi.

**+3 FIRST YEAR SECOND SEMESTER  
CORE COURSE - IV (C-4) - MATHEMATICS  
DIFFERENTIAL EQUATIONS**

Time : 3 Hours

End Semester Theory : 50 Marks

Credits : 6

Mid-Semester : 20 Marks

**UNIT - I**

Differential equations and mathematical models. First order and first degree ordinary Differential equations - Variable separable, homogeneous, exact and linear.

**UNIT - II**

Differential equations of first order but of higher degree. Applications of first order ordinary Differential equations to Growth, Decay, Heat flow, oxygen debt and Economics.

**UNIT - III**

Second order linear equations - (homogeneous and non-homogeneous) with constant coefficients, with variable coefficients, variation of parameters, method of undetermined coefficients. Equations reducible to linear equations with constant coefficients. Euler's equation, Applications of second order differential equations.

**UNIT - IV**

Power series solutions of regular and singular parts of second order differential equations, Legendre equations and Legendre polynomials.

**UNIT - V**

Laplace transforms, Differentiation and Integration of transforms, Application to solutions of Differential equations.

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## PRACTICAL CALCULUS - II

Mid-Semester : **30** Marks

### List of Practicals (Using any Software)

#### Practical/Lab work to be performed on a Computer.

1. Plotting of second order solution of family of differential equations.
2. Plotting of third order solution of family of differential equations.
3. Growth model (exponential case only).
4. Decay model (exponential case only).
5. Oxygen debt model.
6. Economic model.
7. Vibration problems.

#### Books Recommended :

1. J. Sinha Roy and S. Padhy, A Course of Ordinary and Partial Differential Equations, Kalyani Publishers, New Delhi, Chapters : 1,2(2.1 to 2.7), 3, 4(4.1 to 4.8), 5, 7(7.1-7.4), 9(9.1, 9.2, 9.3, 9.4, 9.5, 9.10, 9.11, 9.13).

#### Books for Reference :

1. Martin Braun, Differential Equations and their Applications, Springer International.
2. M. D. Raisinghania-Advanced Differential Equations, S. Chand & Company Ltd., New Delhi.
3. G. Dennis Zill-A First Course in Differential Equations with Modelling Applications, Cengage Learning India Pvt. Ltd.
4. S. L. Ross, Differential Equations, John Wiley & Sons, India, 2004

## +3 FIRST YEAR SECOND SEMESTER GENERIC ELECTIVE - II (GE-2) - MATHEMATICS LINEAR ALGEBRA AND ADVANCED ALGEBRA

Time : **3** Hours

End Semester Theory : **80** Marks

Credits : **6**

Mid-Semester : **20** Marks

### UNIT-I

Vector space, Subspace, Span of a set, Linear dependence and Independence, Dimensions and Basis. Linear transformations, Range, Kernel, Rank, Nullity, Inverse of a linear map, Rank-Nullity theorem.

### UNIT-II

Matrices and linear maps, Rank and Nullity of a matrix, Transpose of a matrix, Types of matrices. Elementary row operations, System of linear equations, Matrix inversion using row operations, Determinant and Rank of matrices, Eigen values, Eigen vectors.

### UNIT-III

Group Theory: Definition and examples, Subgroups, Normal subgroups, Cyclic groups, Cosets, Quotient groups, Permutation groups, Homomorphism.



**UNIT-IV**

Ring Theory: Definition and examples, Some special classes of Rings, Ideals, Quotient rings, Ring homomorphism. Isomorphism theorems.

**UNIT-V**

Zero divisors, Integral domain, Finite fields, Finite field  $Z/pZ$ .

**Books Recommended:**

1. V. Krishnamurty, V. P. Mainra, J. L. Arora-An introduction to Linear Algebra, Affiliated East-West Press Pvt. Ltd., New Delhi, Chapters: 3, 4(4.1 to 4.4), 5(5.7 - 5.9), 6(6.5-6.8).
2. I. N. Herstein - Topics in Algebra, wiley Eastern Pvt. Ltd. [Ch-2 (2.1-2.6, 2.7 (ex application)) 3 -(3.1 to 3.4)]

**Books for References:**

1. S. Kumaresan-Linear Algebra: A Geometric Approach, Prentice Hall of India.
2. Rao and Bhimasankaran-Linear Algebra, Hindustan Publishing House.
3. S. Singh-Linear Algebra, Vikas Publishing House Pvt. Ltd., New Delhi.
4. Gilbert Strang-Linear Algebra & its Applications, (engage Learning India Pvt. Ltd.
5. Gallian-Contemporary Abstract Algebra, Narosa publishing House.
6. Artin-Algebra, Prentice Hall of India.
7. V.K. Khanna and S.K. Bhambri-A Course in Abstract Algebra, Vikas Publishing House Pvt. Ltd., New Delhi.

## +3 SECOND YEAR THIRD SEMESTER CORE COURSE - V (C-5) - MATHEMATICS

Time : 3 Hours

End Semester Theory : 80 Marks

Credits : 6

Mid-Semester : 20 Marks

### THEORY OF REAL FUNCTIONS (ANALYSIS-II)

**Unit - I**

Limits of functions ( $\epsilon - \delta$  approach) sequential criterion for limits, cauchy's criterion for limits. Limit theorems, one sided limits, continuous functions, sequential criterion for continuity, Algebra of continuous functions, bounded functions and continuity, Dicontinuity, continuous on an interval.

**Unit - II**

Further Properties of continuity. Intermediate value theorem, monotonic functions and continuity, Infinite limits and limits at infinity. Limits of exponential and logarithmic functions.

**Unit-III**

Uniform continuity & nonuniform continuity criterion, uniform continuity theorem, Differentiability of a Function at a Point and in an interval, Left & Right derivatives, algebra of differentiable Functions.

**Unit - IV**

Rolle's Theorem, mean value theorem, Darbous theorem, Application of mean value theorem to inequality, Indeterminate forms, Extreme values.

**Unit - V**

Taylor's theorem (Schtomitch and ROche form of Remainder, cauchy's form of Remainder, Lagranges form of remainder) Second form of Taylor's theorem Maclaurin's Theorem. Deduction of Taylor's theorem From the mean value theorem, Taylor's infinite series & power series expansions, Maclaurin's infinite

series & expansions, exponential, Trigonometric and logarithmic series :  $\ln(1+x)$ ,  $\frac{1}{ax+b}$  and  $(1+x)^n$

**Book Recommended:**

1. G. Das and S. Pattanayak, Fundamentals of Mathematics Analysis, TMH Publishing Co., Chapters: Ch-6 (6.1-6.7, 6.9), 7(7.1-7.4).
2. S. C. Malik Ch 6 (Art 8), Ch 7 (Art 1,2)

**Books for References:**

1. R. Bartle and D.R. Sherbert, Introduction to Real Analysis, John Wiley and Sons, 2003.
2. K.A. Ross, Elementary Analysis: The Theory of Calculus, Springer, 2004.
3. A. Mattuck, Introduction to Analysis, Prentice Hall, 1999.
4. S.R. Ghorpade and B.V. Limaye, A Course in Calculus and Real Analysis, Springer. 2006.

### +3 SECOND YEAR THIRD SEMESTER CORE COURSE - VI (C-6) - MATHEMATICS

Time : 3 Hours

End Semester Theory : 80 Marks

Credits : 6

Mid-Semester : 20 Marks

#### Group Theory(Algebra-II)

**Unit - I**

Definition and Examples of groups. Uniqueness of identity and inverse of elements in a group , subgroups.

**Unit - II**

Costs of a group. Definition of products of Subgroups counting principle. Cyclic groups. Properties of cosets. Lagrange Theorem. Normal subgroups and Quotient groups.

**Unit - III**

Homomorphism of groups, Kernel. Developing a homomorphism to isomorphism. Automorphism. Cayley's Theorem.

**Unit - IV**

Permutation groups and their properties. Another counting principle.

**Unit - V**

Sylow's Theorem. Direct product of groups finite abelian groups.

**Book Recommended:**

1. I N Herstein - Topics in Algebra (Wiley India)Ch. 2 (2.1 to 2.14)

**Books for References:**

1. M. Artin, Abstract Algebra, 2nd Ed., Pearson, 2011.
2. J.A. Gallian - Contemporary Abstract Algebra (Pearson 2004)
3. J. J. Rotman - An Introduction to Theory of Groups (Springer - Verlay 1995)

### +3 SECOND YEAR THIRD SEMESTER CORE COURSE - VII (C-7) - MATHEMATICS

Time : 3 Hours

End Semester Theory : 50 Marks

Credits : 6

Mid-Semester : 20 Marks

#### C-3.3: Partial Differential Equations and Systems of Ordinary Differential Equations

**Unit - I**

Simultaneous linear first order equations in three variables, methods of solution, Pfaffian differential equations, methods of solutions of Pfaffian differential equations in three variables.

**Unit-II**

Formation of first order partial differential equations, Linear and non-linear partial differential equations of first order, special types of first-order equations, Solutions of partial differential equations of first order satisfying given conditions.

**Unit- III**

Linear partial differential equations with constant coefficients, Equations reducible to linear partial differential equations with constant coefficients, Partial differential equations with variable coefficients,

**Unit - IV**

Monges method of integrating  $Rr+Ss+Tt=V$ .

Laplace equation, Solution of Laplace equation by separation of variables,

**Unit - V**

One dimensional wave equation, Solution of the wave equation(method of separation of variables), Diffusion equation, Solution of one-dimensional diffusion equation, method of separation of variables.

**PRACTICAL : CC-III****Time : 3 Hrs****Full Mark : 30 Marks**

## Part - I

List of Practicals (Using any Software) Practical/Lab work to be performed on a Computer.

- To find the general solution of the non-homogeneous system of the form:

$$\frac{dx}{dt} = a_1x + b_1y + f_1(t), \quad \frac{dy}{dt} = a_2x + b_2y + f_2(t), \text{ with given conditions}$$

- Plotting the integral surfaces of a given first order PDE with initial data.

- Solution of wave equation  $\frac{\partial^2 u}{\partial t^2} - c^2 \frac{\partial^2 u}{\partial x^2} = 0$  for the following associated conditions :

(a)  $u(x,0) = \varphi(x), u_t(x,0) = \psi(x), x \in \mathbb{R}, t > 0.$

(b)  $u(x,0) = \varphi(x), u_t(x,0) = \psi(x), u_x(0,t) = 0, x \in (0, \infty), t > 0.$

(c)  $u(x,0) = \varphi(x), u_t(x,0) = \psi(x), u(0,t) = 0, x \in (0, \infty), t > 0.$

(d)  $u(x,0) = \varphi(x), u_t(x,0) = \psi(x), u(0,t) = 0, u(1,t) = 0, 0 < x < 1, t > 0.$

- Solution of wave equation  $\frac{\partial u}{\partial t} - k^2 \frac{\partial^2 u}{\partial x^2} = 0$  for the following associated conditions:

(a)  $u(x, 0) = \varphi(x), u(0, t) = a, u(1, t) = b, 0 < x < 1, t > 0.$

(b)  $u(x, 0) = \varphi(x), x \in \mathbb{R}, 0 < t < T.$

(c)  $u(x, 0) = \varphi(x), u(0, t) = a, x \in (0, \infty), t \geq 0.$

**Book Recommended:**

- J.Sinha Roy and S. Padhy, A Course on Ordinary and Partial Differential Equations, Kalyani Publishers, New Delhi, Ludhiana, 2012.

Chapters: 11, 12, 13(13.1-13.5), 15(15.1, 15.5), 16(16.1, 16.1.1), 17(17.1, 17.2, 17.3).

**Books for References:**

- Tyn Myint-U and Lokenath Debnath, Linear Partial Differential Equations for Scientists and Engineers, 4th edition, Springer, Indian reprint, 2006.
- S.L. Ross, Differential equations, 3rd Ed., John Wilcyand Sons, India, 2004.

**+3 SECOND YEAR THIRD SEMESTER  
GENERIC ELECTIVE - III (GE-3) - MATHEMATICS  
CALCULUS AND ORDINARY DIFFERENTIAL EQUATIONS**

Time : 3 Hours

End Semester Theory : 80 Marks

Credits : 6

Mid-Semester : 20 Marks

**UNIT-I**

Curvature, Asymptotes, Tracing of Curves (Cartenary, Cycloid, Folium of Descartes, Astroid, Limacon, Cissoid & loops), Rectification, Quadrature, Volume and Surface area of solids of revolution.

**UNIT-II**

Cones and Cylinders.

**UNIT-III**

Explicit and Implicit functions, Limit and Continuity of functions of several variables, Partial derivatives, Partial derivatives of higher orders, Homogeneous functions, Change of variables, Mean value theorem, Taylors theorem and Maclaurins theorem for functions of two variables.

**UNIT-IV**

Ordinary Differential Equations of 1st order and 1st degree (Variables separable, homogenous, exact and linear). Equations of 1st order but higher degree.

**UNIT-V**

Second order linear equations with constant coefficients, homogeneous forms, Second order equations with variable coefficients, Variation of parameters. Laplace transforms.

**Books Recommended:**

1. Shantinayakan-Text Book of Calculus, Part-II, S. Chand and Co., Chapter-8 (Art. 24,25,26)
2. Shantinayakan-Text Book of Calculus, Part-III, S. Chand and Co., Chapter-1 (Art 1,2), 3, 4(Art. 10 to 12 ommitting Simpsons Rule), 5(Art-13) and 6(Art-15).
3. B.P. Acharya and D.C. Sahu-Analytical Geometry of Quadratic Surfaces, Kalyani Publishers, New Delhi, Ludhiana. Ch-1, 2, 3.
4. Santosh K. Sengar-Advanced Calculus, Chapters: 2,4, 5, 6, 7, 11, 12, 13.
5. J. Sinharoy and S. Padhy-A Course of Ordinary and Partial Differential Equations, Kalyani Pub-lishers. Chapters: 2(2.1 to 2.7), 3, 4(4.1 to 4.4), 5, 9(9.1, 9.2, 9.3, 9.4, 9.5)
6. Mathematical Analysis, Mallik Arora, New Age Publication-Ch-15 (1-5, 8, 9).
7. A Text Book of Calculus - Panda Satpathy.

**Books for References:**

1. Shanti Narayan and P.K. Mittal-Analytical Solid Geometry, S. Chand & Company Pvt. Ltd., New Delhi.
2. David V. Weider-Advanced Calculus, Dover Publications.
3. Martin Braun-Differential Equations and their Applications-Martin Braun, Springer International.
4. M.D. Raisinghania-Advanced Differential Equations, S. Chand & Company Ltd., New Delhi.
5. G. Dennis Zill-A First Course In Differential Equations with Modelling Applications, Cengage Learning India Pvt. Ltd.

## +3 SECOND YEAR FOURTH SEMESTER CORE COURSE - VIII (C-8) - MATHEMATICS

Time : 3 Hours

End Semester Theory : 50 Marks

Credits : 6

Mid-Semester : 20 Marks

### Numerical Methods

#### Unit - I

Convergence, Errors: Relative, Absolute, Round off, Truncation. Transcendental and Polynomial equations: Bisection method, Newtons method. Secant method. Rate or convergence of these methods.

#### Unit - II

System of linear algebraic equations: Gaussian Elimination and Gauss Jordan methods. Gauss Jacobi method, Gauss Seidel method and their convergence analysis.

#### Unit - III

Interpolation: Lagrange and Newtons methods. Error bounds. Finite difference operators. Gregory forward and backward difference interpolation.

#### Unit - IV

Numerical Integration: Trapezoidal rule, Simpsons rule, Simpsons 3/8th rule, Midpoint rule, Composite Trapezoidal rule. Composite Simpsons rule.

#### Unit - V

Numerical solutions of ordinary differential equation using Eulers method Runge-Kuta method of order two and four.

### PRACTICAL PART - II (CC-VI)

Time : 3 Hrs

Full Mark : 30 Marks

List of Practicals (Using any Software) Practical/Lab work to be performed on a Computer.  
From Sl. 4 to Sl. 11, Sl. 12 - Combined Trapezoidal Rule.

1. Bisection Method.
2. Newton Raphson Method.
3. Secant Method.
4. Regula Falsi Method.
5. LU decomposition Method.
6. Gauss-Jacobi Method.
7. SOR Method or Gauss-Siedel Method.
8. Lagrange Interpolation or Newton Interpolation.
9. Combined Trapezoidal Rule

**Note:** For any of the CAS (Computer aided software) Data types-simple data types, floating data types, character data types, arithmetic operators and operator precedence, variables and constant declarations, expressions, input/output, relational operators, logical operators and logical expressions, control statements and loop statements, Arrays should be introduced to the students.

#### Book Recommended:

1. B.P. Acharya and R.N. Das, A Course on Numerical Analysis. Kalyani Publishers, New Delhi, Ludhiana. Chapters: 1, 2(2.1 to 2.4, 2.6, 2.8, 2.9), 3(3.1 to 3.4, 3.6 to 3.8, 3.10), 4(4.1, 4.2), 5(5.1, 5.2, 5.3), 6(6.1, 6.2, 6.3, 6.10, 6.11), 7(7.1, 7.2, 7.3, 7.4 & 7.7), 8 (8.1, 8.2).

#### Books For References:

1. M.K. Jain, S.R.K. Iyengar and R.K. Jain, Numerical Methods For Scientific and Engineering Computation, 6th Ed., New age International Publisher, India, 2007.
2. C.F. Gerald and P.O. Wheatley. Applied Numerical Analysis, Pearson Education, India, 2008.

3. Uri M. Ascher and Chen Greif, A First Course in Numerical Methods, 7th Ed., Pili Learning Private Limited, 2013.
4. John H. Mathews and Kurtis D. Fink, Numerical Methods using Matlab, 4th Ed., PHI Learning Private Limited, 2012.

### **+3 SECOND YEAR FOURTH SEMESTER CORE COURSE - IX (C-9) - MATHEMATICS**

Time : 3 Hours

End Semester Theory : 80 Marks

Credits : 6

Mid-Semester : 20 Marks

#### **Riemann Integration and Series of Functions (Analysis-III)**

**Unit - I**

Limit superior and Limit Inferior conditional convergence, power series, Radius of Convergence.

**Unit - II**

Riemann Integration : upper and lower sums, Riemann condition of Integrability, Riemann Sum, Defn of Riemann Integration. Equivalence of two Definition. Riemann Integrability of functions. Properties of Riemann Integral. Definition of piecewise continuous and monotone functions. Intermediate value Theorem of Integrals. Fundamental Theorems of Calculus.

**Unit - III**

Improper Integrals Convergence of Beta &amp; Gamma functions.

**Unit - IV**

Pointwise and uniform convergence of Sequence of function. Theorems of continuity, differentiability and integrability of the limit function of a sequence of functions.

**Unit - V**

Series of functions. Theorem on the continuity and derivability of the sum function of a series of functions. Cauchy's Criterion for uniform convergence and Weierstrass M . Test.

**Book Recommended:**

1. G. Das and S. Pattanaik-Fundamentals of Mathematics Analysis. TMH Publishing Co., Chapters: 4 (4.8, 4.14), 8(8.1 - 8.6), 9(9.1 - 9.5)

**Books for References:**

1. K.A. Ross, Elementary Analysis, The Theory of Calculus, Undergraduate Texts in Mathematics, Springer (SIE), Indian reprint, 2004.
2. R.G. Bartle D.R. Sherbert, Introduction to Real Analysis, 3rd Ed .. John Wiley and Sons (Asia) Pvt. Ltd., Singapore, 2002.
3. Charles G. Denlinger. Elements of Real Analysis, Jones & Bartlett (Student Edition). 2011.
4. S.c. Mallik and S. Arora-Mathematical Analysis. New Age International Ltd., New Delhi. 5. Shanti Narayan and M.D. Raisinghania-Elements of Real Analysis, S. Chand & Co. Pvt. Ltd.

### **+3 SECOND YEAR FOURTH SEMESTER CORE COURSE - X (C-10) - MATHEMATICS**

Time : 3 Hours

End Semester Theory : 80 Marks

Credits : 6

Mid-Semester : 20 Marks

#### **Ring Theory and Linear Algebra-I (Algebra-III)**

**Unit - I**

Definition and Examples of Rings. Zero Divisor of a ring, Field, Ring Homomorphism.

**Unit - II**

Ideals and Quotient Rings. Field of Quotients of an Integral Domain.

**Unit - III**

Vector spaces, subspaces, algebra of subspaces, quotient spaces, linear combination of vectors, linear span, linear independence, basis and dimension, dimension of subspaces.

**Unit - IV**

Linear Transformations, Null space, Range, Rank and nullity of a linear transformation.

**Unit - V**

Matrix Representation of a linear transformation, algebra of linear transformation, Isomorphism Theorems,

**Book Recommended:**

1. I N Herstein - Topics in Algebra - Wiley Eastern Pvt. Ltd. , Ch - 3 (3.1 - 3.6)
2. V. Krishna Murthy, V. P. Mainra, J. L. Arora - An introduction to linear Algebra. Ch-3 (except 3.4), Ch-4 (4.1-4.4), 5(5.1; 5.2)

**Books for References:**

1. John B. Fraleigh, A First Course in Abstract Algebra, 7th Ed., Pearson, 2002.
2. M. Artin, Abstract Algebra, 2nd Ed .. Pearson. 2011.
3. S. Lang, Introduction to Linear Algebra. 2nd Ed .. Springer, 2005.
4. Gilbert Strang, Linear Algebra and its Applications. Cengage Learning India Pvt. Ltd.
5. S. Kumaresan. Linear Algebra- A Geometric Approach. Prentice Hall of India.1999.
6. Kenneth Iloffrnan, Ray Alden Kunze, Linear Algebra. 2nd Ed., Prentice-Hall of India Pvt. Ltd .. 1971.
7. V. P. Mainra - An introduction to linear Algebra
8. J. L. Arora - An introduction to linear Algebra.
9. Stephen H. Friedberg, Arnold J. Insel. Lawrence E. Spence, Linear Algebra, 4th Ed .. Prentice-Hall of India Pvt. Ltd .. New Delhi, 2004. Chapters: 1(1.2-1.6).2(2.1-2.5).

**+3 SECOND YEAR FOURTH SEMESTER  
GENERIC ELECTIVE - IV (GE-4) - MATHEMATICS  
LINEAR ALGEBRA AND ADVANCED ALGEBRA**

Time : 3 Hours

End Semester Theory : 80 Marks

Credits : 6

Mid-Semester : 20 Marks

**UNIT-I**

Vector space, Subspace, Span of a set, Linear dependence and Independence, Dimensions and Basis. Linear transformations, Range, Kernel, Rank, Nullity, Inverse of a linear map, Rank-Nullity theorem.

**UNIT-II**

Matrices and linear maps, Rank and Nullity of a matrix, Transpose of a matrix, Types of matrices. Elementary row operations, System of linear equations, Matrix inversion using row operations, Determinant and Rank of matrices, Eigen values, Eigen vectors, Quadratic forms.

**UNIT-III**

Group Theory: Definition and examples, Subgroups, Normal subgroups, Cyclic groups, Cosets, Quotient groups, Permutation groups, Homomorphism.

**UNIT-IV**

Ring Theory: Definition and examples, Some special classes of Rings, Ideals, Quotient rings, Ring homomorphism. Isomorphism theorems.

**UNIT-V**

Zero divisors, Integral domain, Finite fields, Finite field  $\mathbb{Z}/p\mathbb{Z}$ .

**Books Recommended:**

1. V. Krishnamurty, V. P. Mainra, J. L. Arora-An introduction to Linear Algebra, Affiliated East-West Press Pvt. Ltd., New Delhi, Chapters: 3, 4(4.1 to 4.4), 5(5.7 - 5.9), 6(6.5, 6.6, 6.8).
2. I. N. Herstein - Topics in Algebra, Wiley Eastern Pvt. Ltd. [Ch-2 (2.1-2.6, 2.7 (except application)) 3 -(3.1 to 3.4)]

**Books for References:**

1. S. Kumaresan-Linear Algebra: A Geometric Approach, Prentice Hall of India.
2. Rao and Bhimasankaran-Linear Algebra, Hindustan Publishing House.
3. S. Singh-Linear Algebra, Vikas Publishing House Pvt. Ltd., New Delhi.
4. Gilbert Strang-Linear Algebra & its Applications, (engage Learning India Pvt. Ltd.
5. Gallian-Contemporary Abstract Algebra, Narosa publishing House.
6. Artin-Algebra, Prentice Hall of India.
7. V.K. Khanna and S.K. Bhambri-A Course in Abstract Algebra, Vikas Publishing House Pvt. Ltd., New Delhi.

## +3 THIRD YEAR FIFTH SEMESTER CORE COURSE - XI (C-11) - MATHEMATICS

Time : 3 Hours

End Semester Theory : 80 Marks

Credits : 6

Mid-Semester : 20 Marks

### Multivariate Calculus (Cal-II)

**Unit - I**

Functions of several variables, limit and continuity of functions of two variables Partial derivatives of first and higher orders, differentiability, sufficient condition for differentiability.

**Unit - II**

Total differentiability and differentials of higher order, chain rule, change of variables, Taylor's theorem.

**Unit - III**

Extrema of functions of two and three variables, Jacobians, constrained optimization problems, Methods of Lagrange's multipliers.

Vector field, Differential operators, Directional derivatives, Curl, gradient and divergence.

**Unit - IV**

Integration on  $R^2$ : Line integrals, Double integrals and Repeated integrals, Double integrals over a region, Green's theorem (Statement only), Change of variables.

**Unit - V**

Integration on  $R^3$  : Line Integrals, Surface integrals, Triple Integrals, Stoke's theorem and Gauss Divergence theorem (Statements only).

**Books Recommended:**

1. Mathematical Analysis : Malik & Arora : Chapter-15, 16 (Arts 2,3), 17, 18 (Arts 2, 4, 5, 7, 8).
2. A Text Book of Vector Calculus : Shantinayakan & J. N. Kapoor. Chapter - VI (Art 51 - 68)

**Books for Reference:**

1. Strauss, Bradley, Smith : Calculus
2. S. K. Sengar : Advanced Calculus
3. Thomas & Finney : Calculus
4. Marsden, Tromba, Weinstein : Basic Multivariate calculus.



## +3 THIRD YEAR FIFTH SEMESTER CORE COURSE - XII (C-12) - MATHEMATICS

Time : 3 Hours

End Semester Theory : 80 Marks

Credits : 6

Mid-Semester : 20 Marks

### Probability and Statistics

#### Unit - I : Probability -

Introduction, Sample space, events, Probability axioms and Probability of an event, Some rules of probability, Conditional Probability, Independent events, Baye's Theorem.

#### Unit - II : Probability Distribution and Probability densities -

Random variables, Probability distributions, Continuous random variables, Probability density functions, Multivariate Distributions, Marginal distributions, Conditional distributions.

#### Unit - III : Mathematical expectation -

Introduction, expected value of Random variable, moments, moment generating functions, product moments (calculation of covariance) moments of linear combination of random variables, conditional expectation.

#### Unit - IV : Special Probability distributions and Special Probability densities -

Discrete distributions, The Discrete Uniform distribution, Binomial Distribution, Negative Binomial distribution, geometric distribution, Poisson distribution.

Continuous distributions, Uniform, exponential, normal distributions, Bivariate normal distribution, correlation coefficient.

#### Unit - V : Regression & Limit Theorems :

Introduction to regression, Linear regression, Introduction to limit theorems, Chebyshev's Inequality and weak law of large numbers, The central limit theorem, The strong law of large numbers.

#### Books Recommended:

1. John E. Freund's : Mathematical statistics with applications (8th edition) : (Applied Exercises of all chapters are excluded) Chapters : Ch2 (Art 1-8), Ch 3(1-7), Ch4 (1-3, 5-8), Ch5 (2, 4, 5, 7), Ch6 (2, 3 (restricted), 5, 7) Ch-14 (1, 2).
2. A First course in Probability (9th Edn) : Sheldon Ross : Ch8 (1, 2, 3, 4)

#### Books for References:

1. S. C. Gupta & V. K. Kapoor : Fundamentals of Mathematical Statistics.
2. Robert V. Hogg, Joseph W. McKean & Allen Tcraig : Introduction to Mathematical statistics.
3. Alexander
4. Ross (Prob. model)

## +3 THIRD YEAR SIXTH SEMESTER CORE COURSE - XIII (C-13) - MATHEMATICS

Time : 3 Hours

End Semester Theory : 80 Marks

Credits : 6

Mid-Semester : 20 Marks

### Metric Space and Complex Analysis (Analysis-IV)

#### Unit - I

Metric spaces: definition and examples, sequences in metric spaces, Diameter.

Open and closed sets : Open and closed balls, neighbourhood, open sets, closed sets, interior, exterior and boundary points, unit points, Dense sets.

#### Unit - II

Convergence and completeness : Cauchy sequences, complete metric space, cantor's theorem.

Continuity and uniform continuity : Homeomorphism. Sequential and other criterion, Banach fixed point theorem, separable space, connectedness : connected subset of  $\mathbb{R}$ .

**Unit - III**

Real numbers and field of complex numbers (Properties of complex numbers). Regions in complex plane, polar representation and roots of complex numbers, power series (Convergence & absolute convergence) Analytic function (exponential, logarithmic, trigonometric), Derivatives, cauchy-Riemann eqns, Necessary and sufficient condition for analyticity.

**Unit - IV**

Complex Integration : Power series representation of analytic functions : cauchy's estimate, Zeros of analytic functions; Liouville's Theorem, Fundamental theorem of algebra, Maximum Modulus Theorem, Index of closed curve, Cauchy Theorem (1st version) Chuchy's integral formula (1st and 2nd version), Morera's theorem.

**Unit - V**

Singularities : classification, Laurent's Theorem (statement only), Residues, Residue Theorem, contours, contour integrals, examples.

**Books Recommended:**

1. S. C. Mallik & S. Arora : Mathematical Analysis. Ch-19 (Arts 1, 2, 3, 4, 6 excluding 6.1)
2. Dr. S. Arumugam : Complex analysis. Ch-1 (1.1), 2(2.1-2.7, 2.9), 4(4.4), 6, 7 (7.1-7.2).
3. P. K. Jain and K. Ahmad : Metric spaces (Narosa Publishing house, New Delhi.)

**Books for References:**

1. Functions of one complex variable : J. B. Conway
2. Metric spaces : P. K. Jain & K. Ahmad.
3. Complex variable & applications : Brown and Churchill.

## +3 THIRD YEAR SIXTH SEMESTER CORE COURSE - XIV (C-14) - MATHEMATICS

Time : 3 Hours

End Semester Theory : 80 Marks

Credits : 6

Mid-Semester : 20 Marks

### Linear Programming

**Unit - I**

Introduction to linear programming problem, Theory or simplex method, optimality and unboundedness, the simplex algorithm, simplex method in tableau format.

**Unit - II**

Introduction to artificial variables. twophase method, BigM method.

**Unit - III**

Duality, formulation of the dual problem, primal-dual relationships.

**Unit - IV**

Transportation problem and its mathematical formulation, northwest corner method.

**Unit - V**

Assignment problem and its mathematical formulation, Hurgarian method for solving Assignment Problems.

**Recommended Books:**

1. Kantiswarup - Gupta and Manmohan - Operations Research, S. Chand & Co. Pvt. Ch-4 (4.1 to 4.4), 5 (5.1-5.4), 10(10.1-10.3, 10.5, 10.9) 11(11.1-11.3)

**Books for Reference:**

1. Mokhtar Bazarra - Jamis and Hanif - Linear Programming and Network flows - 2nd Ed.
2. G. Hadley, Linear programming, Marosa publishing House, New Delhi, 2002.

3. N. V.R. Naidu, G. Rajendra and T. Krishna Rao-operation Research, I. K. International Publishing House Pvt. Ltd. New Delhi, Bangalore.
4. R. Veerachamy and V. Ravikumar - Operation Research I. K. International Publishing House Pvt. Ltd., New Delhi, Bangalore.
5. Hamdy A. Taha - Operating Research - An Introduction PHI. Ch-5 (5.1, 5.3, 5.4)

### **+3 THIRD YEAR FIFTH SEMESTER DSE - 1 - MATHEMATICS**

Time : 3 Hours

End Semester Theory : 50 Marks

Credits : 6

Mid-Semester : 20 Marks

#### **Programming in C++ (Compulsory)**

**Unit - I****Introduction to structured programming: data types-**

Simple data types, floating data types, character data types, string data types,

**Unit - II**

Arithmetic operators and operators precedence, variables and constant declarations, expressions, input using the extraction operator L.G and lin, output using the insertion operator ii and cout, preprocessor directives, increment (++) and decrement(-) operations, creating a C++ program, input/ output.

**Unit - III**

Relational operators, logical operators and logical expressions, if and if-else statement, switch and break statements. for, while and do-while loops and continue statement.

**Unit - IV**

Nested control system, value returning functions, value versus reference parameters, local and global variables.

**Unit - V**

One dimensional array, two dimensional array, pointer data and pointer variables.

**Book Recommended:**

1. E. Balaguruswami: Object oriented programming with C++, fifth edition, Tata McGraw Hill Education Pvt. Ltd.
2. D. S. Malik: C++ Programming Language, Edition-2009, Course Technology, Cengage Learning, India Edition. Chapters: 2(Pages:37-95), 3(Pages:96-129), 4(Pages:134-178), 5(Pages:181-236), 6, 7(Pages:287-304), 9 (pages: 357-390), 14(Pages:594-600).

**Books for References:**

1. R. Johnsonbaugh and M. Kalin-Applications Programming in ANSI C, Pearson Education.
2. S. B. Lippman and J. Lajoie, C++ Primer, 3rd Ed.. Addison Wesley, 2000.
3. Bjarne Stroustrup , The C++ Programming Language, 3rd Ed., Addison Welsley.

### **PRACTICAL : DSE - 1**

Time : 3 Hrs

Full Mark : 30 Marks

List of Practicals (Using any software) Practical/Lab  
work to be performed on a Computer.

1. Calculate the sum of the series  $\frac{1}{1} + \frac{1}{2} + \frac{1}{3} + \dots + \frac{1}{N}$  for any positive integer N.
2. Write a user defined function to find the absolute value of an integer and use it to evaluate the function  $(-1)^n / \dots$  for  $n = -2, -1, 0, 1, 2$ .
3. Calculate the factorial of any natural number.
4. Read floating numbers and compute two averages: the average of negative numbers and the average of positive numbers.

5. Write a program that prompts the user to input a positive integer. It should then output a message indicating whether the number is a prime number.
  6. Write a program that prompts the user to input the value of a, b and c involved in the equation  $ax^2 + bx + C = 0$  and outputs the type of the roots of the equation. Also the program should output all the roots of the equation.
  7. Write a program that generates random integer between 0 and 99. Given that first two Fibonacci numbers are 0 and 1, generate all Fibonacci numbers less than or equal to generated number.
  8. Write a program that does the following:
    - a. Prompts the user to input five decimal numbers.
    - b. Prints the five decimal numbers.
    - c. Converts each decimal number to the nearest integer.
    - d. Adds these five integers.
    - e. Prints the sum and average of them.
  9. Write a program that uses while loops to perform the following steps:
    - a. Prompt the user to input two integers :first Num and second Num (first Num should be less than second Num).
    - b. Output all odd and even numbers between first Num and second Num.
    - c. Output the sum of all even numbers between first Num and second Num.
    - d. Output the sum of the square of the odd numbers first Num and second Num.
    - e. Output all uppercase letters corresponding to the numbers between first Num and second Num, if any.
  10. Write a program that prompts the user to input five decimal numbers. The program should then add the five decimal numbers, convert the sum to the nearest integer, and print the result.
  11. Write a program that prompts the user to enter the lengths of three sides of a triangle and then outputs a message indicating whether the triangle is a right triangle or a scalene triangle.
  12. Write a value returning function smaller to determine the smallest number from a set of numbers. Use this function to determine the smallest number from a set of 10 numbers.
  13. Write a function that takes as a parameter an integer (as a long value) and returns the number of odd, even, and zero digits. Also write a program to test your function.
  14. Enter 100 integers into an array and sort them in an ascending/ descending order and print the largest! smallest integers.
  15. Enter 10 integers into an array and then search for a particular integer in the array.
  16. Multiplication/ Addition of two matrices using two dimensional arrays.
  17. Using arrays, read the vectors of the following type: A = (12345678), B = (02340156) and compute the product and addition of these vectors.
  18. Read from a text file and write to a text file.
  19. Write a function, reverse Digit, that takes an integer as a parameter and returns the number with its digits reversed. For example, the value of function reverse Digit 12345 is 54321 and the value of reverse Digit 532 is 235.
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## +3 THIRD YEAR FIFTH SEMESTER DSE - 2 - MATHEMATICS

Time : 3 Hours

End Semester Theory : 80 Marks

Credits : 6

Mid-Semester : 20 Marks

### 3-Number Theory

#### Unit - I

Divisibility theorem in integers, Primes and their distributions, Fundamental theorem of arithmetic, Greatest common divisor, Euclidean algorithms, Modular arithmetic, Linear Diophantine equation, prime counting function, statement of prime number theorem, Goldbach conjecture.

#### Unit - II

Introduction to congruences, Linear Congruences, Chinese Remainder theorem, Polynomial congruences, System of linear congruences, complete set of residues, Chinese remainder theorem, Fermats little theorem, Wilsons theorem.

#### Unit - III

Number theoretic functions, sum and number of divisors, totally multiplicative functions, definition and properties of the Dirichlet product.

#### Unit - IV

The Mbius inversion formula, the greatest integer function, Eulers phifunction, Eulcrs theorem, reduced set of residues, some properties of Euler's phi-function.

#### Unit - V

Order of an integer modulo  $n$ , primitive roots for primes, composite numbers having primitive roots, Eulers criterion, the Legendre symbol and its properties, quadratic reciprocity, quadratic congruences with composite moduli.

#### Book Recommended:

- I. D.M. Burton-Elementary Number Theory, McGraw Hill, Chapters: 2(2.1 to 2.4), 3(3.1 to 3.3), 4(4.1 to 4.4), 5(5.1 to 5.4), 6(6.1 to 6.3), 7(7.1 - 7.3), 8(8.1 to 8.2), 9(9.1 to 9.3).

#### Books for References:

1. K.H. Rosen-Elementary Number Theory & its Applications, Pearson Addison Wesley.
2. I. Niven and H.S. Zuckerman-An Introduction to Theory of Numbers, Wiley Eastern Pvt. Ltd.
3. Tom M. Apostol-Introduction to Analytic Number Theory, Springer International Student Edn.
4. Neville Robinns, Beginning Number Theory (2nd Edition), Narosa Publishing House Pvt. Limited, Delhi, 2007.

## +3 THIRD YEAR SIXTH SEMESTER DSE - 3 - MATHEMATICS

Time : 3 Hours

End Semester Theory : 80 Marks

Credits : 6

Mid-Semester : 20 Marks

### Differential Geometry

#### Unit - I

Theory of Space Curves: Space curves, Planer curves, Curvature, Torsion and Serret-Frenet formula.

#### Unit - II

Osculating circles, Osculating circles and spheres. Existence of space curves. Evolutes and involutes of curves.

**Unit - III**

Developables: Developable associated with space curves and curves on surfaces, Minimal surfaces.

**Unit - IV**

Theory of Surfaces: Parametric curves on surfaces. Direction coefficients. First and second Fundamental curve. Principal and Gaussian curvatures.

**Unit - V**

Lines of curvature, Eulers theorem. Rodrigues formula, Conjugate and Asymptotic lines.

**Book Recommended:**

1. C.E. Weatherburn, Differential Geometry of Three Dimensions, Cambridge University Press 2003. Chapters:1(1-4, 7,8,10), 2(13,14,16,17),3,4(29-31,35,37,38).

**Books for References :**

1. T.J. Willmore, An Introduction to Differential Geometry, Dover Publications, 2012.
2. S. Lang, Fundamentals of Differential Geometry, Springer, 1999.
3. B. O'Neill, Elementary Differential Geometry, 2nd Ed., Academic Press, 2006.
4. A.N. Pressley-Elementary Differential Geometry, Springer.
5. B.P. Acharya and R.N. Das-Fundamentals of Differential Geometry, Kalyani Publishers, Ludhiana, New Delhi.

**+3 THIRD YEAR SIXTH SEMESTER  
DSE - 4 - MATHEMATICS****PROJECT WORK (COMPULSORY)**

Credit-6

Marks : 100  
Project -80+Viva Voce - 20

# MUSIC

## +3 FIRST YEAR FIRST SEMESTER

### Core Course - I (C-1)

Time : 3 Hrs.  
Credit : 6

End Semester Theory : 40 Marks  
Mid Semester Theory : 10 Marks

## SADAJ

### (SWAR SADHANA & SANGEETA PARICHAYA)

#### Applied & General Theories

##### Unit - 1

Knowledge about various alankars. (Suddha & Bikruta with various chhanda)

##### Unit - 2

Basic knowledge & definitions. Nada, Dhawni, Shruti, Swara, Saptaka, Sangeeta, Raga, Thaata, Alaap, Taan, Bol-taan, Sargamtaan, Laya, Tala, Matra, Abartan, Badi, Sambadi, Anubadi, Bibadi.

##### Unit - 3

Sastriya Parchaya of the Ragas. Bhupali, Kalyan, Kafi, Brundabani Sarang, Khamaj

##### Unit - 4

Detail Knowledge of Talas.  
Teental, Rupak, Choutal, Kaharawa, ektal.

##### Unit - 5

Detail knowledge about 'Jaati'.

## PRACTICAL

### CORE COURSE - I (C - 1)

Time : 3 Hours

Full Mark : 50 Marks

- Unit - 1 : Practice of various alankars with an ability of Harmonium playing.
- Unit - 2 : Chhota Khayal gaykee of the following Ragas-Kafi, Brundabani Sarang, Bhupali, Khamaj.
- Unit - 3 : Demonstration of talas with Dugun laykari-Teental, Ektal (Drut), Choutal, Rupak.
- Unit - 4 : Candidate has to learn following forms from any ragas of this core : Sargam Geet, Laxyan Geet,
- Unit - 5 : Viva test. (From both applied & general theories).

#### Prescribed Books for this Core :

1. Hindustani Sangeet lahari, Part-1, Part-2 (Odia) By Dr. Damodar Hota.
2. Sangeeta Shastra (Odia) By Dr. Damodar Hota
3. Raga Parichaya (Hindi) Part-1, Part-2, By Dr. Harish Chandra Srivastab.
4. Raga Shastra Siddhanta (Odia) By Sri Rajani Kant Padhi.
5. Raga Darshan (Odia), Part-1 & Part-2 By Sri Chandan Kumar Jena.

**+3 FIRST YEAR FIRST SEMESTER  
Core Course - II (C-2)- Indian Music**

Time : 3 Hrs.  
Credit : 6

End Semester Theory : 40 Marks  
Mid Semester Theory : 10 Marks

**KOMAL RISHAV  
PRABANDHA PARICHAYA & ANGA VARNANA OF TANPURA**

**Applied & General Theories**

**Unit - 1**

Knowledge about following forms - Dhrupad, Dhamar, Khayal, Sargam Geet, Laxyangeet, Bhajan.

**Unit - 2**

Pt. B. N. Bhatkhande's 10 Thaats and the Ragas derived from the thaats.

**Unit - 3**

Life Sketch of Pt. B. N. Bhatkhande, Pt. B. D. Palushkar

**Unit - 4**

Physical structure of "Taanpura".

**Unit - 5**

Similarities & Disimilarities of the Ragas of Core-1 & Core-2.

**PRACTICAL  
CORE COURSE - II (C - 2)**

Time : 3 Hours

Full Mark : 50 Marks

Unit - 1 : Bada Khayal & Chhota Khayal gaykee of the following Ragas with alaap & taan-Bhupali, Kalyan.

Unit - 2 : Chhota Kayal gaykee of the following Ragas - Desh, Bihag, Bhairab, Tilang

Unit - 3 : One Dhrupad or Dhamar gayan on any ragas from Core-1, Core-2.

Unit - 4 : Candidate has to learn the following forms from any ragas of this core. Sargam geet, Laxyangeet, Bhajan.

Unit - 5 : Demonstration of Talas with Dugun Laykari - Teentaal, Ektal (Bilamabit & Drut), Dadra & Kaharura

**Prescribed Books for this Core :**

1. Hindustani Sangeet Lahari, Part-1, Part-2 (Odia) By Dr. Damodar Hota.
2. Raga Parichaya (Hindi) Part-1, Part-2, By Dr. Harish Chandra Srivastab.
3. Raga Darshan (Odia), Part-1 & Part-2 By Sri Chandan Kumar Jena.
4. Raga Shastra Siddhanta (Odia) By Sri Rajani Kant Padhi.
5. Raga Sangeeta (Odia), Part - 1, Part - 2, By Dr. Mohan Charan Senapati.
6. Sangeet Visharad (Hindi), By Vasant.



**+3 FIRST YEAR SECOND SEMESTER  
Core Course - III (C-3)- Indian Music**

Time : 3 Hrs.  
Credit : 6

End Semester Theory : 40 Marks  
Mid Semester Theory : 10 Marks

**RISHAV**

**RAGA - TALA PARICHAYA & DHWANI NADA**

**Applied & General Theories**

**Unit - 1**

Definition with elaboration of the followings. Purbangabadi, Uttarangabadi, Alpatwa, Bahutwa, Sandhiprakash raga, Thumri.

**Unit - 2**

Characteristics of the ragas Bageshree, Bhairav, Durga, Shankara, Allheya Bilawal, Ashavari.

**Unit - 3**

Characteristics of the taal as - Jhamptal, Dhamar, Jat.

**Unit - 4**

Detail Knowledge of Dhvani, Nada & Shruti.

**Unit - 5**

Life sketch - Swami Haridas, Miyan Taansen.

**PRACTICAL**

**CORE COURSE - III (C - 3)**

Time : 3 Hours

Full Mark : 50 Marks

Unit - 1 : Bada Khayal & Chhota Khayal of the following ragas - Bageshree & Bhairav.

Unit - 2 : Chhota Khayal of the following Ragas - Durga, Shankara, Allheya Bilawal, Ashavari.

Unit - 3 : Demonstration of the taal as with Dugun, Tigun & Chaugun laykari: Teentaal, Ektaal, Chautaal, Jhamptaal, Dhamar, Dadra.

Unit - 4 : Candidate has to learn One Hori & One Bhajan on any raga from the all Previous cores and this core.

Unit - 5 : Viva test (From General & applied theories)

**Prescribed Books for this Core :**

1. Sangeet Visharad (Hindi), By Vasant.
2. Raga Shastra Siddhanta (Odia) By Sri Rajani Kant Padhi.
3. Raga Sangeeta (Odia), Part - 1, Part - 2, By Dr. Mohan Charan Senapati.
4. Hindustani Sangeet Lahari (Odia), Part-1, 2, 3, 4, By Dr. Damodar Hota.
5. Kramik Pustak Malika (Hindi), Part-1, 2, 3 By Pt. B. N. Bhatkhande.
6. Raga Parichaya (Hindi) Part-1, 2, 3, 4, By Dr. Harish Chandra Srivastab.

**+3 FIRST YEAR SECOND SEMESTER  
Core Course - IV (C-4)- Indian Music**

Time : 3 Hrs.  
Credit : 6

End Semester Theory : 40 Marks  
Mid Semester Theory : 10 Marks

**KOMAL GANDHAR  
SANGEETOTPATTI & SWARALIPI PADDHATI.**

**Applied & General Theories**

**Unit - 1**

Definitions & Basic Knowledge of the followings. - Bol-Bant, Sargam Bant, Tarana, Dadra, Kajree, Hori.

**Unit - 2**

Knowledge of Characteristics of the following Rags with notations - Kedar, Hameer, Tilak-Kamod, Bhimpalasi, Pattdeep.

**Unit - 3**

- (A) Origin of Music.  
(B) Evolution of Hindustani Music.

**Unit - 4**

Elementary Knowledge of Indian Notation System - Pt. B. N. Bhatkhande & Pt. B. D. Paluskar Swaralipi Paddhati.

**Unit - 5**

Comparative Study of Shruti - Swara & Thaata - Raga.

**PRACTICAL  
CORE COURSE - IV (C - 4)**

Time : 3 Hours

Full Mark : 50 Marks

Unit - 1 : Bada Khayal & Chhota Khayal of the following ragas - Kedar, Hameer.

Unit - 2 : Chhota Kayal gaykee of the followings. Tilak Kamod, Bhimpalasi, Pattdeep.

Unit - 3 : Tarana gaykee in any two ragas from Core - III & IV.

Unit - 4 : Candidate has to learn a Kajree or Chaiti from any raga.

Unit - 5 : Viva test (From applied & General Theories)

**Prescribed Books for this Core :**

1. Raga Shastra Siddhant (Odia), By Rajani Kanta Padhi.
2. Raga Darshan (Odia), Part -1 & 2, By Sri Chandan Kumar Jena
3. Sangeet Visharad (Hindi), By Vasant.
4. Raga Sangeeta (Odia), Part - 1, 2, 3, 4, By Dr. Mohan Charan Senapati.
5. Raga Parichaya (Hindi) Part-1, 2, 3, By Dr. Harish Chandra Srivastab.
6. Kramik Pustak Malika (Hindi), Part-1, 2, 3 By Pt. B. N. Bhatkhande.
7. Sangeetanjali (Hindi) Part -1, 2, 3, By Pt. Omkarnath Thakur.

**s+3 SECOND YEAR THIRD SEMESTER**  
**Core Course - V (C-5)- Indian Music**

Time : 3 Hrs.  
Credit : 6

End Semester Theory : 40 Marks  
Mid Semester Theory : 10 Marks

**GANDHAR**  
**SWARALIPI 'O' LAYAKRIYA - GYANA**  
**Applied & General Theories**

- Unit - 1** Characterstics of the Ragas with Bada Khayal Notetion of the Bandish. Malkauns, Bihag, Allheya Bilawal.
- Unit - 2** Characterstics of the Ragas with Chhota Khayal Notetion of the Bandish. Bibhas, Deshkar, Jaijaiwanti, Jaunpuri.
- Unit - 3** Knowledge about Hindustani (North Indian) Paddhati and Karnatic (South Indian) Paddhati in India.
- Unit - 4** General Knowledge of Swara - prastara.
- Unit - 5** Shastriya Parichaya of the following taalal with Dugun, Tingun & Chaugun Laykari. Jhoomra, Sooltal, Tewra.

**Practical**

Time : 3 Hours

Full Mark : 50 Marks

- Unit - 1** Badakhayal & Chhota Khayal gaykee of the following Ragas. Malkauns, Bihag
- Unit - 2** Chhota Khayal gaykee of the followings. Bibhas, Deshkar Jaijaiwanti, Jaunpuri.
- Unit - 3** One Dhrupad or Dhamar in any raga from the core - V.
- Unit - 4** Demonstration of the taalal with Digun, Tigun & Chaugun. Jhamptal, Sooltal, Jhoomra, Tewra.
- Unit - 5** Identifiction of Ragas from all the cores of 1st and 2nd semester.

**Prescribed Books for Core - V**

1. Sangeet Visharad (Hindi)  
By Vasant
2. Kramik Pustak Malika (Hindi), Part - 1, 2, 3  
By pt. B.N. Bhatkhande.
3. Raga Parichaya (Hindi), Part - 1, 2, 3  
By Dr. Harish Chandra Srivastab.
4. Raga Sangeeta (Odia), Part - 1, 2, 3, 4  
By Dr. Mohan Charan Senapati
5. Sangeetanjali (Hindi), Part - 1, 2, 3, 4  
By Pt. Omkar Nath Thakur

**+3 SECOND YEAR THIRD SEMESTER  
Core Course - VI (C-6) - Indian Music**

Time : 3 Hrs.  
Credit : 6

End Semester Theory : 40 Marks  
Mid Semester Theory : 10 Marks

**MADHYAM SWARA SAMBADA & GUNA -ABAGUNA OF GAYAKA  
Applied & General Theries**

- Unit - 1** Knowledge about Swara Samabd.  
(Sadaj Pancham & Sadaj Madhyam Bhav)
- Unit - 2** Characteristics of the Ragas with Bada Khayal Notetion in Raag-Rageshree & Todi and Chhota Kayal notation in Raag-Puriya, Suddh, Kalyan & Hindol.
- Unit - 3** Knowledge of the following light classical geners.  
Tappa, Chaiti, Ghazal, Folk song.
- Unit - 4** Life sketch  
Pt. Omkarnath Thakur  
Pt. Binayak Rao Pattawardhan  
Pt. Dr. Damodar Hota.
- Unit - 5** Qualities & defects of the Vocalist.

**Practical**

Time : 3 Hours

Full Mark : 50 Marks

- Unit - 1** Bada Khayal & Chhota Khayal gaykee of the following ragas.  
Rageshree, Todi.
- Unit - 2** Chhota Khayal gaykee of the followings.  
Suddh kalyan, Hindol, Puriya.
- Unit - 3** One light classical Composition in any raga. Ghazal, Chaiti.
- Unit - 4** Knowledge of tuning & playing taanpura.
- Unit - 5** Demonstration of the following taals. with Dugun, Tigun & chaugun layakari. Teental, Ektal, Jhamptal, Dhamar, Tewra.

**Prescribed Books for Core - VI**

1. Bharatiya Sangeetara Khayal Saili (Odia)  
By Dr. Chittaranjan Pani
2. Raga Parichaya (Hindi) Part - 1, 2, 3, 4  
By Dr. Harish Chandra Srivastab
3. Raga Sangeeta (Odia) Part - 1, 2, 3, 4  
By Dr. Mohan Charan Senapati
4. Hamare Sangeet Ratna (Hindi)  
By Prof. Laxmi Narayan Garg.
5. Kramik Pustak Malika (Hindi) Part - 1, 2, 3  
By Pt. B.N. Bhatkhande

**+3 SECOND YEAR THIRD SEMESTER  
Core Course - VII (C-7) - Indian Music**

Time : 3 Hrs.  
Credit : 6

End Semester Theory : 40 Marks  
Mid Semester Theory : 10 Marks

**TIVRA MADHYAM SWARA ALANKARANAM & NIBANDHA  
Applied & General Theories**

- Unit - 1** Importance of Tala & Laya in Music
- Unit - 2** Write an essay of the followings.  
a) The development of Indian classical Music  
b) Guru Shisya Parampara.
- Unit - 3** Characteristics and chhota khayal notation of the followings. Jaijaiwanti, Kamod, Multani, Marwa.
- Unit - 4** Detail Studies of the following forms. Kaku, Abirbhav, Tirobhav, Meend, kan, Gamak, Murki.
- Unit - 5** Detail Knowledge of Shruti Swara Sthapana in Indian Music according to ancient & Medieval Period.

**Practical**

Time : 3 Hours

Full Mark : 50 Marks

- Unit - 1** Bada Khayal & Chhota Khayal gayakee of following ragas. Suddh Kalyan, Jaijaiwanti.
- Unit - 2** Chhota Khayal gayakee of the followings. Suddh Sarang, Kamod, Multani, Marwa.
- Unit - 3** Tarana gayakee in any two ragas of this core.
- Unit - 4** Practical knowledge about following techniques. Kaku, Abirbhav - Tirobhav, Meend, kan, Gamak, Murki
- Unit - 5** Basic Knowledge on Indian Music. Major Music festivals, Awards for Music, Pen-name of the vocalist, Traditional Compositions.

**Prescribed Books for Core - VII**

1. Sangeetanjali (Hindi) Part - 1, 2, 3, 4  
By Pt. Omkarnath Thakur
2. Bharatiya Sangeetara Khayal Saili (Odia)  
By Dr. Chittaranjan Pani
3. Nibandh Sangeet (Hindi) Musical essays.  
Comiler - Dr. Laxmi Narayan Garg.  
Published by - Sangeet Karyalaya, Hathras.
4. Raga Parichay (Hindi) Part - 1, 2, 3, 4  
By Dr. Harish Chandra Srivastab
5. Raga Sangeeta (Odia) Part - 1, 2, 3, 4  
By Dr. Mohan Charan Senapati

**+3 SECOND YEAR FOURTH SEMESTER**  
**Core Course - VIII (C-8) - Indian Music**

Time : 3 Hrs.  
Credit : 6

End Semester Theory : 40 Marks  
Mid Semester Theory : 10 Marks

**PANCHAM SAMAYA SIDDHANTAM & VADYA VARGIKARANAM-II**  
**Applied & General Theories**

- Unit - 1** Knowledge of the following terms.  
Upaj, Badhat, Phirat, Khatka, Swara Sangati
- Unit - 2** Time Theory of Raga. Role of Purvanga & Uttaranga raga in time Theory & Knowledge of adhwadarshaka Swara.
- Unit - 3** Characteristics of the following Ragas.  
Puriya Dhanashree, Goud Sarang, Purvi, Adana, Basant, Bhairavi
- Unit - 4** Notation of Bada Khayal in Raag-Puriya Dhanashree & Goud Sarang and Chhota Khayal Notation in Raag-Purvi, Darbari, Kanada & Bhairavi.
- Unit - 5** Classification of Indian Musical Instruments.

**Practical**

Time : 3 Hours

Full Mark : 50 Marks

- Unit - 1** Detail gayakee of the following ragas.  
(Bada Khayal & Chhota khayal)  
Puriya Danashree, Goud Sarang.
- Unit - 2** Chhota Khayal gayakee of the followings.  
Purvi, Darbari, Kanada, Bhairavi
- Unit - 3** Demonstration of the following taalās with dugun, Tigun & Chaugun Laykari. Tilwada, Deepchandi, Ada choutal, Punjabi addha.
- Unit - 4** Any one semi classical composition from the followings.  
Thumri, kajree, tappa, Hori
- Unit - 5** One Dhrupad or Dhamar in any raga of this core.

**Prescribed Books for core - VIII**

1. Sangeet Visharad (Hindi)  
By Vasant
2. Raga Paricha (Hindi) Part - 1, 2, 3, 4  
By Dr. Harish Chandra Srivastab.
3. Sangeetanjali (Hindi) Part - 1, 2, 3, 4  
By Pt. Omkarnath Thakur
4. Raga Sangeeta (Odia) Part - 1, 2, 3, 4, 5  
By Dr. Mohan Charan Senapati
5. Kramik Pustak Malika (Hindi) Part - 1, 2, 3, 4  
By Pt. B.N. Bhatkhamde
6. Raga Vigyan (Hindi) Part - 1, 2, 3, 4  
By Pt. Binayak Rao Pattawardhan

**+3 SECOND YEAR FOURTH SEMESTER**  
**Core Course - IX (C-9) - Indian Music**

Time : 3 Hrs.  
Credit : 6

End Semester Theory : 40 Marks  
Mid Semester Theory : 10 Marks

**KOMAL DHAIWAT UTKRISTA RAGA GAYANAM**  
**Applied & General Theories**

- Unit - 1** Characterstics of the following ragas with Bada Khayal Notetion.  
Puriya, Multani.
- Unit - 2** Characterstics of the ragas with Chhota Khayal Notetion.  
Chhayanat, Miyan Mallhar, Adana, Bahar, Ramkali, Lalit.
- Unit - 3** Knowledge about Grama - Murrchhana
- Unit - 4** Comparative study of the following ragas.  
Mian Malhar- Bahar, Puriya-Marwa, Bhupali- Deshkar, Kedar- Hameer.
- Unit - 5** Essay - a) Your aim of learning Classical Music  
b) Necessity of Music in the Society.

**Practical**

Time : 3 Hours

Full Mark : 50 Marks

- Unit - 1** Bada Khayal & Chhota Khayal gaykee of the following ragas.  
Puriya, Multani
- Unit - 2** Chhota Khayal gaykee of the following.  
Basant, Suddh Sarang, Miyan Mallhar, Adana, Bahar, Ramkali, Lalit.
- Unit - 3** Knowledge of Swara Sangatis in Raga (Practical demonstration)
- Unit - 4** Demonstration of following talas.  
Gajajhampa, Pancham Sawari
- Unit - 5** One semi classical composition in any raga.

**Prescribed Books for the Core - IX**

1. Sangeeta Nibandhabali (Hindi)  
(Collection & Musical essays)  
Compiler. Prof. Laxmi Narayan Garg  
Published by- sangeet Karyalaya, Hathras.
2. Raga Parichay (Hindi) All Parts  
By Dr. Harish Chandra Srivastab
3. Raga Sangeeta (Odia) Part - 1, 2, 3, 4, 5  
By Dr. Mohan Charan Senapati
4. Sangeet Visharad (Hindi)  
By Vasant
5. Sangeetanjali (Hindi) Part - 1, 2, 3, 4, 5  
By Pt. Omkarnath Thakur
6. Raga Vigyan (Hindi) Part - 1, 2, 3, 4  
By Pt. Binayak Rao Pattwardham

**+3 SECOND YEAR FOURTH SEMESTER  
Core Course - X (C-10) - Indian Music**

Time : 3 Hrs.  
Credit : 6

End Semester Theory : 40 Marks  
Mid Semester Theory : 10 Marks

**DHAIWAT  
TALA VADYA PARICHAYA & GAYKEE IN GHARANA  
Applied & General Theories**

- Unit - 1** Studies on Gharana  
**Unit - 2** Detail Knowledge of Gowalior & Agra gharana.  
**Unit - 3** Knowledge about "Barna" of Tabla.  
**Unit - 4** Physical structure of Tabla & Hindustani pakhawaj  
**Unit - 5** Life sketch.  
Pt. Balwant Rai Bhatt  
Ustad faiyaz khan  
Dr. Mohan Charan Senapati

**Practical**

Time : 3 Hours

Full Mark : 50 Marks

- Unit - 1** Detail gaykee of Darbari Kanada & Miyan Mallhar.  
**Unit - 2** Ability of playing different thekas in Tabla.  
**Unit - 3** Chhota Khayal gayak in following;  
Maru Bihag, Sohini, Basant, Ahir Bhairab.  
**Unit - 4** Comparisation between similar ragas in gaykee.  
**Unit - 5** One Thumri & One Tarana in any ragas.

**Prescribed Books for Core - X**

1. Bharatiya Sangeetara Khayal Saili (Odia)  
By Dr. Chitta Ranjan Pani
2. Raga Shastra Siddhanta (Odia)  
By Sri Rajanikant Padhi
3. Raga Sangeeta (Odia) Part - 1, 2, 3, 4, 5  
By Dr. Mohan Charan Senapaty
4. Raga Parichay (Hindi) Part - 1, 2, 3, 4  
By Dr. Harish Chandra Srivastav
5. Bhavrang lahari (Hindi) Part - 1, 2, 3  
By Pt. Balawant Rai Bhatt



**+3 THIRD YEAR FIFTH SEMESTER  
Core Course - XI (C-11) - Indian Music**

Time : 3 Hrs.  
Credit : 6

End Semester Theory : 40 Marks  
Mid Semester Theory : 10 Marks

**KOMAL NISHAD  
BHARATIYA SANGEET ITIHASA, TALA PADDHATI & DHWANI TATWA  
Applied & General Theories F.M. - 50**

- Unit - 1** Detail Knowledge of Varna (Sthayee, Arohi, Abarohi Sanchari)
- Unit - 2** Tal system in Hindustani & Karnatic Music
- Unit - 3** Classification of Raag- Suddha, Chhayalag, Sankhirna.
- Unit - 4** History Of Indian Music.  
Vedic Music, Ramayana, Mahabharata.
- Unit - 5** Knowledge about ancient jaati & Prabandha gayan

**Practical**

Time : 3 Hours

Full Mark : 50 Marks

- Unit - 1** Detail gaykee of the following ragas.  
Chhayanat, Bhimpalasi.
- Unit - 2** Non-detail gaykee of the following ragas.  
Chandrakauns, Paraj, Bilashkhani Todi, Goud Malhar.
- Unit - 3** Knowledge of following Laykaries.  
2/3, 3/2, 3/4, 4/3
- Unit - 4 One Dhrupador Dhamar in any Raag of this core.
- Unit - 5 One Chaiti & One Tappa in any ragas

**Prescribed Books for Core - XI**

1. Raga Parichay (Hindi) Part - 1, 2, 3, 4  
By Dr. Harish Chandra Srivastab
2. Raga Sangeeta (Odia) Part - 1, 2, 3, 4, 5  
By Dr. Mohan Charan Senapaty
3. Bhabrang lahari (Hindi) Part - 1, 2, 3  
By Pt. Balwant Rai Bhatt.
4. Sangeetanjali (Hindi) Part - 1, 2, 3, 4  
By Pt. Omkarnath Thakur
5. Raga Vighyan (Hindi) Part - 1, 2, 3, 4, 5  
By Pt. Binayak Rao Pattwardham

**+3 THIRD YEAR FIFTH SEMESTER**  
**Core Course - XII (C-12) - Indian Music**

Time : 3 Hrs.  
Credit : 6

End Semester Theory : 40 Marks  
Mid Semester Theory : 10 Marks

**NISHAD**  
**SWARA RACHANA DAKSHATA, NIBANDHAM, RAGA PURBALOCHANA**  
**Applied & General Theories**

F.M. - 50

- Unit - 1** Knowledge about the Music System of Modern age (pre independence & post independence).  
**Unit - 2** Knowledge about the Music system of Mediaval period.  
**Unit - 3** Capability to Compose Bandish in any ragas in any Taal..  
**Unit - 4** Life sketch  
Balkrishna Bua Echalkarnjkar.  
Bharat ratna Pandit Bhimsen joshi  
Bharat ratna Lata Mangeshkar  
**Unit - 5** Essay :-  
a) Spiritualism in Music  
b) A classical Music evening  
c) Contribution of Odisha to Hindustani Music

**Practical**

Time : 3 Hours

Full Mark : 50 Marks

- Unit - 1** Detail gaykee of the following ragas. Marwa, Suddhkalyan.  
**Unit - 2** Non- detail gaykee of the followings. Hansadhwani, Bhinnasadaj. Megh, shree.  
**Unit - 3** Revision of all previous Raga with gharanedar gaykee  
**Unit - 4** Laykaries of all prescribed talas from 1st semester to 4th semester.  
**Unit - 5** Presentation of own composition of any semi classical genere.

**Prescribed Books for the core - XII**

1. Hamare Sangeet Ratna (Hindi)  
By Prof. Laxmi Narayan garg.
2. Sangeet Visharad (Hindi)  
By Vasant
3. Raga Parichay (Hindi) All parts  
By Dr. Harish Chandra Srivastab
4. Raga Sangeeta (Odia) All Parts  
By Dr. Mohan Charan Senapati
5. Bhabrang lahari (Hindi) Part - 1, 2, 3, 4  
BY Pt. Balwant rai Bhatt
6. Raga Vigyan (Hindi) All Parts.  
By Pt. Binayak rao Pattwardham
7. Bharatiya Sangeetara Itihasa (Odia)  
By Dr. Damodar Hota

**+3 Third Year, Sixth Semester  
Core Course - XIII (C-13) Indian Music**

**TAAR  
UTTAMA UPASHASTRIYA GAYANAM  
Applied & General Theory**

Time 3 Hrs.

Credit-6

**Unit - I**

Detail study of different semi classical musical forms of Hindustani Music.

**Unit - II**

Application of Semi Classical music in Indian classical dances.

**Unit - III**

Detail study of Raga & Tala in Semi classical music.

**Unit - IV**

Importance and impact of the literature in Hindustani Music.

**Unit - V Life Sketch-**

- (i) Ustad Bade Ghulam allli Khan
- (ii) Pandit Ravi Shankar
- (iii) Ustad Bismillah Khan.

**PRACTICAL**

**Unit - I**

Detail gaykee of the following Ragas. Lalit, Megh.

**Unit - II**

Chhota Khayal of the following Ragas- Bairagi, Jog, Nand, Charukeshi

**Unit - III**

Knowledge of the following Talas - Rudra, Ganesha, Bramha

**Unit - IV**

Gaykee Knowledge of Semi Classical Compositions.

**Unit - V**

One Dhrupad in any raga of this year.

**Prescribed books for the Core-13:**

1. Sangeet Visharad (Hindi), by Vasant
2. Raga Parichaya (Hindi - 1, 2, 3, 4), by Dr. H. C. Srivastab
3. Nibandh Sangeet (Hindi), Sangeet Karyalaya, Hathras.
4. Tal Parichaya (Hindi), All parts, by Dr. G. C. Srivastab
5. Sangeet Nibandhabali (Hindi), Sangeet Karyalaya, Hathras.

**+3 Third Year, Sixth Semester  
Core Course - XIV (C-14) Indian Music**

**ATI-TAAR  
RAGA-TALA SHASTRAM EVEM VIDHANAM  
Applied & General Theory**

Time 3 Hrs.

Credit-6

**Unit - I**

Comparative study of Tabla & Hindustani Pakhawaj.

**Unit - II**

Detail Knowledge of Raag & Tala of Geeta Govinda of Kavi Jayadev.

**Unit - III**

Contribution of Natyashastra & Sangeeta- Ratnakara to Indian Classical Music.

**Unit - IV**

Fourty basic principles of Hindustani Sangeet Paddhati.

**Unit - V Life Sketch-**

- (i) Ustad Amir Khan
- (ii) Dagar Brothers (Dhrupad & Dhamar)
- (iii) Vidushi Sunanda Pattnaik.

**PRACTICAL**

**Unit - I**

Detail gaykee of the following Ragas- Jaunpuri, Ahir Bhairab

**Unit - II**

Non-detail gaykee of the following Ragas- Gorakh Kalyan, Madhuwanti, Kalawati

**Unit - III**

- (i) Knowledge of Kuad Laya & Biad Laya
- (ii) Knowledge of different Tyahis.

**Unit - IV**

Gaykee Knowledge of Shree Geeta Govinda.

**Unit - V**

Viva test from applied & general Theories of this core.

**Prescribed books for the Core-14:**

1. Hamare Sangeet Ratna (Hindi), by Prof. Laxminarayan Garg.
2. Sangeet Visharad (Hindi), by Vasant.
3. Kramik Pustakmalika (Part-1, 2, 3, 4), by Pt. V. N. Bhatkhande.
4. Amara Sangeeta Dhara (Odia), by Kali Charan pattnaik.
5. Bharat Ke Sangeet Siddhant (Hindi), by K. C. Brihaspati.

## +3 Third Year, Sixth Semester DSE-I

### TABLA - THEORY

Time 3 Hrs.

Credit-6

#### Unit - I

Historical development of "Tabla".

#### Unit - II

Physical Structure of Tabla.

#### Unit - III

Knowledge about basic "Varnas", "Bols" & "Thekas".

#### Unit - IV

Knowledge about fingering system in Tabla.

#### Unit - V

Knowledge about following terms - Kaida, Rela, Mukhda, Tyahi.

### PRACTICAL

#### Unit - I

Ability of playing Tintal & Jamptal Theka.

#### Unit - II

Ability of playing two simple Kaida in tal-Teental.

#### Unit - III

One Mukhda set to Teental.

#### Unit - IV

One Simple Tukda in tal-Teental.

#### Unit - V

Playing two tyahi (Damdar & Bedamdar) set to Teental.

#### Prescribed books for DSE-I:

1. Tal Prakash by Laxmi Narayan Garg.
  2. Tal Martand by Satyanarayan Basist
  3. Tal Kosh by G. R. Srivastav.
  4. Tal Ank (Hindi)
  5. Tal Parichaya (1, 2, 3, 4) by G. R. Srivastav.
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## +3 Third Year, Sixth Semester DSE-II

### TABLA - THEORY

Time 3 Hrs.

Credit-6

#### **Unit - I Life History :**

Pt. Shanta Prashad (Gudei Maharaj)

Pt. Karamattulah Khan

#### **Unit - II**

Brief Knowledge about Gharanas of Tabla.

#### **Unit - III**

Detail Knowledge about Delhi Gharana.

#### **Unit - IV**

Comparative study on Delhi gharana & Benaras Gharana.

#### **Unit - V**

Brief knowledge about Abanaddha vadya (percussions).

### PRACTICAL

#### **Unit - I**

Two Kaida in each set to Jhamptal & Teental.

#### **Unit - II**

One Tukda set to Jhamptal.

#### **Unit - III**

Playing two tyahis (Damdar & Bedamdar) set to Jhamptal.

#### **Unit - IV**

Playing Thekas set to Ektal, Rupak, Choutal, Dhamar.

#### **Unit - V**

Playing ability of Dadra & Kaharawa.

#### **Prescribed books for DSE-I:**

1. Tal Prakash (Hindi), by Laxmi Narayan Garg.
  2. Tal Martand (Hindi), by Satyanarayan Basist
  3. Tal Kosh (Hindi), by G. R. Srivastav.
  4. Tal Ank (Hindi)
  5. Tal Parichaya (Hindi-1, 2, 3, 4) by G. R. Srivastav.
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**+3 Third Year, Sixth Semester  
DSE-III**

**HARMONIUM- THEORY**

Time 3 Hrs.

Credit-6

**Unit - I**

Origin of the Harmonium.

**Unit - II**

Physical Structure of the Harmonium.

**Unit - III**

Knowledge about some basic alankars for Harmonium playing.

**Unit - IV**

Importance of the Harmonium as an accompanying instrument with classical & light music.

**Unit - V**

Life sketch

Pandit Gyan Prakash Ghosh

Pandit Tulsidas Borekar

**PRACTICAL**

**Unit - I**

Knowledge of playing basic alankars.

**Unit - II**

Knowledge of playing basic Ragas.

**Unit - III**

Knowledge of playing basic Chords according to western music system.

**Unit - IV**

Idea of accompanying with "Khayal".

**Unit - V**

knowledge of playing some famous compositions in Indian music system.

**Prescribed books for DSE-I:**

1. Learn to play on Harmonium (English) by Pajkaj Publication.
2. The Harmonium Handbook (English) , by Satyaki Kraig Brockschmidt.

**+3 THIRD YEAR SIXTH SEMESTER  
DSE - IV**

Time : 3 Hrs.

Credit : 6

**Unit - 1** Project Paper work Presentation

**Unit - 2** Viva

End Semester Theory : **80** Marks

Mid Semester Theory : **20** Marks

**+3 SECOND YEAR THIRD SEMESTER  
GE - III - Indian Music**

Time : 3 Hrs.  
Credit : 6

End Semester Theory : 40 Marks  
Mid Semester Theory : 10 Marks

**(HINDUSTANI VOCAL)  
Applied & General Theory**

**UNIT-1** - Knowledge about various Alankars.

(Sudha & Vikrita)

**UNIT-2** -

- (a) Basic Knowledge & Definitions . Dhvani, Sangeet, Raga, Thaata, Alaap, Taan, Badi, Sambadi, Tala, Laya
- (b) Detail Knowledge about the following form. Khayal, Dhrupad, Dhamar, Thumree, Kajree.

**UNIT-3** - Shastriya Parichaya of following Ragas. Bilawal, Bhupali, Kalyan, Kafi, Khamaj, Durga, Brindabani Sarang, Bhairab.

**UNIT-4** - Detail Knowledge of the following Talas. Teental, Ektal, Jhamptal, Choutal, Kaharawa, Dadra.

**UNIT-5** -

- (a) Knowledge about Indian Notation system. (Pt. Vishnu Narayan Bhattacharya & Pt. Vishnu Digambar Paluskar Notation System.)
- (b) Life sketch-  
Pt. Vishnu Narayan Bhattacharya. Swami Haridas  
Pt. Omkar Nath Thakur.

**PRACTICAL  
G - 3**

Time : 3 Hours

Full Mark : 50 Marks

**UNIT - 1**

- (a) Bilambit bandish of the following ragas. Kalyan, Bhupali.
- (b) Non-detail study of the following ragas. Bilawal, Kafi, Durga, Khamaj, Bhairab, Vrindabani Sarang.

**UNIT - 2** Knowledge about one dhrupad in any ragas of unit - 1.

**UNIT - 3** Demonstration of the following talas with Dugun layakari. Teental, Ektal, Jhamptal, Choutal, Kaharawa, Dadra.

**UNIT - 4** Practice of Various Alankars with an ability of playing harmonium.

**UNIT - 5** Knowledge about light classical & light Composition. Kajree, Bhajan, Patriotic song, Sugam Sangeet.



**+3 SECOND YEAR FOURTH SEMESTER  
GE - IV - Indian Music**

Time : 3 Hrs.  
Credit : 6

End Semester Theory : 40 Marks  
Mid Semester Theory : 10 Marks

**Applied & General Theory 2015- 16**

- UNIT - 1** Characteristic of following Ragas & Talas. Ragas-Asawari, Bihag, Patdeep, Tilang, Desh, Bageshree, Malkauns, Bhairabi. Talas - Bilambit Ektal, Rupak, Tewra, Sooltal, Dhamar.
- UNIT - 2** (a) "Gharana", Knowledge about Gowalior Gharana.  
(b) Physical structure of Taanpura.
- UNIT - 3** Comparative Study of the following ragas & Talas of G - 3 & G-4.
- UNIT - 4** Life Sketch  
Pt. Vishnu Digamber Paluskar  
Miyani Taansen  
Pt. Balwant Rai Bhatt  
Dr. Damodar Hota.
- UNIT - 5** Write an essay of the followings.  
(a) Origin of Music  
(b) Importance of Tala & Laya in Music.  
(c) Contribution of Music to the Society.

**PRACTICAL  
G - 4**

Time : 3 Hours

Full Mark : 50 Marks

- UNIT - 1** Detail Knowledge of Gayakee of the following Ragas. Kalyam, Bhupali
- UNIT - 2** Non - detail study of the following Ragas. Asawari, Bihag, Tilang, Desh, Bageshree, Malkauns, Patdeep, Bhairabi
- UNIT - 3** Knowledge about one Dhamar from any Ragas of G-3 & G-4.
- UNIT - 4** Demonstration of All talas of G - 3 & G-4 with dugun & Chougun Layakari.
- UNIT - 5** Knowledge of Singing light & light classical form. Thumri, Ghazal, Bhajan, Geeta Govinda.

**PRESCRIBED BOOK FOR G - 3 & G - 4**

1. Hindustani Sangeet lahari (Odia) part - 1, 2, 3, 4 By Dr. Damodar Hota
2. Sangeeta Shastra (Odia) By Dr. Damodar Hota.
3. Raga Parichaya (Hindi) Part - 1, 2, 3, 4 By Dr. Harish Chandra Srivastab.
4. Sangeet Visharad (Hindi) By Vasant.
5. Nibandh Sangeet (Hindi) (Collection of Essays) Editor - Dr. Lakxmi Narayan Garg.
6. Raga Sangeet (Odia), Part - 1, 2, 3, 4 By Dr. Mohan Charan Senapati.



**ODIA**  
**+3 FIRST YEAR FIRST SEMESTER**  
**Core Course - I (C-1)**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ (ସସ୍ତମରୁ ଷୋଡ଼ଶ ଶତାବ୍ଦୀ ପର୍ଯ୍ୟନ୍ତ)**  
**ପ୍ରଥମ ପତ୍ର**

- ୧ମ ଏକକ / ଯୁନିଟ୍ - ୧ : ପ୍ରାକ୍-ସାରଳା ସାହିତ୍ୟ (ଚର୍ଯାଗୀତ, ନାଥ ସାହିତ୍ୟ)
- ୨ୟ ଏକକ / ଯୁନିଟ୍ - ୨ : ସାରଳା ସାହିତ୍ୟ (ସାରଳା ଦାସଙ୍କ ରଚନାସମ୍ଭାର ଓ ସେସବୁର ସାହିତ୍ୟିକ, ସାମାଜିକ ଓ ସାଂସ୍କୃତିକ ବୈଶିଷ୍ଟ୍ୟ)
- ୩ୟ ଏକକ / ଯୁନିଟ୍ - ୩ : ପଞ୍ଚସଖା ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି ଓ ଲେଖକ (ବଳରାମ, ଜଗନ୍ନାଥ)
- ୪ର୍ଥ ଏକକ / ଯୁନିଟ୍ - ୪ : ପଞ୍ଚସଖା ସାହିତ୍ୟର ବୈଶିଷ୍ଟ୍ୟ
- ୫ମ ଏକକ / ଯୁନିଟ୍ - ୫ : ପଞ୍ଚସଖା ସାହିତ୍ୟର ସାମାଜିକ ଓ ସାଂସ୍କୃତିକ ଆବେଦନ

**+3 FIRST YEAR FIRST SEMESTER**  
**Core Course - II (C-2) - Odia**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ**  
**ଦ୍ୱିତୀୟ ପତ୍ର**

- ୧ମ ଏକକ / ଯୁନିଟ୍ - ୧ : ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି ଓ ବିକାଶଧାରା
- ୨ୟ ଏକକ / ଯୁନିଟ୍ - ୨ : ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟ ସାହିତ୍ୟ (ଆଖ୍ୟାୟିକା କାବ୍ୟ, ପୁରାଣାଶ୍ରିତ, ବୈଷ୍ଣବ କାବ୍ୟ)
- ୩ୟ ଏକକ / ଯୁନିଟ୍ - ୩ : ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟର ଆଜିକ ବୈଚିତ୍ର୍ୟ (ଆଳଙ୍କାରିକତା, ସାଙ୍ଗୀତିକତା, ରୀତିବୈଚିତ୍ର୍ୟ)
- ୪ର୍ଥ ଏକକ / ଯୁନିଟ୍ - ୪ : ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟର ଆତ୍ମିକ ବୈଚିତ୍ର୍ୟ (ରସଚେତନା, ବିଷୟବସ୍ତୁ ବିନ୍ୟାସ, ଚରିତ୍ରଚିତ୍ରଣ)
- ୫ମ ଏକକ / ଯୁନିଟ୍ - ୫ : ମଧ୍ୟଯୁଗୀୟ ଗୀତିକାବ୍ୟ ପରଂପରା (ଚଂପୂ, ଚଉପଦୀ, ଚଉତିଶା)

**+3 FIRST YEAR SECOND SEMESTER  
Core Course - III (C-3) - Odia**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟ  
ତୃତୀୟ ପତ୍ର**

୧ମ ଏକକ / ଯୁନିଟ୍ - ୧ :	ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି ଓ ନବଜାଗରଣର ଭୂମିକା
୨ୟ ଏକକ / ଯୁନିଟ୍ - ୨ :	ଆଧୁନିକ କାଳର ଓଡ଼ିଆ କାବ୍ୟ କବିତା ଓ କଥାସାହିତ୍ୟ
୩ୟ ଏକକ / ଯୁନିଟ୍ - ୩ :	ଓଡ଼ିଆ ସାହିତ୍ୟରେ ସତ୍ୟବାଦୀଧାରା
୪ର୍ଥ ଏକକ / ଯୁନିଟ୍ - ୪ :	ଓଡ଼ିଆ ସାହିତ୍ୟରେ ସରୁଜଧାରା
୫ମ ଏକକ / ଯୁନିଟ୍ - ୫ :	ଓଡ଼ିଆ ପ୍ରଗତିବାଦୀ ଓ ବାସ୍ତବବାଦୀ ସାହିତ୍ୟଧାରା

**+3 FIRST YEAR SECOND SEMESTER  
Core Course - IV (C-4) - Odia**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**ସ୍ଵାଧୀନତାଓଡ଼ିଆ ସାହିତ୍ୟ  
ଚତୁର୍ଥ ପତ୍ର**

୧ମ ଏକକ / ଯୁନିଟ୍ - ୧ :	ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ କବିତା
୨ୟ ଏକକ / ଯୁନିଟ୍ - ୨ :	ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ଉପନ୍ୟାସ ଓ ଗଳ୍ପ
୩ୟ ଏକକ / ଯୁନିଟ୍ - ୩ :	ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ନାଟକ ଓ ଏକାଙ୍କିକା
୪ର୍ଥ ଏକକ / ଯୁନିଟ୍ - ୪ :	ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟ (ପ୍ରବନ୍ଧ ଓ ସମାଲୋଚନା)
୫ମ ଏକକ / ଯୁନିଟ୍ - ୫ :	ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ସାହିତ୍ୟରେ ପତ୍ରପତ୍ରିକା ।

**ପାଠ୍ୟାଂଶ ୧ ରୁ ପାଠ୍ୟାଂଶ ୪ ନିମନ୍ତେ ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ :**

୧. ଓଡ଼ିଆ ସାହିତ୍ୟର ଆଦିପର୍ବ ଓ ଉତ୍ତର ମଧ୍ୟ ପର୍ବ : ମହାନ୍ତି ସୁରେନ୍ଦ୍ର, କଟକ ଷ୍ଟେଟ୍ସ୍ ସୋର
୨. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ : ସାମନ୍ତରାୟ ନଟବର, ବାଣୀଭବନ, ଭୁବନେଶ୍ଵର
୩. ଓଡ଼ିଆ ସାହିତ୍ୟର ସଂକ୍ଷିପ୍ତ ପରିଚୟ : ଆଚାର୍ଯ୍ୟ ବୃନ୍ଦାବନ, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ
୪. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ : ମାନସିଂହ ମାୟାଧର, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ
୫. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ : କର ବାଉରାବନ୍ଧୁ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୬. ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ବିକାଶଧାରା : ତ୍ରିପାଠୀ ସନ୍ତୋଷ କୁମାର, ବିରଜା, ସୁନ୍ଦରଗଡ଼
୭. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ : ପଟ୍ଟନାୟକ ପଠାଣି, ନାଳନ୍ଦା, କଟକ
୮. ଓଡ଼ିଆ ସାହିତ୍ୟର ଅଭିନବ ଇତିହାସ : ପାଢ଼ୀ ବେଣୁଧର, ପ୍ରାଚୀ ସାହିତ୍ୟ ପ୍ରତିଷ୍ଠାନ, କଟକ
୯. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ : ଆଦ୍ୟପ୍ରୟାସ :: ମହାନ୍ତି ପ୍ରସନ୍ନ କୁମାର, କଟକ ଷ୍ଟେଟ୍ସ୍ ସୋର, କଟକ

୧୦. ଆଧୁନିକ କାବ୍ୟ ଜିଜ୍ଞାସା, ଚିତ୍ରକଳ୍ପ, : ଦାସ ଦାଶରଥ, ଅଗ୍ରଦୂତ, କଟକ  
 ୧୧. କବିତାର ମାନଚିତ୍ର : ମହାନ୍ତି ଜାନକୀ ବଲ୍ଲଭ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ  
 ୧୨. ଓଡ଼ିଆ ସାହିତ୍ୟର କ୍ରମବିକାଶ : ମହାନ୍ତି ସୁରେନ୍ଦ୍ର, ଅଗ୍ରଦୂତ, କଟକ  
 ୧୩. ଅନୁବାଦ ସାହିତ୍ୟର ତତ୍ତ୍ୱ ଓ ପ୍ରୟୋଗ : ସଂ. ଶତପଥୀ ଦେବୀ ପ୍ରସାଦ, ଅଗ୍ରଦୂତ, କଟକ  
 ୧୪. ଆଧୁନିକବାଦ ଓ ଉତ୍ତର ଆଧୁନିକବାଦ : ରଥ ପ୍ରଦୀପ କୁମାର, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷୋର, କଟକ  
 ୧୫. ଓଡ଼ିଆ କାବ୍ୟ କୌଶଳ : ଆଚାର୍ଯ୍ୟ ସୁଦର୍ଶନ, ବ୍ରହ୍ମପୁର  
 ୧୬. କଥାସାହିତ୍ୟର କଥନିକା : ଓତା ବିଷ୍ଣୁପ୍ରିୟା, ପ୍ରାଚୀ ସାହିତ୍ୟ ପ୍ରତିଷ୍ଠାନ, କଟକ  
 ୧୭. ସାରଳା ମହାଭାରତ ସୃଷ୍ଟିର ଭୂମିପର୍ବ : ସାହୁ ଉଦୟନାଥ, ଚିନ୍ମୟ ପ୍ରକାଶନ, କଟକ  
 ୧୮. ସବୁଜରୁ ସଂପ୍ରତିକ : ଶତପଥୀ ନିତ୍ୟାନନ୍ଦ, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ  
 ୧୯. ଓଡ଼ିଆ ସାହିତ୍ୟର ପ୍ରଗତିବାଦୀଧାରା : ଶତପଥୀ ବିଜୟ କୁମାର, ଓଡ଼ିଶା ବୁକ୍ ଷୋର, କଟକ



**+3 SECOND YEAR THIRD SEMESTER  
 Core Course - V (C-5) - Odia**

Time : 3 Hrs.  
 Crdit : 6

End Semester Theory : 80 Marks  
 Mid Semester Theory : 20 Marks

**(ସମ୍ମାନ ଶ୍ରେଣୀ)**

**ଓଡ଼ିଆ ଭାଷାର ଐତିହାସିକ ବିକାଶକ୍ରମ**

- ପ୍ରଥମ ଏକକ : ଓଡ଼ିଆ ଭାଷାର ଉତ୍ପତ୍ତି ଓ କ୍ରମ ବିକାଶ  
 ଦ୍ୱିତୀୟ ଏକକ : ଓଡ଼ିଆ ଲିପିର ଐତିହାସିକ ବିବର୍ତ୍ତନ ଓ ଲକ୍ଷଣ  
 ତୃତୀୟ ଏକକ : ଓଡ଼ିଆ ଶିଳାଲେଖର ଭାଷା  
 ଚତୁର୍ଥ ଏକକ : ଚର୍ଯାପଦ ଓ ସାରଳା ସାହିତ୍ୟର ଭାଷା  
 ପଂଚମ ଏକକ : ଓଡ଼ିଆ ଭାଷା ସହିତ ଅନ୍ୟ ଭାଷାର ସଂପର୍କ (ଦ୍ରାବିଡ଼, ଅଷ୍ଟ୍ରିକ, ଯାବନିକ, ଇଂରାଜି)

ପ୍ରତ୍ୟେକ ଏକକରୁ ୨ଟି ଲେଖାଏଁ ପ୍ରଶ୍ନ ପରୀକ୍ଷାରେ ପଢ଼ିବ,  
 ସେଥିରୁ ଗୋଟିଏ ଲେଖାଏଁ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୬ x ୫ = ୮୦ )

**+3 SECOND YEAR THIRD SEMESTER  
Core Course - VI (C-6) - Odia**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

(ସମ୍ମାନ ଶ୍ରେଣୀ)

**ଓଡ଼ିଆ ଭାଷାର ମୌଳିକ ସ୍ୱରୂପ ଓ ଲକ୍ଷଣ**

- ପ୍ରଥମ ଏକକ : ଶାସ୍ତ୍ରୀୟ ଭାଷା, ଓଡ଼ିଆ ଭାଷାର ଶାସ୍ତ୍ରୀୟ ଲକ୍ଷଣ, ଓଡ଼ିଆ ଭାଷାର ମୌଳିକତା ଓ ବୈଶିଷ୍ଟ୍ୟ  
ଦ୍ୱିତୀୟ ଏକକ : ଓଡ଼ିଶାର ଔପଭାଷିକୀ ଭାଷାକ୍ଷେତ୍ର ଓ ଓଡ଼ିଆ ଆଠଲିକ ଭାଷା-ଉପଭାଷା-ବୋଲି  
ତୃତୀୟ ଏକକ : ଓଡ଼ିଆ ମାନକ ଭାଷା ଓ କଥିତ ଭାଷା  
ଚତୁର୍ଥ ଏକକ : ଓଡ଼ିଆ ଗଦ୍ୟଭାଷାର ବିବର୍ତ୍ତନ  
ପଞ୍ଚମ ଏକକ : ଓଡ଼ିଆ ଶବ୍ଦ ବିଭବ ଓ ଏହାର ଅର୍ଥ ନିଷ୍ପତ୍ତିମୂଳକ ବୈଶିଷ୍ଟ୍ୟ (ଅଭିଧା, ଲକ୍ଷଣା ଓ ବ୍ୟଞ୍ଜନାମୂଳକ)

ପ୍ରତ୍ୟେକ ଏକକରୁ ୨ଟି ଲେଖାଏଁ ପ୍ରଶ୍ନ ପଢ଼ିବ,  
ସେଥିରୁ ଗୋଟିଏ ଲେଖାଏଁ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୭ x ୫ = ୮୦)

**+3 SECOND YEAR THIRD SEMESTER  
Core Course - VII (C-7) - Odia**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

(ସମ୍ମାନ ଶ୍ରେଣୀ)

**ମଧ୍ୟଯୁଗୀୟ ଓ ଆଧୁନିକ କାବ୍ୟକବିତା**

- ପ୍ରଥମ ଏକକ : ଭାଗବତ-ଜଗନ୍ନାଥ ଦାସ(ଶ୍ରୀକୃଷ୍ଣ ଜନ୍ମ-ଗୋପଲୀଳା, ୧୦ମ ସ୍କନ୍ଧ ୪ର୍ଥ ଅଧ୍ୟାୟ)  
ଦ୍ୱିତୀୟ ଏକକ : ବିଦଗ୍ଧ ଚିନ୍ତାମଣି- ଅଭିମନ୍ୟୁ ସାମନ୍ତସିଂହାର (୧ମ ଛାନ୍ଦ)  
ତୃତୀୟ ଏକକ : ତପସ୍ୱିନୀ-ଗଂଗାଧର ମେହେର (୫ମ ସର୍ଗ)  
ଚତୁର୍ଥ ଏକକ : ବନ୍ଦୀର ସ୍ୱଦେଶ ଚିନ୍ତା-ଗୋପବନ୍ଧୁ ଦାସ  
ପଞ୍ଚମ ଏକକ : କାବ୍ୟ ଓ କବିତାର ସଂଜ୍ଞା, ପ୍ରକାରଭେଦ

ପ୍ରତ୍ୟେକ ଏକକରୁ ୨ଟି ଲେଖାଏଁ ପ୍ରଶ୍ନ ପଢ଼ିବ,  
ସେଥିରୁ ୧ଟି ଲେଖାଏଁ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୭x୫ = ୮୦)

**+3 SECOND YEAR FOURTH SEMESTER**  
**Core Course - VIII (C-8) - Odia**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

(ସମ୍ମାନ ଶ୍ରେଣୀ)

ଲୋକଧାରା/ ଓଡ଼ିଆ ଭାଷାର ମୌଖିକ ପରମ୍ପରା

- ପ୍ରଥମ ଏକକ : ଲୋକ ସଂସ୍କୃତି ଓ ଲୋକ ସାହିତ୍ୟ (ସଂଜ୍ଞା, ସ୍ୱରୂପ, ପ୍ରକାରଭେଦ)  
ଦ୍ୱିତୀୟ ଏକକ : ଓଡ଼ିଆ ଲୋକଗୀତ, ଏହାର ପ୍ରକାରଭେଦ ଓ ବୈଶିଷ୍ଟ୍ୟ  
ତୃତୀୟ ଏକକ : ଓଡ଼ିଆ ଲୋକକାହାଣୀ ଓ ଜନଶ୍ରୁତି  
ଚତୁର୍ଥ ଏକକ : ଓଡ଼ିଆ ଲୋକୋକ୍ତି : ପ୍ରକାରଭେଦ, ସାମାଜିକ-ସାଂସ୍କୃତିକ ଆବେଦନ  
ପଞ୍ଚମ ଏକକ : ଲୋକ ନାଟକ

ପ୍ରତ୍ୟେକ ଏକକରୁ ୨ଟି ଲେଖାଏଁ ପ୍ରଶ୍ନ ପଢ଼ିବ,  
ଓ ସେଥିରୁ ଗୋଟିଏ ଲେଖାଏଁ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୬x୫=୮୦)

**+3 SECOND YEAR FOURTH SEMESTER**  
**Core Course - IX (C-9) - Odia**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

(ସମ୍ମାନ ଶ୍ରେଣୀ)

ସାହିତ୍ୟର ସ୍ୱରୂପ, ତତ୍ତ୍ୱ ଓ ସାହିତ୍ୟିକ ଶବ୍ଦ

- ପ୍ରଥମ ଏକକ : କବିତା, ଉପନ୍ୟାସ, ଆତ୍ମକାବନୀ  
ଦ୍ୱିତୀୟ ଏକକ : ଆଧୁନିକତା, ଉପନିବେଶବାଦ, ରସବାଦ  
ତୃତୀୟ ଏକକ : ପ୍ରାୟୋଗିକ ସମୀକ୍ଷା, ଶୈଳୀତାତ୍ତ୍ୱିକ ସମୀକ୍ଷା  
ଚତୁର୍ଥ ଏକକ : ତୁଳନାତ୍ମକ ସାହିତ୍ୟର ପରିଭାଷା ଓ ଉପଯୋଗିତା  
ପଞ୍ଚମ ଏକକ : ଅନୁବାଦ ତତ୍ତ୍ୱ ଓ ଅନୁବାଦର ପ୍ରକାରଭେଦ

ପ୍ରତ୍ୟେକ ଏକକରୁ ୨ଟି ଲେଖାଏଁ ପ୍ରଶ୍ନ ପଢ଼ିବ,  
ତହିଁରୁ ଗୋଟିଏ ଲେଖାଏଁ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୬x୫=୮୦)

**+3 SECOND YEAR FOURTH SEMESTER**  
**Core Course - X (C-10) - Odia**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**(ସମ୍ମାନ ଶ୍ରେଣୀ)**

ଓଡ଼ିଆ ସାହିତ୍ୟର ସବିଶେଷ ଅଧ୍ୟୟନ

ପ୍ରଥମ ଏକକ	: ଜଗନ୍ନାଥ ଦାସ, ଉପେନ୍ଦ୍ର ଭଞ୍ଜ
ଦ୍ୱିତୀୟ ଏକକ	: ଭୀମ ଭୋଇ, ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ
ତୃତୀୟ ଏକକ	: ଗାନ୍ଧିଜୀ ଶାନ୍ତନୁ କୁମାର ଆଚାର୍ଯ୍ୟ, ଔପନ୍ୟାସିକ ଗୋପୀନାଥ ମହାନ୍ତି
ଚତୁର୍ଥ ଏକକ	: ନାଟ୍ୟକାର ଜଗନ୍ନେହନ ଲାଲ ଓ ରମେଶ ପ୍ରସାଦ ପାଣିଗ୍ରାହୀ
ପଞ୍ଚମ ଏକକ	: ପ୍ରାବନ୍ଧିକ ଚିନ୍ତନ ଦାସ ଓ ସମାଲୋଚକ ନଟବର ସାମନ୍ତରାୟ

ପ୍ରତ୍ୟେକ ଏକକରୁ ଦୁଇଟି ଲେଖାଏଁ ପ୍ରଶ୍ନ ପଢ଼ିବ,  
ସେଥିରୁ ଗୋଟିଏ ଲେଖାଏଁ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୭x୫= ୮୦)

**+3 THIRD YEAR FIFTH SEMESTER**  
**Core Course - XI (C-11) - Odia**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**(ସମ୍ମାନ ଶ୍ରେଣୀ)**

ଓଡ଼ିଆ ସାହିତ୍ୟର ସବିଶେଷ ଅଧ୍ୟୟନ (କାବ୍ୟକବିତା)

ପ୍ରଥମ ଏକକ	: ମହାଭାରତ (ଗଦା ପର୍ବ)- ସାରଳା ଦାସ
ଦ୍ୱିତୀୟ ଏକକ	: କିଶୋର ଚନ୍ଦ୍ରାନନ୍ଦ ଚମ୍ପୂ ('କ' ଗୀତରୁ 'ଘ' ଗୀତ)- ବଳଦେବ ରଥ
ତୃତୀୟ ଏକକ	: ଚିଲିକା- ରାଧାନାଥ ରାୟ
ଚତୁର୍ଥ ଏକକ	: 'ପ୍ରାଚୀନ ଓ ମଧ୍ୟକାଳୀନ ଓଡ଼ିଆ କବିତା'
ପ୍ରକାଶକ	: ପ୍ରାଚୀ ସାହିତ୍ୟ ପ୍ରତିଷ୍ଠାନ, କଟକ
ପାଠ୍ୟ -	୧. ଶ୍ରୀରାମ କୋଇଲି- ବଳରାମ ଦାସ
	୨. ମହାବାହୁ - ବନମାଳୀ
	୩. ଆଦ୍ୟ ମାର୍ଗଶୀର - ଅଚ୍ୟୁତାନନ୍ଦ ଦାସ
	୪. ମନବୋଧ ଚଉତିଶା - ଭକ୍ତ ଚରଣ ଦାସ
ପଞ୍ଚମ ଏକକ	: 'ଆଧୁନିକ ଓଡ଼ିଆ କବିତା' - ସଂପାଦନା : ସ୍ୱାତନ୍ତ୍ର୍ୟର ଶିକ୍ଷା ପରିଷଦ, ଉତ୍କଳ ବିଶ୍ୱବିଦ୍ୟାଳୟ
ପ୍ରକାଶକ	: ସୁଧା ପ୍ରକାଶନୀ, କଟକ
ପାଠ୍ୟ -	୧. ଅନୁତମୟ- ଗଙ୍ଗାଧର ମେହେର
	୨. ନମସ୍କାର- ମାୟାଧର ମାନସିଂହ

୩. ଗାନ୍ଧାରୀର ଆଶୀର୍ବାଦ - କାଳିଦାସର ଯାତ୍ରାଗ୍ରହଣ  
 ୪. ଓଡ଼ିଶା- ସାତକାନ୍ତ ମହାପାତ୍ର  
 ୫. ଭୟ- ରମାକାନ୍ତ ରଥ

ପ୍ରତ୍ୟେକ ଏକକରୁ ଦୁଇଟି ଲେଖାଏଁ ପ୍ରଶ୍ନ ପଢ଼ିବ,  
 ସେଥିରୁ ଗୋଟିଏ ଲେଖାଏଁ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୭x୫=୮୦)

### +3 THIRD YEAR FIFTH SEMESTER Core Course - XII (C-12) - Odia

Time : 3 Hrs.  
 Crdit : 6

End Semester Theory : 80 Marks  
 Mid Semester Theory : 20 Marks

#### (ସମ୍ମାନ ଶ୍ରେଣୀ)

ଓଡ଼ିଆ କଥା ସାହିତ୍ୟ ଓ ପ୍ରବନ୍ଧ ସାହିତ୍ୟ

- ପ୍ରଥମ ଏକକ : (ଉପନ୍ୟାସ)- ଛବିର ମଣିଷ - ବିଭୂତି ପଟ୍ଟନାୟକ  
 ଦ୍ୱିତୀୟ ଏକକ : (କ୍ଷୁଦ୍ରଗଳ୍ପ)- ୧. ହୋଲି- ବାମନଚରଣ ମିତ୍ର  
 ୨. ଅଷ୍ଟୋଲିଆ - ସୁରେନ୍ଦ୍ର ମହାନ୍ତି  
 ୩. ଗୋପପୁର - ରାମଚନ୍ଦ୍ର ବେହେରା  
 ତୃତୀୟ ଏକକ : (ପ୍ରବନ୍ଧ)- ୧. ସ୍ୱର୍ଣ୍ଣାଦିରେ ସ୍ୱପ୍ନ- କୃଷ୍ଣଚନ୍ଦ୍ର ପାଣିଗ୍ରାହୀ  
 ୨. ବସନ୍ତ- ଶଶିଭୂଷଣ ରାୟ  
 ୩. ଭାରତୀୟ ସଂସ୍କୃତିର ପ୍ରତୀକ ଜଗନ୍ନାଥ-ବେଣୀମାଧବ ପାଢ଼ୀ  
 ଚତୁର୍ଥ ଏକକ : ଗଳ୍ପ ଓ ଉପନ୍ୟାସର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ  
 ପଞ୍ଚମ ଏକକ : ପ୍ରବନ୍ଧ ଓ ରମ୍ୟରଚନାର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ

ପ୍ରତ୍ୟେକ ଏକକରୁ ୨ଟି ଲେଖାଏଁ ପ୍ରଶ୍ନ ପଢ଼ିବ  
 ଓ ସେଥିରୁ ଗୋଟିଏ ଲେଖାଏଁ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ପଢ଼ିବ । (୧୭x୫= ୮୦)

### +3 THIRD YEAR SIXTH SEMESTER Core Course - XIII (C-13) - Odia

Time : 3 Hrs.  
 Crdit : 6

End Semester Theory : 80 Marks  
 Mid Semester Theory : 20 Marks

#### (ସମ୍ମାନ ଶ୍ରେଣୀ)

ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟ ଅଧ୍ୟୟନ

- ପ୍ରଥମ ଏକକ : 'ମୋ ସମୟର ଓଡ଼ିଶା' (ପ୍ରଥମ ୩୦ ପୃଷ୍ଠା) - କୃଷ୍ଣଚନ୍ଦ୍ର ପାଣିଗ୍ରାହୀ  
 ଦ୍ୱିତୀୟ ଏକକ : 'ଦୁଇ ଦିଗତର ଆକାଶ' (ପ୍ରଥମ ୪ଟି ଅଧ୍ୟାୟ) - କୁଞ୍ଜବିହାରୀ ଦାଶ



- ତୃତୀୟ ଏକକ : 'କାବ୍ୟ ସଂବାଦ' (୧ମ ଓ ୨ୟ ଅଧ୍ୟାୟ) - ଦାଶରଥୀ ଦାସ  
 ଚତୁର୍ଥ ଏକକ : 'ରଥ ସପ୍ତକ' (୧ମ ଓ ୨ୟ ଅଧ୍ୟାୟ) - ଚନ୍ଦ୍ରଶେଖର ରଥ  
 ପଞ୍ଚମ ଏକକ : 'ଆଧୁନିକ ଓଡ଼ିଆ ପ୍ରବନ୍ଧ'

ପ୍ରକାଶକ : ସୁଧା ପ୍ରକାଶନୀ, କଟକ

- ପାଠ୍ୟ : ୧. ମହାସ୍ତୋତ-ବିଶ୍ଵନାଥ କର  
 ୨. ନିଜ ଦାୟିତ୍ଵ- ମାୟାଧର ମାନସିଂହ  
 ୩. ପ୍ରଳୟ ସଙ୍କେତ- ଶରତ କୁମାର ମହାନ୍ତି

ପ୍ରତ୍ୟେକ ଏକକରୁ ୨ଟି ଲେଖାଏଁ ପ୍ରଶ୍ନ ପଢ଼ିବ  
 ଓ ସେଥିମଧ୍ୟରୁ ଗୋଟିଏ ଲେଖାଏଁ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୬x୫=୮୦)

### +3 THIRD YEAR SIXTH SEMESTER Core Course - XIV (C-14) - Odia

Time : 3 Hrs.  
 Crdit : 6

End Semester Theory : 80 Marks  
 Mid Semester Theory : 20 Marks

#### (ସମ୍ମାନ ଶ୍ରେଣୀ)

ରମ୍ୟରଚନା, ଭ୍ରମଣ କାହାଣୀ, ଆତ୍ମଜୀବନୀ, ଛନ୍ଦ ଓ ଅଳଙ୍କାର

- ପ୍ରଥମ ଏକକ : ଗଙ୍ଗାରୁ ଗୋଦାବରୀ- ଗୋଲକ ବିହାରୀ ଧଳ( ପ୍ରଥମ ଦୁଇଟି ପରିଚ୍ଛେଦ)  
 ଦ୍ଵିତୀୟ ଏକକ : ଉତ୍କଳମଣି - ଗୋପୀନାଥ ମହାନ୍ତି  
 ତୃତୀୟ ଏକକ : ଦେବତା କମିଶନ୍- ଗୋବିନ୍ଦ ତ୍ରିପାଠୀ  
 ଚତୁର୍ଥ ଏକକ : ଆତ୍ମଜୀବନ ଚରିତ- ଫକୀର ମୋହନ ସେନାପତି (ଅଷ୍ଟମ ପରିଚ୍ଛେଦ)  
 ପଞ୍ଚମ ଏକକ : ଛନ୍ଦ ଓ ଅଳଙ୍କାର  
 କ) ଚୋଖି, ଦାଣ୍ଡି ବୃତ୍ତ, କଳହଂସ କେଦାର  
 ଖ) ଉତ୍ପ୍ରେକ୍ଷା, ରୂପକ ଓ ଶ୍ଳୋଷ

ପ୍ରତ୍ୟେକ ଏକକରୁ ୨ଟି ଲେଖାଏଁ ପ୍ରଶ୍ନ ପଢ଼ିବ  
 ଓ ସେଥିରୁ ଗୋଟିଏ ଲେଖାଏଁ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୬x୫=୮୦)

#### ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

[ Core Course Vରୁ Core Course XIV ]

୧. ଓଡ଼ିଆ ଭାଷାର ଉତ୍ପତ୍ତି ଓ କ୍ରମ ବିକାଶ- ବଂଶୀଧର ମହାନ୍ତି  
 ପ୍ରକାଶକ : ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ  
 ୨. ଓଡ଼ିଆ ଭାଷାର ଉନ୍ନେଷ ଓ ବିକାଶ - ବାସୁଦେବ ସାହୁ  
 ପ୍ରକାଶକ : ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୩. ଓଡ଼ିଆ ଭାଷାତତ୍ତ୍ୱ ଓ ଲିପିର ବିକାଶ - କୁଞ୍ଜବିହାରୀ ତ୍ରିପାଠୀ  
ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୪. ବୃତ୍ତି ଏ ମୋ ପୋଷେ କୁଟୁମ୍ବ - ପଞ୍ଚାନନ ମହାନ୍ତି
୫. ସାରଳା ମହାଭାରତର ଭାଷା ତାତ୍ତ୍ୱିକ ଅନୁଶୀଳନ - ଧନେଶ୍ୱର ମହାପାତ୍ର  
ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୬. ଓଡ଼ିଆ ଭାଷା ବିଭବ- ବିଜୟ ପ୍ରସାଦ ମହାପାତ୍ର  
ବିଦ୍ୟାପୁରୀ, କଟକ
୭. ବ୍ୟାବହାରିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ-ହରପ୍ରସାଦ ମିଶ୍ର  
ପ୍ରାଚୀ ସାହିତ୍ୟ ପ୍ରତିଷ୍ଠାନ, କଟକ
୮. ବ୍ୟାବହାରିକ ଓଡ଼ିଆ ଭାଷା ଓ ପ୍ରୟୋଗାତ୍ମକ ବ୍ୟାକରଣ - ସନ୍ତୋଷ ତ୍ରିପାଠୀ  
ନାଳନ୍ଦା, କଟକ
୯. ଓଡ଼ିଆ ଲୋକ ସାହିତ୍ୟ ଓ ଲୋକ ସଂସ୍କୃତି - କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ  
ବିଦ୍ୟାପୁରୀ, କଟକ
୧୦. ଓଡ଼ିଆ ଲୋକ ସାହିତ୍ୟ ସମୀକ୍ଷା- ଶ୍ୟାମସୁନ୍ଦର ମହାପାତ୍ର  
ବିଦ୍ୟାପୁରୀ, କଟକ
୧୧. ବର୍ଣ୍ଣ ପରିଚୟ- କୈଳାସଚନ୍ଦ୍ର ଚିକାଇତରାୟ  
ସୁଲଭ ପ୍ରକାଶନୀ, ପୁରୀ
୧୨. ଲୋକ ନାଟକ- ହେମନ୍ତ କୁମାର ଦାସ, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ
୧୩. ଓଡ଼ିଆ ଲୋକ ସଂସ୍କୃତି ଓ ଲୋକସାହିତ୍ୟ- ମହେନ୍ଦ୍ର କୁମାର ମିଶ୍ର, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ
୧୪. ଓଡ଼ିଆ ଲିପି ଓ ଭାଷା- ଖଗେଶ୍ୱର ମହାପାତ୍ର, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ
୧୫. ବିଚିତ୍ର କବିତ୍ୱ-ସନ୍ତୋଷ ତ୍ରିପାଠୀ, ନାଳନ୍ଦା, କଟକ
୧୬. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା-ଅଜୟ ମିଶ୍ର, କାହାଣୀ, କଟକ
୧୭. ଶବ୍ଦଗଠନ କୋଷ-ପ୍ରଫୁଲ୍ଲ କୁମାର ତ୍ରିପାଠୀ, ଲାର୍କ ବୁକ୍ସ, ଭୁବନେଶ୍ୱର
୧୮. ଆମ ଓଡ଼ିଆ ଭାଷା- କାର୍ତ୍ତନ ନାରାୟଣ ପାଢ଼ୀ, ଆମ ଓଡ଼ିଶା, ଭୁବନେଶ୍ୱର
୧୯. ଓଡ଼ିଆ ଭାଷାର ଶାସ୍ତ୍ରୀୟତା- କାର୍ତ୍ତନ ନାରାୟଣ ପାଢ଼ୀ, ଆମ ଓଡ଼ିଶା, ଭୁବନେଶ୍ୱର
୨୦. ଆଧୁନିକ କଥା ସାହିତ୍ୟ- ବିଭୂତି ପଟ୍ଟନାୟକ, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ
୨୧. ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ସାହିତ୍ୟ- ବାଉରିବନ୍ଧୁ କର, ମହାବୀର ପ୍ରକାଶନ, ଭୁବନେଶ୍ୱର
୨୨. ଉତ୍କଳ ଗ୍ରାମ୍ୟଗୀତ ଓ କଳା-ଚକ୍ରଧର ମହାପାତ୍ର, ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମି, ଭୁବନେଶ୍ୱର
୨୩. ସାହିତ୍ୟର ରୂପରେଖ- ନୀଳାଦ୍ରି ଭୂଷଣ ହରିଚନ୍ଦନ
୨୪. ଆତ୍ମଜୀବନୀ ପ୍ରସଙ୍ଗ- ବିଜୟାନନ୍ଦ ସିଂହ, କଟକ ଷ୍ଟୁଡେଣ୍ଟ୍‌ସ୍ ସୋର, କଟକ
୨୫. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ : ଆଦ୍ୟ ପ୍ରୟାସ - ପ୍ରସନ୍ନ କୁମାର ମହାନ୍ତି  
କଟକ ଷ୍ଟୁଡେଣ୍ଟ୍‌ସ୍ ସୋର, କଟକ
୨୬. ଉପନିବେଶବାଦ ଓ ଓଡ଼ିଆ ଗଳ୍ପ- କ୍ଷୀରୋଦ ଚନ୍ଦ୍ର ବେହେରା, ଏଥେନା ବୁକ୍ସ, ଭୁବନେଶ୍ୱର
୨୭. ଅଳଙ୍କାର ତରଙ୍ଗିଣୀ- କୁଳମଣି ଦାଶ, କଟକ ପବ୍ଲିସିଂ ହାଉସ୍, କଟକ
୨୮. ବ୍ୟାକରଣ କୋଷ-ପ୍ରଫୁଲ୍ଲ କୁମାର ତ୍ରିପାଠୀ, ଅକ୍ଷର, କଟକ
୨୯. ସାହିତ୍ୟର ଡାଳପତ୍ର- ସୁରେନ୍ଦ୍ର କୁମାର ମହାରଣା
୩୦. ଓଡ଼ିଆ ଭାଷାର ଇତିହାସ- ଅନ୍ତର୍ଯ୍ୟାମୀ ମିଶ୍ର

### +3 THIRD YEAR FIFTH SEMESTER DSE - I - Odia

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

#### ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଇତିହାସ ଓ ଓଡ଼ିଆ ସାହିତ୍ୟ

- ପ୍ରଥମ ଏକକ : ଓଡ଼ିଶାର ସଂକ୍ଷିପ୍ତ ଇତିହାସ, ଓଡ଼ିଆ ଜାତିର ଐତିହ୍ୟ ଓ ବୈଶିଷ୍ଟ୍ୟ  
 ଦ୍ୱିତୀୟ ଏକକ : ଓଡ଼ିଶାର ସଂସ୍କୃତି  
 (ସଂକ୍ଷେପରେ କଳା, ବାଣିଜ୍ୟ, ସମର, ଶ୍ରୀଜଗନ୍ନାଥ ସଂସ୍କୃତି)  
 ତୃତୀୟ ଏକକ : ଓଡ଼ିଶାରେ ବିଭିନ୍ନ ଧର୍ମର ବିକାଶ ଓ ତା'ର ସାହିତ୍ୟିକ ପ୍ରତିଫଳନ  
 ଚତୁର୍ଥ ଏକକ : ବୌଦ୍ଧ ସଂସ୍କୃତି ଓ ଚର୍ଯ୍ୟାପଦ, ଓଡ଼ିଶାର ସାମାଜିକ ସାଂସ୍କୃତିକ ଇତିହାସରେ ସୂର୍ଯ୍ୟବଂଶ ଓ ଓଡ଼ିଆ ସାହିତ୍ୟ  
 ପଞ୍ଚମ ଏକକ : ଓଡ଼ିଆ ସାହିତ୍ୟରେ ଗାଁଧାରୀ ଚିନ୍ତାଧାରା

ପ୍ରତ୍ୟେକ ଏକକରୁ ୨ଟି ଲେଖାଏଁ ପ୍ରଶ୍ନ ପଢ଼ିବ,  
 ତନ୍ମଧ୍ୟରୁ ଗୋଟିଏ ଲେଖାଏଁ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୭x୫= ୮୦)

### +3 THIRD YEAR FIFTH SEMESTER DSE - II - Odia

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

#### କଥା ସାହିତ୍ୟ ଅଧ୍ୟୟନ

- ପ୍ରଥମ ଏକକ : ଅସବର୍ଣ୍ଣ (ଦଳିତ ଉପନ୍ୟାସ)- ବିଭୂତି ପଟ୍ଟନାୟକ  
 ଦ୍ୱିତୀୟ ଏକକ : ମୃତ୍ୟୁ ରଶ୍ମି ( ବୈଜ୍ଞାନିକ ଗଳ୍ପ )- ଗୋକୁଳାନନ୍ଦ ମହାପାତ୍ର  
 ତୃତୀୟ ଏକକ : ଦକ୍ଷିଣାବର୍ତ୍ତ (ପ୍ରାୟୋଗିକ ଉପନ୍ୟାସ)- ଶାନ୍ତନୁ କୁମାର ଆଚାର୍ଯ୍ୟ  
 ଚତୁର୍ଥ ଏକକ : ମରାଳର ମୃତ୍ୟୁ (ସଂକଳନର ପ୍ରଥମ ଗୀତି ଗଳ୍ପ)- ସୁରେନ୍ଦ୍ର ମହାନ୍ତି  
 ପଞ୍ଚମ ଏକକ : ମଶାଣିର ଫୁଲ- ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ  
 ତିନିରି ଫୁଲ- ଅଶ୍ୱଳ ମୋହନ ପଟ୍ଟନାୟକ  
 ମୁଖା- କୃଷ୍ଣ ପ୍ରସାଦ ମିଶ୍ର  
 ('ଗଳ୍ପ ଶତାବ୍ଦୀ' - ସଂପାଦକ: ଦେବୀପ୍ରସନ୍ନ ପଟ୍ଟନାୟକ, ପ୍ରକାଶକ- ସଂଗମ୍ ପବ୍ଲିକେସନ୍, ବ୍ରହ୍ମପୁର)

ପ୍ରତ୍ୟେକ ଏକକରୁ ୨ଟି ଲେଖାଏଁ ପ୍ରଶ୍ନ ପଢ଼ିବ,  
 ସେଥିରୁ ଗୋଟିଏ ଲେଖାଏଁ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୭x୫= ୮୦)

### +3 THIRD YEAR SIXTH SEMESTER DSE - III - Odia

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

#### କାବ୍ୟ କବିତା ଅଧ୍ୟୟନ

- ପ୍ରଥମ ଏକକ : 'ମହାଭାରତ'ର ଗଦାପର୍ବ - ସାରଳା ଦାସ  
 ଦ୍ୱିତୀୟ ଏକକ : ପ୍ରେମ ସୁଧାନିଧି (୧ମ ଓ ୧୪ଶ ଛାନ୍ଦ) ଉପେନ୍ଦ୍ର ଭଞ୍ଜ  
 ତୃତୀୟ ଏକକ : ପଶୁପକ୍ଷୀର କାବ୍ୟ (ପ୍ରଥମ ଗୀତି ଗାଥାକବିତା)- ରାଧାମୋହନ ଗଡ଼ନାୟକ  
 ଚତୁର୍ଥ ଏକକ : ୧. ଭ୍ରମର ଚିତାଉ- ଦାନବକୁ ରାଜ ହରିଚନ୍ଦନ  
 ୨. ମନବୋଧ ଚଉତିଶା- ଭକ୍ତ ଚରଣ ଦାସ  
 ୩. ବାରମାସା କୋଇଲି- ଶଙ୍କର ଦାସ  
 ୪. ଚକାନୟନ ହେ- ମାଧବୀ ଦାସ  
 ('ପ୍ରାଚୀନ ମଧ୍ୟକାଳୀନ କବିତା'- ପ୍ରକାଶକ: ପ୍ରାଚୀ ସାହିତ୍ୟ ପ୍ରତିଷ୍ଠାନ, କଟକ)  
 ପଞ୍ଚମ ଏକକ : ୧. ବନ୍ଦାର ସାଂଧ୍ୟ ଅନୁଚିତ୍ତା- ଗୋପବନ୍ଧୁ ଦାସ  
 ୨. ଯାତ୍ରା ସଙ୍ଗୀତ- ବୈକୁଣ୍ଠ ନାଥ ପଟ୍ଟନାୟକ  
 ୩. ପ୍ରଭାତ ଅବକାଶ- ନନ୍ଦକିଶୋର ବଳ  
 ୪. ସମୁଦ୍ର ଓ ମୁଁ- ସୌଭାଗ୍ୟ କୁମାର ମିଶ୍ର  
 ('କବିତା ଚୟନ' ଦ୍ୱିତୀୟ ଭାଗ - ପ୍ରକାଶକ : ଉତ୍କଳ ବିଶ୍ୱବିଦ୍ୟାଳୟ, ଭୁବନେଶ୍ୱର)

ପ୍ରତ୍ୟେକ ଏକକରୁ ୨ଟି ଲେଖାଏଁ ପ୍ରଶ୍ନ ପଢ଼ିବ,  
 ସେଥିମଧ୍ୟରୁ ଗୋଟିଏ ଲେଖାଏଁ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୬x୫= ୮୦)

### +3 THIRD YEAR SIXTH SEMESTER DSE - IV - Odia

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

ଓଡ଼ିଶାର ସମାଜ, ସଂସ୍କୃତି, ରାଜନୀତି, ସାହିତ୍ୟ, ଭାଷା କିଂବା ଓଡ଼ିଆ କମ୍ପ୍ୟୁଟର କୌଶଳ ସମ୍ବନ୍ଧରେ ୫୦ ପୃଷ୍ଠାର ଏକ ନିବନ୍ଧ (dissertation) ରଚନା କରି ଦାଖଲ କରିବାକୁ ହେବ । - ୭୫ ନମ୍ବର  
 ନିବନ୍ଧର ମୌଖିକ ପରୀକ୍ଷା - ୨୫ ନମ୍ବର

#### ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ ( DSE-I ରୁ DSE-III )

୧. ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଇତିହାସ- ପ୍ରବୋଧ କୁମାର ମିଶ୍ର  
 ପ୍ରକାଶକ: ବିଦ୍ୟାପୁରୀ, କଟକ  
 ୨. ଆତ୍ମତତ୍ତ୍ୱ ଚର୍ଚ୍ଚା- କରୁଣାକର କର

ପ୍ରକାଶକ : ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମୀ, ଭୁବନେଶ୍ୱର

୩. ଚର୍ଯାଗୀତିକା- ଖଗେଶ୍ୱର ମହାପାତ୍ର

୪. ଓଡ଼ିଆ ସାହିତ୍ୟର ସାମାଜିକ ସାଂସ୍କୃତିକ ଇତିହାସ- ଚିତ୍ତରଞ୍ଜନ ଦାସ

ପ୍ରକାଶକ : ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶକ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର

୫. ଆମ ଓଡ଼ିଆ ଭାଷା- କାର୍ତ୍ତିକ ନାରାୟଣ ପାଢ଼ୀ

ପ୍ରକାଶକ: ଆମ ଓଡ଼ିଶା, ଭୁବନେଶ୍ୱର

### +3 SECOND YEAR THIRD SEMESTER GE - III - Odia

Time : 3 Hrs.

Credit : 6

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

- ପ୍ରଥମ ଏକକ : ୧. ଅନନ୍ତ ପ୍ରେମ- ବିଶ୍ୱନାଥ କର  
୨. ସାରଳା ସାହିତ୍ୟ- ବଂଶୀଧର ମହାନ୍ତି  
୩. ମୁଁ ସତ୍ୟଧର୍ମା କହୁଛି- ଚନ୍ଦ୍ରଶେଖର ରଥ  
(‘ପ୍ରବନ୍ଧ ଚୟନ’ ୨ୟ ଭାଗ - ପ୍ରକାଶକ : ଉତ୍କଳ ବିଶ୍ୱବିଦ୍ୟାଳୟ)
- ଦ୍ୱିତୀୟ ଏକକ : ୧. କଂଚୁକୀର ଭାବନା - ରାଧାନାଥ ରାୟ  
୨. ତିନୋଟି ସନେଟ୍ - ମାୟାଧର ମାନସିଂହ  
୩. ସମୁଦ୍ର ଓ ମୁଁ - ସୌଭାଗ୍ୟ କୁମାର ମିଶ୍ର  
(‘କବିତା ଚୟନ’ ୨ୟ ଭାଗ - ପ୍ରକାଶକ: ଉତ୍କଳ ବିଶ୍ୱବିଦ୍ୟାଳୟ)
- ତୃତୀୟ ଏକକ : ଅବବୋଧ ପରୀକ୍ଷଣ  
( ୨୦୦ ଶବ୍ଦ ମଧ୍ୟରେ ଗୋଟିଏ ପଦ୍ୟାଂଶ/କାବ୍ୟାଂଶ ଅଥବା କ୍ଷୁଦ୍ର କବିତାଟିଏ ପଢ଼ିବ ଏବଂ ତହିଁରୁ ୫ଟି ପ୍ରଶ୍ନ ଅବବୋଧ ପରୀକ୍ଷଣମୂଳକ ଭାବେ ପାଇଁ ଆଗତ ହେବ )
- ଚତୁର୍ଥ ଏକକ : ପ୍ରବଚନ/ସୂକ୍ତି ଆଧାରିତ ସର୍ଜନାତ୍ମକ ଲିଖନ (ଗୋଟିଏ ପ୍ରବଚନ/ ତରା/ ସୂକ୍ତି ଆଗତ କରାଯିବ । ତାହାର ଭାବାର୍ଥକୁ ୨୦୦ ଶବ୍ଦ ମଧ୍ୟରେ ସଂପ୍ରସାରଣ କରି ଲେଖିବାକୁ ହେବ । )
- ପଂଚମ ଏକକ : ଶବ୍ଦ ଅଶୁଦ୍ଧି ଓ ତାହାର ଶୁଦ୍ଧ ଲିଖନ (ସକ୍ଷିପ୍ତ ଅଶୁଦ୍ଧି, ପ୍ରତ୍ୟୟମୂଳକ ଅଶୁଦ୍ଧି, ବଚନଗତ ଅଶୁଦ୍ଧି, ସମାସ, ଲିଙ୍ଗ-ବନାନଗତ ଅଶୁଦ୍ଧି)

୧ ମ ଓ ୨ୟ ଏକକରୁ ୨ଟି ଲେଖାଏଁ ଦୀର୍ଘପ୍ରଶ୍ନ ପଢ଼ିବ,  
ତହିଁରୁ ଗୋଟିଏ ଲେଖାଏଁ ପ୍ରଶ୍ନର ଉତ୍ତର ଦିଆଯିବ । ( ୧୬x୨=୩୨ )

୩ୟ ଓ ୪ର୍ଥ ଏକକର ମୂଲ୍ୟ ୧୬ ନମ୍ବର ଲେଖାଏଁ ।  
୫ମ ଏକକରେ ୧୦ ଗୋଟି ଅଶୁଦ୍ଧ ଶବ୍ଦ ପଢ଼ିବ ଓ  
ତହିଁରୁ ୮ଟି ଶବ୍ଦକୁ ଶୁଦ୍ଧ ବନାନରେ ଲେଖିବାକୁ ହେବ । ( ୮x୨=୧୬ ନମ୍ବର )

### +3 SECOND YEAR FOURTH SEMESTER GE - IV - Odia

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

- ପ୍ରଥମ ଏକକ : ପଲ୍ଲୀ କୈହିକ କବିତା  
୧. ଗ୍ରାମଖଳା - ନନ୍ଦକିଶୋର ବଳ  
୨. ଛୋଟ ମୋର ଗାଆଁଟି - ସକ୍ତି ରାଉତରାୟ  
୩. ଗ୍ରାମପଥ - ବିନୋଦ ନାୟକ
- ଦ୍ୱିତୀୟ ଏକକ : କୃଷି ଓ ଗ୍ରାମ କୈହିକ ଉପନ୍ୟାସ  
୧. ମାଟିର ମଣିଷ- କାଳିନ୍ଦୀ ଚରଣ ପାଣିଗ୍ରାହୀ
- ତୃତୀୟ ଏକକ : ଗ୍ରାମ କୈହିକ ଗଦ୍ୟ  
୧. ଗାଆଁର ଡାକ- ଭୁବନେଶ୍ୱର ବେହେରା  
(ପ୍ରଥମ ତିନୋଟି ପ୍ରବନ୍ଧ)
- ଚତୁର୍ଥ ଏକକ : ଓଡ଼ିଆ କୃଷିକୈହିକ ଜଗତମାଳି  
ପଞ୍ଚମ ଏକକ : ଓଡ଼ିଆ ସୂଚକପଦ ଓ ତା'ର ପ୍ରୟୋଗ

(ପ୍ରଥମ, ଦ୍ୱିତୀୟ ଓ ତୃତୀୟ ଏକକରୁ ଦୁଇଟି ଲେଖାଏଁ ଦୀର୍ଘ ଉତ୍ତର ମୂଳକ ପ୍ରଶ୍ନ ପଢ଼ିବ  
ଓ ତହିଁରୁ ଗୋଟିଏ କରି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । ୧୬x୩=୪୮ )  
(୪ର୍ଥ ଏକକରୁ ୧୦ଟି ଜଗତମାଳି ପଢ଼ିବ ଓ ତହିଁରୁ ୮ଟିର ଉତ୍ତର ଦେବାକୁ ହେବ । ୮x୨=୧୬ )  
(୫ମ ଏକକରୁ ୧୦ଟି ସୂଚକପଦ ପଢ଼ିବ ଓ ସେଥିରୁ ୮ଟିର ପ୍ରୟୋଗ ଦର୍ଶାଇବାକୁ ହେବ । ୮x୨= ୧୬ )

### GE- III ଓ GE-IV ପାଇଁ ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା  
ପ୍ରକାଶକ: ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୨. ପ୍ରାୟୋଗିକ ଭାଷା ବିଜ୍ଞାନର ଦିଗବିଦିଗ- କେ.ବି. ପଟ୍ଟନାୟକ  
ପ୍ରକାଶକ: ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟ ପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୩. ସଂଯୋଗ ଅନୁବିଧି - ସନ୍ତୋଷ ତ୍ରିପାଠୀ  
ପ୍ରକାଶକ: ନାଳନ୍ଦା, କଟକ
୪. ଓଡ଼ିଆ ଭାଷା ବିଭବ - ବିଜୟ ପ୍ରସାଦ ମହାପାତ୍ର  
ପ୍ରକାଶକ: ବିଦ୍ୟାପୁରୀ, କଟକ
୫. ବ୍ୟାକରଣ କୋଷ - ପ୍ରଫୁଲ୍ଲ କୁମାର ତ୍ରିପାଠୀ  
ପ୍ରକାଶକ: ଅକ୍ଷର, କଟକ

(ଦ୍ରଷ୍ଟବ୍ୟ : Core, DSE ଓ GEର ୨୦ ନଂବର ବିଶିଷ୍ଟ ମିଡ଼ ସେମିଷ୍ଟର ପରୀକ୍ଷାରେ ସଂପୂର୍ଣ୍ଣ ପେପର ୫ଟି ଏକକ ମଧ୍ୟରୁ ୨ଟି ଦୀର୍ଘ ଉତ୍ତରମୂଳକ ପ୍ରଶ୍ନ ପଢ଼ିବ ଓ ସେଥିରୁ ଗୋଟିକର ଉତ୍ତର ଦେବାକୁ ହେବ । ଏଥିରେ ୧୨ ନଂବର ରହିବ । ୪ଟି ସଂକ୍ଷିପ୍ତ ଉତ୍ତର ମୂଳକ ପ୍ରଶ୍ନ ପଢ଼ିବ ଓ ସେଥିରୁ ୨ଟିର ଉତ୍ତର ଦେବାକୁ ହେବ । ଏଥିରେ ୪ + ୪ ନଂବର ରହିବ । ୧୨ + ୮=୨୦ )

# PHILOSOPHY

## +3 FIRST YEAR FIRST SEMESTER

### Core Course - I (C-1)

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

#### 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
7. Jadunath Sinha - An Introduction to General Philosophy.

## +3 FIRST YEAR FIRST SEMESTER

### Core Course - II (C-2) - Philosophy

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

#### Logic & Scientific Method

- Unit-I:** Definition of Logic. Deductive & Inductive Arguments, Validity & Soundness of Arguments. Laws of Thought
- Unit-II :** Classification of Propositions (from of & 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 (14<sup>th</sup> Edition)
2. Cohen & Nagel - Introduction to Logic & Scientific Method
3. Alex Rosenberg - Philosophy of Science : A Contemporary Introduction
4. W. Kneale - Probability & Introduction
5. John Hospers- Philosophical Analysis

**+3 FIRST YEAR SECOND SEMESTER  
Core Course - III (C-3) - Philosophy**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**SYSTEMS OF INDIAN PHILOSOPHY (I)**

- Unit-1** : 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
8. S. N. Dasgupta - History of Indian Philosophy (Vol-I)

**+3 FIRST YEAR SECOND SEMESTER  
Core Course - IV (C-4) - Philosophy**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**SYMBOLIC LOGIC**

**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 6)



- Unit-III** : Chapter-IV 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)

**+3 SECOND YEAR THIRD SEMESTER  
 Core Course - V (C-5) - Philosophy**

Time : 3 Hrs.  
 Crdit : 6

End Semester Theory : 80 Marks  
 Mid Semester Theory : 20 Marks

**SYSTEMS OF INDIAN PHILOSOPHY (II)**

- Unit-I**: Yoga system of Patanjali: Citta Vritti Nirodha and Astanga Yoga, Vaisesika: Categories (Padarthas)  
**Unit-II** : Nyaya: Pramanas  
**Unit-III** : Upanisadic view of Atman and Brahman, Vidya & Avidya, Para Vidya & A para 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
- (8) S.N. Das Gupta - History of Indian Philosophy, Vol. I

**+3 SECOND YEAR THIRD SEMESTER  
 Core Course - VI (C-6) - Philosophy**

Time : 3 Hrs.  
 Crdit : 6

End Semester Theory : 80 Marks  
 Mid Semester Theory : 20 Marks

**Ethics (Western)**

- Unit-I**: Definition, Nature & Scope of Ethics, Ethics in relation to Politics, Sociology and Religion  
**Unit-II** : Distinction between moral and non-moral action, Moral Judgement and factual judgement. Object of Moral judgement  
**Unit-III** : Utilitarianism, Hedonism  
**Unit-IV** : Rigorism, Perfectionism  
**Unit-V** : Theories of punishment; Retributive, Reformatory and Preventive theory

**Books for Reference:**

1. J. N. Sinha - A Manual of Ethics
2. W. Frankena - Ethics
3. Padhi & Panigrahi : Basic Principle of Ethics

**+3 SECOND YEAR THIRD SEMESTER**  
**Core Course - VII (C-7) - Philosophy**

Time : 3 Hrs.  
 Crdit : 6

End Semester Theory : 80 Marks  
 Mid Semester Theory : 20 Marks

**HISTORY OF GREEK PHILOSOPHY**

**Unit-I:** Nature of Greek Philosophy: What is Philosophy? Origin, development and salient features of early Greek Thought

**Unit-II :** Pre-Socratic Thought : The Being of Thales, Becoming of Heraclitus and Atomism of Democritus

**Unit-III :** Socrates : Dialectical method, epistemology and ethics.

**Unit-IV :** Plato : Theory of Knowledge, Theory of Idea, and Theory of Soul

**Unit-IV :** Aristotle : A Critique of Plato, Theory of Causation, Theory of Form and Matter.

**Suggested Readings:**

- (1) W. T. Stace - Greek Philosophy
- (2) Burnet - Greek Philosophy
- (3) Y. Masih - A Critical History of Philosophy
- (4) F. Thilly - A History of Philosophy
- (5) B. Russell - A History of Western Philosophy
- (6) B. A. G, Fuller - A History of Greek Philosophy

**+3 SECOND YEAR FOURTH SEMESTER**  
**Core Course - VIII (C-8) - Philosophy**

Time : 3 Hrs.  
 Crdit : 6

End Semester Theory : 80 Marks  
 Mid Semester Theory : 20 Marks

**CONTEMPORARY INDIAN PHILOSOPHY**

**Unit-I:** R. N. Tagore : God and Reality, Nature of Religion, Man and his destiny

**Unit-II :** Swaini 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, Sense, Intellect & Intuition, Religion

**Basic of Materials :**

- (1) H. Sahoo (ed) Contemporary Indian Philosophy.
- (2) B. K. Lal - Contemporary Indian Philosophy
- (3) T. M. P. Mahadevan & V. Saroja - Contemporary Indian Philosophy

**+3 SECOND YEAR FOURTH SEMESTER**  
**Core Course - IX (C-9) - Philosophy**

Time : 3 Hrs.  
 Crdit : 6

End Semester Theory : 80 Marks  
 Mid Semester Theory : 20 Marks

**HISTORY OF MODERN EUROPEAN PHILOSOPHY**

**Unit-I:** Bacon - Theory of Idola, Inductive Method

Descartes-Universal Doubt, Cogito-ergo-sum, Existence of God. Interactionism

- Unit-II** : Spinoza - Substance, Attribute and Modes, Psycho-physical parallelism  
Leibnitz- Theory of Monads, Pre-established Harmony
- Unit-III** : Locke : Refutation of Innate Ideas, Theory of Knowledge .  
Berkeley : Subjective Idealism, Esse-est-Percipi
- Unit-IV** : Hume- Theory of knowledge, Impression & Ideas, Theory of Causality, Scepticism.
- Unit-V** : Kant - Reconciliation between Empiricism and Rationalism. Possibility of Synthetic Apriori  
Judgement Space & Time

### Books Prescribed

1. Y. Masih - History of Western Philosophy
2. H. Ray & G. Das - (O) Paschatya Darshanara Itihasa
3. Frank 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
7. R. Falkenberg - History of Western Philosophy

## +3 SECOND YEAR FOURTH SEMESTER Core Course - X(C-10) - Philosophy

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

### PHILOSOPHY OF LANGUAGE

**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 & Reportive 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 and a-posteriori distinction, logical possibility and impossibility.
- Unit-V** : Concept : Nature and Source  
Truth : Correspondence, Coherence and Truth as it "Works"

## +3 THIRD YEAR FIFTH SEMESTER Core Course - XI (C-11) - Philosophy

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

### STUDY OF WESTERN CLASSIC [MEDITATIONS OF RENE DESEARTES]

- 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 Descarte's Meditations
3. Amelie Rorty - Essays on Descartes Meditations

**+3 THIRD YEAR FIFTH SEMESTER  
Core Course - XII (C-12) - Philosophy**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : **80** Marks  
Mid Semester Theory : **20** Marks

**INDIAN TEXT :  
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 4  
**Unit-III** : Mantra 5 to 9  
**Unit-IV** : Mantra 10 to 14  
**Unit-V** : Mantra 15 to 18

**Basic Study Materials :**

1. Swami Gambhirananda-The Isa Upanisad with Sankara's Commentary
2. S. Radhakrishnan - The Principal Upanisad
3. Satyavadi Mishra - Central Philosophy of the Upanisads

**+3 THIRD YEAR SIXTH SEMESTER  
Core Course - XIII (C-13) - Philosophy**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : **80** Marks  
Mid Semester Theory : **20** Marks

**SOCIAL & POLITICAL PHILOSOPHY**

- Unit-I:** Society, Social Science & Social Laws, Philosophy of Social Science - Relation between Individual & Society (Mechanical, Organic and Idealistic view)  
**Unit-II** : Political Ideals - Justice, Liberty, Equality, Fraternity  
 Political Doctrines - Humanism, Secularism Feminism, Philosophy of Ecology  
**Unit-III** : Democratic Ideals : Democratic Government, Conditions for successful functioning of Democracy.  
**Unit-IV** : Political Ideologies (a) Anarchism (b) Marxism (C) Sarvodaya  
**Unit-V** : Social progress : Human Rights: Origin and development.  
 Declaration of Human Rights: Theory and Practice

**Basic for Suggested Readings:**

1. O.P. Gauba- An Introduction to Political Philosophy
2. J. Sinha - Outlines of Political Philosophy
3. D.D. Raphael - Problems of Political Philosophy
4. Krishna Ray & Chhanda Gupta - Essays in Social & Political Philosophy
5. M.K. Gandhi - Hind Swaraj

**+3 THIRD YEAR SIXTH SEMESTER  
Core Course - XIV (C-14) - Philosophy**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**APPLIED ETHICS**

**Unit-I:** What is Applied Ethics : Nature & Scope of applied ethics - Ethical Theories- Deontology, Utilitarianism, Relativism and Subjectivism

**Unit-II :** Taking Life : Animals - Animals Rights, Reverence for life, killing of animals

**Unit-III :** Taking Life : Humans - Euthanasia : Types, Abortion

**Unit-IV :** Environmental Ethics : Relation between man and nature, Anthropocentrism, Non-Anthropocentrism  
Western Tradition - Responsibility for Future Generation, Deep Ecology

**Unit-V :** Professional Ethics :

- (a) Business ethics - Rights and obligations, justice & honesty in ethics.
- (b) Bio-medical Ethics - Hippocratic Oath, Rights and obligations of Health - care Professionals, Doctor- Patient-Relationship

**Books Recommended :**

1. Peter Singer - Practical Ethics
2. J. Jagadev - Biomedical Ethics
3. Tom Regan - Animal Rights
4. J.P. Thirou - Ethics : Theory & Practice
5. T. L. Beauchamp - Bio-medical Ethics.

**+3 THIRD YEAR FIFTH SEMESTER  
DSE-I (Philosophy)**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**PHILOSOPHY OF RELIGION**

**Basic Text :** John Hick - Philosophy of Religion

**Unit-I:** Introduction to Philosophy of Religion, Judaism - Christian Concept of God (Chapter- I)

**Unit-II :** Arguments for the existence of God (Chapter - 2)

**Unit-III** : Arguments against the 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

**+3THIRD YEAR FIFTH SEMESTER  
DSE-II (Philosophy)**

Time : 3 Hrs.

Credit : 6

End Semester Theory : **80** Marks

Mid Semester Theory : **20** Marks

**PHILOSOPHY OF MIND**

**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

**+3 THIRD YEAR SIXTH SEMESTER  
DSE-III (Philosophy)**

Time : 3 Hrs.

Credit : 6

End Semester Theory : **80** Marks

Mid Semester Theory : **20** Marks

**GANDHIAN STUDIES**

**Unit-I: Political Thought of Gandhi** : Gandhi's concept of Politics - goals and methods of action: concept and claim of spiritualizing politics, Satyagraha

**Unit-II** : **Economic Thought of Gandhi** : Gandhi's ideas and efforts in the field of economics: Gandhi's critique of industrialization: evils and consequences; philosophy of work & employment, need and greed

**Unit-III** : **Gandhi's Social Thought and Social Work**: Philosophy of Sarvodaya, concept of Gram Swaraj. Varnashrama Versus Caste system, untouchability.

**Unit-IV** : **Gandhi on Education**: Meaning and aims of education Basic education (Nai Talim), Duties of Students. Parents and Teachers in education and their interrelationship.

**Unit-V** : **Gandhi's idea of Peace**: Meaning of peace and violence; peace and Disarmament; Non-violent way to world peace. Combating terrorism through non-violence; Gandhian Approach to conflict Resolution - Shanti Sena

**Basic Study Materials :**

1. Mahatma Gandhi - Autobiography
2. Mahatma Gandhi - Hind- Swaraj
3. Mahatma Gandhi - Towards Non-violent Socialism
4. Mahatma Gandhi - Towards New Education
5. S. Radhakrishnan (ed.) - Mahatma Gandhi: Essays & Reflection
6. R.K. Prabhu & U.R. Rao- The mind of Mahatma Gandhi
7. Sarat Mahanty (ODIA) - Gandhi Manisha

**+3 THIRD YEAR SIXTH SEMESTER  
DSE-IV (Philosophy)**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : **80** Marks  
Mid Semester Theory : **20** Marks

**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.

**+3 FIRST YEAR FIRST SEMESTER  
GE- I (Philosophy)**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : **80** Marks  
Mid Semester Theory : **20** Marks

**SYMBOLIC LOGIC**

**Text - (Basson & O. Conner) Introduction to Symbolic Logic**

- Unit-I:** Ch-I Introductory  
Ch-II The Calculus of Propositions
- Unit-II :** Ch-III The Calculus of Propositions (Sec I 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

**+3 FIRST YEAR SECOND SEMESTER  
GE- II (Philosophy)**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : **80** Marks  
Mid Semester Theory : **20** Marks

**INDIAN PHILOSOPHY**

- 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 V'ritti Nirodha, Astanga Yoga
- Unit-IV** : Nyaya - Theory of Inference  
Vaisesika - Padarthas (Categories)
- Unit-V** : Samkara- Brahman, Atman. Maya & Liberation  
Ramanuja - 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
5. R. K. Puligandia, Fundamentals of Indian Philosophy.





# POLITICAL SCIENCE

## +3 FIRST YEAR FIRST SEMESTER

### Core Course - I (C-1)

Time : 3 Hrs.

End Semester Theory : 80 Marks

Crdit : 6

Mid Semester Theory : 20 Marks

## UNDERSTANDING POLITICAL THEORY

### Unit - 1 :

#### Introducing Political Theory :

- (i) What is Politics : Theorizing the Political (What is Political Theory), nature, decline and resurgence and Significances)

#### Approaches to Political Theory :

- (ii) Normative (Legal, Philosophical and institutional)  
Empirical (Behavioural and Post-Behavioural)

### Unit - 2 :

#### Traditions of Political Theory -

- (iii) (a) Liberal (Meaning, Development, Principles of Classical & Modern liberalism. Criticisms)  
(b) Marxist, (Meaning, Maintenance, dialectical materialism, historical materialism, Surplus value, classwar dictatorship of the proletariat criticisms.)  
(iv) (a) Anarchist : (Meaning, features, critical evaluation)  
(b) Conservative; (Meaning, features and critical estimate)

### Unit - 3 :

#### Critical and contemporary perspectives in political theory :

- (v) Feminist, (Features, three schools)  
(vi) Post modern.

### Unit - 4 :

#### Political Theory and Practice :

- (vii) Democracy : The history of an idea (meaning, evolution (traditional and liberal-notion) and types.  
(viii) Participatory Democracy, (Meaning, forms, Significance and critical evaluation)

### Unit - 5 :

- (ix) Procedural democracy and Deliberative Democracy (meaning, significance, critical estimate)  
(x) Representation : Types and Theories.

#### Essential Readings :

#### I : Introducing Political Theory

1. Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-16.
2. 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.
3. Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 21-40.

5. Sanders, D. (1995) 'Behavioral Analysis', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.
6. Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.
7. Bhargava, R, 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 17-36.
8. 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.
9. Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press, 2004, pp. 19-80.

## II: The Grammar of Democracy

- Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.
1. Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts*. Manchester and New York: Manchester University Press, pp. 105-117.
  2. Christjan'o^Th. (2008) 'Democracy^', in Mckinnon, C. (ed.) *Issues in Political Theory*, New \,,,,,Y-of1<: Oxford University Press, pp. 80-96.
  3. Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press.
  4. Roy, A. ^Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An ^.Introduction*. New Delhi: Pearsdn Longman, pp. 130-146.
  5. Brighouse, H. (2008) 'Citizenship', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 241-258.

## +3 FIRST YEAR FIRST SEMESTER Core Course - II (C-2)- Political Science

Time : 3 Hrs.

End Semester Theory : 80 Marks

Crdit : 6

Mid Semester Theory : 20 Marks

### CONSTITUTIONAL GOVT. AND DEMOCRACY IN INDIA

#### Unit - 1 :

- (i) The constituent Assembly; its working.
- (ii) The preamble and Features of the Constitution.

#### Unit - 2 :

- (iii) Fundamental Rights and Duties.
- (iv) Directive Principles of State Policy.

#### Unit - 3 :

- (v) The Legislature : Parliament
- (vi) The Executive : President and Prime Minister.

#### Unit - 4 :

- (vii) The Judiciary : Supreme Court and Judicial Review.
- (viii) Local self Government in India; Rural and Urban.

#### Unit - 5 :

- (ix) Centre State Relation.
- (x) Recent Trends in Indian Federalism.

**READING LIST****I : The Constituent Assembly and the Constitution****a : Philosophy of the Constitution, the Preamble, and Features of the Constution**

1. G. Austin, (2010) 'The Constituent Assembly: Microcosm rh Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1-25.
2. 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:**

1. D. Basu, (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.
2. S. Chaube, (2009) *The Making and Working of the Indian Constitution*, Delhi: National Book Trust.

**Fundamental Rights and Directive Principles**

1. G. Austin, (2000) 'The Social Revolution and the First Amendment', in *Working a-Democratic Constitution*, New Delhi: Oxford University Press, pp. 69-98. A. Sibal, (2010) 'From Niti to Nyaya,' *Seminar*, Issue 615, pp 28-34.

**Additional Reading:**

1. *The Constitution of India: Bare Act with Short Notes*, (2011) New Delhi: Universal, pp.4-16.

**II. Organs of Government****a. The Legislature: Parliament**

1. 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.
2. V. Hewitt and S. Rai, (2010) 'Parliament', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 28-42.

**b. The Executive: President and Prime Minister**

1. J. Manor, (2005) 'The Presidency', in D. Kapur and P. Mehta P. (eds.) *Public Institutions in India*, New Delhi: Oxford University Press, pp.105-127.
2. J. Manor, (1994) 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) *Nehru to the Nineties: The Changing Office of the Prime Minister in India*, Vancouver: University of British Columbia Press, pp. 20-47.
3. H. Khare, (2003) 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark, pp. 350-368.

**c. The Judiciary: Supreme Court**

1. U. Baxi, (2010) 'The Judiciary as a Resource for Indian Democracy', *Seminar*, Issue 615, pp. 61-67.
2. 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

1. 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.
2. V. Marwah, (1995) 'Use and Abuse of Emergency Powers: The Indian Experience', in B. Arora and D. Verney (eds.) *Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective*, Delhi: Konark, pp. 136-159.
3. 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.
4. *The Constitution of India: Bare Act with Short Notes*, (2011) New Delhi: Universal, pp 192-213.

#### Additional Readings:

1. 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.
2. R. Manchanda, (2009) *The No Nonsense Guide to Minority Rights in South Asia*, Delhi: Sage Publications, pp. 105-109.

#### b. Panchayati Raj and Municipalities

1. P. deSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudanshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, pp. 370-404.
2. 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.
3. Raghunandan, J. R (2012) *Decentralization and local governments: The Indian Experience*, Orient Black Swan, New Delhi
4. Baviskar, B.S and George Mathew (eds) 2009 *Inclusion and Exclusion in local governance: Field Studies from rural India*, New Delhi, Sage

## +3 FIRST YEAR SECOND SEMESTER Core Course - III (C-3)- Political Science

Time : 3 Hrs.

End Semester Theory : 80 Marks

Credit : 6

Mid Semester Theory : 20 Marks

### POLITICAL THEORY - CONCEPTS AND DEBATES

#### Unit - 1 : Importance of Freedom :

- (i) Negative Freedom of I. Berlin.
- (ii) Positive Freedom (Freedom as Emancipation and development)

#### Unit - 2 : Significance of Equality :

- (iii) Equality - Meanings and types
- (iv) Equalitarianism.

#### Unit - 3 : Indispensability of Justice :

- (v) Meaning of procedural and distributive Justice, Rawls theory of Justice.
- (vi) Global Justice.

**Unit - 4 : The Universality of Rights.**

- (vii) Natural, Moral and Legal Rights.
- (viii) Three Generations of Rights.

**Unit - 5 :**

- (ix) Pol obligation : Ground and Limits.
- (x) Multiculturalism : Issues and Challenges.

**Essential Readings****Section A : Core Concepts****I. Importance of Freedom**

1. Riley, Jonathan. (2008) 'Liberty' in Mckinnon, Catriona (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-119.
2. Knowles, Dudley. (2001) *Political Philosophy*. London: Routledge, pp. 69-132.
3. Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press, pp. 51-88.
4. Carter, Ian. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds.). *Political Concepts*. Manchester: Manchester University Press, pp. 4-15.
5. 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**

1. Swift, Adam. (2001) *Politico! Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press, pp. 91-132.
2. Casal, Paula & William, Andrew. (2008) 'Equality', in McKinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 149-165.
3. 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**

1. Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-86.
2. Wolf, Jonathan. (2008) 'Social Justice', in McKinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 172-187.
3. Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. I Cambridge: Polity Press, pp. 9-48.
4. I Knowles, Dudley. (2001) *Political Philosophy*. London: Routledge, pp. 177-238.
5. McKinnon, Catriona. (ed.) (2008) *Issues in Political Theory*. New York: Oxford University Press, pp. 289-305.
6. Bedau, Hugo Adam. (2003) 'Capital Punishment', in LaFollette, Hugh (ed.). *The Oxford : Handbook of Practical Ethics*. New York: Oxford University Press, pp. 705-733.

**IV. The Universality of Rights**

1. Seglow, Jonathan. (2003) 'Multiculturalism' in Bellamy, Richard and Mason, Andrew \*? (eds.). *Political Concepts*. Manchester: Manchester University Press, pp. 156-168.
2. Tulkdar, P.S. (2008) 'Rights' in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An*

*Introduction*. New Delhi: Pearson Longman, pp. 88-104.

3. McKinnon, Catriona. (2003) 'Rights', in Bellamy, Richard and Mason, Andrew, (eds.) *Political Concepts*. Manchester: Manchester University Press, pp. 16-27.
4. Menlowe, M.A. (1993) 'Political Obligations', in Bellamy Richard.(ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 174-194.
5. 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.
6. Working Group on the Girl Child (2007), *A Girl's Right to Live: Female Foeticide and Girl Infanticide*, available on [http://www.crin.org/docs/Girrs\\_infanticide\\_CSW\\_2007.txt](http://www.crin.org/docs/Girrs_infanticide_CSW_2007.txt) Section B: Major Debates
7. Hyums, Keith. (2008) 'Political Authority and Obligation', in Mckinnon, Catriona. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 3-26
8. Martin, Rex. (2003) 'Political Obligation', in Bellamy, Richard and Mason, Andrew, (eds.) *Political Concepts*, Manchester: Manchester University Press, pp. 41-51.
9. Campbell, Tom. (2008) 'Human Rights' in Mckinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 194-210.
10. Mookherjee, Monica, 'Multiculturalism', in Mckinnon, Catriona, (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 218- 234.
11. Seglow, Jonathan, 'Multiculturalism', in Bellamy, Richard and Mason, Andrew, (eds.) *Political Concepts*, Manchester: Manchester University Press, pp. 156-168.

### **+3 FIRST YEAR SECOND SEMESTER Core Course - IV (C-4)- Political Science**

Time : 3 Hrs.

End Semester Theory : **80** Marks

Credit : 6

Mid Semester Theory : **20** Marks

### **POLITICAL PROCESS IN INDIA**

#### **Unit - 1 : Political Parties and the Party System.**

- (i) Trends in the Party System : From the Congress System to Multi Party Coalitions.
- (ii) Regional Political Parties : Reasons for its Emergece, Importance & Role.

#### **Unit - 2 : Regional Aspirations**

- (iii) Regionalism
- (iv) The politics of secessiona and accommodation.

#### **Unit - 3 : Religion and Politics.**

- (v) Secularism
- (vi) Communalism : Causes and remedies.

#### **Unit - 4 : Caste & Politics**

- (vii) Caste in Politics
- (viii) Politicization of Caste.

#### **Unit - 5 : Affirmative Action Policies.**

- (ix) Women
- (x) Caste and Class.

## READING LIST

### I. Political Parties” and the Party System: Trends in the Party System; From the Congress System to Multi-Party Coalitions

#### Essential Readings:

1. R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) *Parties and Party Politics in India*, New Delhi: Oxford University Press, pp 39-55.
2. 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:

1. Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P. deSouza and E. Sridharan (eds.) *India's Political Parties*, New Delhi: Sage Publications, pp. 73-115.

### II. Determinants of Voting Behaviour: Caste, Class, Gender and Religion

#### Essential Readings:

1. 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.
2. 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, M. Chadda, (2010) 'Integration through Internal Reorganisation', in S. Baruah (ed.) *Ethnonationalism in India: A Reader*, New Delhi: Oxford University Press, pp. 379-402.
3. P. Brass, (1999) 'Crisis of National Unity: Punjab, the Northeast and Kashmir', in *The Politics of India Since Independence*, New Delhi: Cambridge University Press and Foundation Books, pp.192-227.

### IV. Religion and Politics: Debates on Secularism: Minority and Majority Communalism

#### Essential Readings:

1. 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.
2. N. Menon and A. Nigam, (2007) 'Politics of Hindutva and the Minorities', in *Power and Contestation: India since 1989*, London: Fernwood Publishing, Halifax and Zed Books, pp.36-60.

#### Additional Reading:

1. N. Chandhoke, (2010) 'Secularism', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 333-346.

### V. Caste and Politics: Caste in Politics and the Politicization of Caste

#### Essential Readings:

1. R. Kothari, (1970) 'Introduction', in *Caste in Indian Politics*, Delhi: Orient Longman, pp.3-25. M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in Atul Kohli (ed.) *The Success of India's Democracy*, New Delhi: Cambridge University Press, pp. 193-225.
2. G. Omvedt, (2002) 'Atnbedkar 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:

1. 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.

2. 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:

1. S. Palshikar, (2008) 'The Indian State: Constitution and Beyond', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp.143-163.
2. 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.
3. M. Mohanty, (1989) 'Duality of the State Process in India: A Hypothesis', *Bhartiya Samajik Chintan*, Vol. XII (1-2)

### Additional Readings:

1. 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.
2. 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 SECOND YEAR THIRD SEMESTER Core Course - V (C-5)- Political Science

Time : 3 Hrs.

End Semester Theory : 80 Marks

Credit : 6

Mid Semester Theory : 20 Marks

### Introduction to Comparative Government and Politics

#### Unit-1

Understanding Comparative Politics

1. Nature and Scope
2. Approaches: Traditional and Modern (Systems, Structural and Functional approach)

#### Unit-II

3. Constitution- meaning, types
4. Constitutionalism- meaning, features, problems and prospects of constitutionalism

#### Unit-III

Historical Context of modern government

5. Capitalism: meaning and development: globalization
6. Socialism: Meaning, growth and development

#### Unit-IV

Historical Context of modern government

7. Colonialism: meaning, context and forms of colonialism
8. Decolonialism: meaning, anti-colonialism struggles and the process of decolonization



**Unit-V**

## Comparative Government and Politics

9. UK: Monarchy, Prime minister, Parliament
10. President, Congress, Supreme Court

**Additional books for Reference**

1. J.C. Johari: Comparative Government
2. Goyal: Comparative Government
3. K.R. Bombwall: Major Contemporary Constitutional Systems
4. Rod, Hague, Martin, Haroop and Shous, Bestin: Comparative Government and politics
5. K.K. Ghai: Major Political System
- 6: K.K. Ghai: Major Government

**1. Understanding Comparative Politics****Essential Readings:**

- J. Kopstein, and M. Lichbach, (eds), (2005) Comparative Politics: Interests, Identities and institutions in a Changing Global Order. Cambridge: Cambridge University Press, pp.1-5; 16-36; 253-290.
- M. Mohanty, (1975) 'Comparative Political Theory and Third World Sensitivity', in teaching Politics, Nos. 1 and 2, pp. 22-38
- Additional Readings:
- A. Roy, (2001) 'Comparative Method and Strategies of Comparison', in Punjab Journal of Politics. Vol. xxv (2), pp. 1-15.
- J. Blondel, (1996) 'Then and Now: Comparative Politics', in Political Studies. Vol. 47 (1), pp. 152-160
- N. Chandhoke, (1996) 'Limits of Comparative Political Analysis', in Economic and Political Weekly, Vol. 31 (4), January 27, pp. PE 2- PE2-PE8

**II. Historical Context of modern government****a. Capitalism****Essential Readings:**

- R. Suresh, (2010) Economy and Society- Evolution of Capitalism, New Delhi, Sage Publications pp. 151-188; 235-268.
- G. Ritzer, (2002) 'Globalization and Related Process : Imperialism, Colonialism, Development, Westernization, Easternization', in Globalization: A Basic Text. London: Wiley - Blackwell, pp. 63-84.

## Additional Readings:

- M. Dobb, (1950) 'Capitalism', in Studies in the Development of Capitalism. London: Routledge and Kegan Paul Ltd, pp. 1-32.
- E. Wood, (2002) 'The Agrarian origin of Capitalism', in origin of Capitalism: A long View. London: Verso, pp. 91-95; 166-181.
- A. Hoogvelt, (2002) 'History of Capitalism Expansion', in Globalization and Third World Politics. London: Palgrave, pp 14-28.

**b. Socialism****Essential Readings:**

- A. Brown, (2009) 'The idea of Communism', in Rise and Fall of Communism, Harpercollins (e-book), pp, 1-25; 587-601.
- J. McCormick, (2007) 'Communist and Post-Communist States', in Comparative Politics in Transition, United Kingdom: Wardsworth, 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 and 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: Routledg, 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://www.ignca.nic.in/ks_40033.html) http, Accessed: 24.03.2011.

### III. Themes For Comparative Analysis

#### Essential Readings:

- L. Barrington et. al (2010) *Comparative Politics - Structures and 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. McCormic, (2007) *Comparative Politics in Transition*, UK: Wadsworth, pp. 260-270 (China)
- M.Kesselman, J. Krieger and William (2010), *Introduction to Comparative Politics: Political Challenges and Changing Agendas*, UK: Wadsworth, pp. 47-70 (Britain); 364-388 (Nigeria); 625-648 (China); 415-440 (Brazil).

#### Additional Readings:

- P. Rutland, (2007) 'Britain', in J. Kopstein and M. Lichbach. (eds.) *Comparative Politics : Interest, Identities, and Institutions in a Changing Global Order*. Cambridge: Cambridge University press, pp. 39-79.

## +3 SECOND YEAR THIRD SEMESTER Core Course - VI (C-6) - Political Science

Time : 3 Hrs.

Credit : 6

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

### 3.2 Perspectives on Public Administration

#### Unit – I

##### Public Administration as a discipline

- 1 . Public Administration: Meaning, Scope and Significance of the Discipline, Public and Private Administration
- 2 . Evolution of Public Administration

#### Unit – II

##### Major approaches in Public Administration

- 3 . New Public Administration
- 4 . New Public Management
- 5 . Good Governance

#### Unit – III

##### Classical Theories

- 6 . Scientific Management (F.W. Taylor)
- 7 . Ideal – type Bureaucracy (Max Weber)

**Unit – IV**

Neo – Classical Theories

- 8 . Human Relations Theory (Elton Mayo)
- 9 . Rational Decision making (Herbert Simon)

**Unit – V**

Contemporary Theories

10. Ecological Approach (Fred Riggs)
11. Innovation and Entrepreneurship (Peter Drucker )

**Books for Reference**

1. Public Administration : Arathi Maheswari
2. Public Administration : A.R. Tyagi
3. Public Administration in Theory & Practice : M.P. Sharma & B.L. Sadana
4. Public Administration : B. L. Fadia
5. Public Administration : C.P. Bhambri
6. Financial Administration in India : A. Chanda
7. Financial Administration of India : M.J.K. Thavaraj
8. Theory and Practice of Public Administration - Arun ku. Behera (Pearson)
9. Public Administration in India – Jha (Pearson)

**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. Clrkin , (2009) Public Administration : Understanding Management, Politics and Law in Public Sector, 7<sup>th</sup> 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 , 5<sup>th</sup> Revised Edition .

G. Alhson, (1997) 'Public and Private Management', in Shafritz , J. And Hyde , A. (eds.) Classics of Public Administration , 4<sup>th</sup> Edition. Forth Worth : Hartcourt Brace, TX, pp. 510 -529.

**Evolution of Public Administration**

N. Henry, Public Administration and Public Affairs, 12<sup>th</sup> 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 Public Administration , 5<sup>th</sup> 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**

- D. Ravindra Prasad , Y. Pardhasaradhi, V.S. Prasad and P. Satymarayana, (eds.), Administrative Thinkers, Sterling Publishers, 2010
- E.J. Ferreira, A. W. Erasmus and D. Groenewald , Administrative Management , Juta Academics, 2010
- Ideal Type – Bureaucracy
- M. Weber, 'Bureaucracy', in C. Mills, and H. Gerth, From Max Weber: Essays in Sociology. Oxford : Oxford University Press, 1946
- Waren. G. Bennis, Beyond Bureaucracy, Mc Graw Hill, 1973

**Human Relations Theory**

- D. Gvishiani, Organisation and Management, Moscow : Progress Publishers, 1972
- B. Miner, 'Elton Mayo and Hawthorne ', in Organisational Behaviour 3: Historical Origins and the Future. New York: M.E. Sharpe, 2006

**Rational –Decision Making**

- S. Maheshwari, Administrative Thinkers, New Delhi: Macmillan, 2009
- Fredrickson and Smith, 'Decision Theory', in The Public Administration Theory Primer. Cambridge: Westview Press, 2003

**Ecological approach**

- R. Arora, 'Riggs' Administrative Ecology' in B. Chakrabarty and M. Bhattacharya (eds), Public Administration: A reader, New Delhi, Oxford University Press, 2003
- A. Singh, Publication Administration: Roots and Wings. New Delhi: Galgotia Publishing Company, 2002
- F. Riggs, Administration in Developing Countries: The Theory of Prismatic Society. Boston: Houghton Mifflin, 1964

**Innovation and Entrepreneurship**

- Peter Drucker, Innovation and Entrepreneurship, Harper Collins, 1999
- Peter F. Drucker, The Practice of Management, Harper Collins, 2006

**III. Public Policy****Concept, Relevance and Approaches**

- T. Dye, (1984) Understanding Public Policy, 5<sup>th</sup> Edition. U.S.A: Prentice Hall, pp. 1-44 The Oxford Handbook of Public Policy, OUP, 2006
- Xun Wu, M. Ramesh, Michael Howlett and Scot Fritzen, The Public Policy Primer: Managing The Policy Process, Rutledge, 2010
- Mary Jo Hatch and Ann. L. Cunliffe Organisation Theory: Modern, Symbolic and 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 System, Pearson Education, 2012
- R. V. Vaidyanath Ayyar, Public Policy Making in India, Pearson, 2009
- Surendra Munshi and Biju Paul Abraham [Eds.] Good Governance, Democratic Societies And Globalisation, Sage Publishers, 2004

**IV. Major Approaches in Public Administration a. Development Administration**

- M. Bhattacharya, 'Chapter 2 and 4', in Social Theory, Development Administration and Development Ethics, New Delhi: Jawahar Publishers, 2006
- F. Riggs, The Ecology of Public Administration, Part 3, New Delhi: Asia Publishing House, 1961

**b. New Public Administration**

## Essential Reading:

M. Bhattacharya, *Public Administration: Issue and Perspectives*, New Delhi: Jawahar Publishers, 2012  
 H. Frederickson, 'Toward a New Public Administration', in J. Shafritz, & A. Hyde, (eds.) *Classics of Public Administration*, 5<sup>th</sup> Edition, Belmont: Wadsworth, 2004

**c. New Public Management**

U. Medury, *Public administration in the Globalisation 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 of Public Administration*, 5<sup>th</sup> Edition, Belmont: Wadsworth, 2004

**d. New Public Service Approach**

R. B. Denhart & J. V. Denhart [Arizona State University] "The New Public Service: Serving Rather Than Steering", in *Public Administration Review*, Volume 60, No-6, November-December 2000

**e. Good Governance**

A. Leftwich, 'Governance in the State and the Politics of Development', in *Development and Change*. Vol. 25, 1994

M. Bhattacharya, 'Contextualizing Governance and Development' in B. Chakrabarty and M. Bhattacharya, (eds.) *The Governance Discourse*. New Delhi: Oxford University Press, 1998  
 B. Chakrabarty, *Reinventing Public Administration: The India Experience*. New Delhi: Orient Longman, 2007

U. Medury, *Public Administration in the Globalisation Era*, New Delhi: Orient Black Swan, 2010

**f. Feminist Perspective**

Camila Stivers, *Gender Images In Public Administration*, California: Sage Publishers, 2002  
 Radha Kumar, *The History of Doing*, New Delhi: Kali For Women, 1998

Sylvia Walby, *Theorising Patriarchy*, Oxford, Basil Blackwell. 1997

Amy. S. Wharton, *The Sociology Of Gender*, West Sussex: Blackwell-Wiley Publishers, 2012  
 Nivedita Menon [ed.], *Gender Politics*, Delhi: Oxford University Press, 1999

Simone De Beauvoir, *The Second Sex*, London: Picador, 1988

**+3 SECOND YEAR THIRD SEMESTER  
 Core Course - VII (C-7) - Political Science**

Time : 3 Hrs.

End Semester Theory : **80** Marks

Credit : 6

Mid Semester Theory : **20** Marks

**Perspectives on International Relations and World History**

1. a) Studying International Relations  
 Meaning, Nature, Stages of Development in the discipline of IR.
- b) Emergence of the International state system, features of the functioning of the state system.
2. Key Concepts:
  - (a) Power - meaning and elements
  - (b) Balance of Power - Nature, devices and techniques
  - (c) Deterrence - meaning, assumption and explanation
3. Theoretical Perspectives:
  - (a) Classical Realism and Neo-Realism.
  - (b) Liberalism and Neo-Liberalism.

- (c)
- 4. Theoretical perspectives: (2)
  - (a) Marxist Approaches
  - (b) Feminist Perspectives
- 5. An overview of 20th century IR history:
  - (a) World War II - causes and consequences.
  - (b) Cold War - Different phases.
  - (c) Emergence and role of the third world.

### 3.3 An Overview of Twentieth Century IR History

#### (a) World War I: Causes and Consequences

Hobsbawm, E. (1995) *Age of Extreme: The short Twentieth Century, 1914-1991*. London: Abacus, pp. 22-35.

#### (b) Significance of the Bolshevik Revolution

Hobsbawm, E. (1995) *Age of Extreme: The short Twentieth Century, 1914-1991*. London: Abacus, pp. 54-78.

#### (c) Rise of Fascism / Nazism

Hobsbawm, E. (1995) *Age of Extreme: The short Twentieth Century, 1914-1991*. London: Abacus, pp. 108-141.

Carr, E.H. (2004) *International Relations between the Two World Wars: 1919-1939*. New York: Palgrave, pp. 197-231 and 258-278.

#### (d) World War II: Causes and Consequences

Taylor, A.J.P. (1961) *The Origins of the Second World War*. Harmondsworth: Penguin, pp. 29-65.

Carruthers, S.L. (2005) 'International History, 1900-1945' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to international Relations 4th edn*. Oxford University Press, pp. 76-84

#### (e) Cold War: Different Phases

Calvocoressi, P. (2001) *World Politics: 1945-2000*. Essex: Pearson, pp. 3-91

Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008).

*The Globalization of World Politics. An Introduction to International Relations. 4th edn*. Oxford: Oxford University Press, pp. 93-101.

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914-1991*.

London: Abacus, pp. 225-226.

#### (f) Emergence of the Third World

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914-1991*. London: Abacus, pp. 207-222

#### (g) Collapse of the USSR and the End of the Cold War

Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds) (2008) *The Globalization of world politics. An Introduction to International Relations. 4th edn*. Oxford:

Oxford University Press, pp. 93-101.

**(h) Post Cold War Developments and Emergence of other power Centres of Power: Japan, European Union (EU) and Brazil, Russia, India, China (BRIC)**

Brezeznski, Z. (2005) *Choice: Global Dominance or global leadership*. New York : Basic Books, pp. 85-127.34

Gill, S. (2005) 'Contradictions of US Supermacy' in Panitch, L. and Leys, C. (eds.) *Socialist Register : The Empire Reloaded*. London: Merlin Press. 2004, London, Merlin Press and New York, Monthly Review Press. *Socialist Register*, pp.24-47.

Therborn, G (2006) 'Poles and Triangles: US Power and Triangles of Americas, Asia and Europe' in Hadiz, V.R. (ed.) *Empire and Neo Liberalism in Asia*. London: Routledge, pp.23-37

J.Baylis, S. Smith and P. Ownes, (2008) *The Globalization of World Politics: An Introduction to Intrnational Relation*, 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 (Level 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 Univesity Press, pp. 198-216.

**Additional Readings:**

K. Mingst, (2011) *Essentials of International Relations*, New york: W.W.

J.Goldstein and J.Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 35-49.

K.Waltz, (1959) *Man, The State and War*, Columbia: Columbia University Press.

**Theoretical Perspective:**

**Classical Realism and Neorealism**

**Essential Readings:**

E.Carr, (1981) *The Twenty Years Crisis, 1919-1939: An Introduction to the study of International Relations*, London: Macmillan, pp. 63-94.

H.Morgenthau, (2007) 'Six Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York : Pearson Longman, pp. 7-14.

T.Dunne and B.Schmidt, (2008) 'Realism', in J.Baylis and S.Smith (eds), *The viii. Post Cold War Developments and Emergence of other Power Centers of power (4 Lectures)*

**Essential Readings:**

M. Nicholuson, (2002) *International Relations: A Concise Introduction*, New York : Palgrave, pp.1-4.

R.Jackson and G.Sorensen, (2007) *Introduction to International Relations:Theories and Approaches*, 3rd Edition, Oxford: Oxford University Press, pp. 2-7

S.Joshua. Goldstein and J. PEVEHOUSE, (2007) *International Relations*, New York:Pearson Longman,2007, pp. 29-35

C.Brown and K.Ainley, (2009) *Understanding International Relation*, Basingstoke: palgrave,pp. 1-16.

**Additional Readings:**

- K. Mingest and J. Snyder, (2011) *Essential Readings in International Relation*, New York: W.W. Norton and Company, pp. 1-15
- M. Smith and R. Little, (eds) (2000) 'Introduction', in *Perspectives on World Politics*, New York: Routledge, 2000, 1991, pp. 1-17.
- J. Baylis and S. Smith (eds), (2008) *The Globalization of world Politics : An Introduction to International Relations*, New York: Oxford University Press, pp. 1-6.
- R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York : Routledge, pp. 2-32.
- Rumki Basu, (ed) (2012) *International Politics: Concepts, Theories and Issues* New Delhi, Sage.

**History and IR: Emergence of the International State System:****Essential Readings:**

- R. Mansbach and K. Taylor (2012) *Introduction to Global Politics*, New York: Routledge, pp. 33-68.
- K. Mingest, (2011) *Essentials of International Relation*, New York: W.W. Norton and Company, pp. 16-63.
- P. Viotti and M. Kauppi, (2007) *International Relations and World Politics : Security, Economy, Identity*, Pearson Education, pp. 40-85.

**Additional Readings:**

- Globalization of World Politics: An Introduction to International Relations*, New York : Oxford University Press, pp. 90-107.
- K. Waltz, (2007) 'The Anarchic Structure of World Politics', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York : Pearson Longman, pp. 29-49.

**Additional Readings:**

- M. Nicholson, (2002) *International Relation: A concise Introduction*, New York: Palgrave, pp. 6-7.
- H. Bull, (2000) 'The Balance of Power and International Order', in M. Smith and R. Little (eds), *Perspectives on World Politics*, New York: Routledge, pp. 115-124.

**Liberalism and Neoliberalism****Essential Readings:**

- T. Dunne, (2008) 'Liberalism', in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 108-123
- R. Keohane and J. Nye, (2000) 'Transgovernmental Relations and the International Organization', in M. Smith and R. Little (eds.) *Perspectives on World Politics*, New York : Routledge, pp. 229-241.

**Additional Readings:**

- J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 127-137.
- R. Jackson and G. Sorensen, (2007) *Introduction to International Relations*, New York: Pearson Longman, pp. 127-137.
- R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3rd Edition, Oxford: Oxford University Press, pp. 97-128.

**Marxist Approaches****Essential Readings:**

- I. Wallerstein, (2000) 'The Rise and Future Demise of World Capitalist System: Concepts for Comparative Analysis' in Michael Smith and Richard Little (eds), *Perspectives on World Politics*, New York: Routledge,



pp. 305-317.

S. Hobden and R. Jones, (2008) 'Marxist Theories of International Relations' in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 142-149; 155-158.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 494-496; 500-503.

### **Additional Readings:**

J. Galtung, (2000) 'A Structural Theory of Imperialism', in M. Smith and R. Little, (eds), *Perspectives on World Politics*, New York: Routledge, pp. 292-304.

A. Frank, (1966) 'The Development of Underdevelopment' *Monthly Review*, pp. 17-30.

*P. Education*, pp. 40-85.

Modern History Sourcebook: Summary of Wallerstein on World System Theory, Available at <http://www.fordham.edu/halsall/mod/Wallerstein.asp>, Accessed: 19.04.2013

### **Feminist Perspectives**

#### **Essential Readings:**

J. Tickner, (2007) 'A Critique of Morgenthau's Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 15-28.

F. Halliday, (1994) *Rethinking International Relations*, London: Macmillan, pp. 147-166. Additional Readings.

M. Nicholson, *International Relations: A Concise Introduction*, New York: Palgrave, 2002, pp. 120-122.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 138-148.

S. Smith and P. Owens, (2008) 'Alternative Approaches to International Theory' in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 181-184.

### **IR, Eurocentricism and Perspectives from the Global South on Eurocentricism**

#### **Essential Readings:**

A. Acharya and B. Buzan, (2007) 'Why is there No Non-Western IR Theory: Reflections on and From Asia', *International Relations of The Asia-Pacific*, Vol 7(3), pp. 285-286.

T. Kayaoglu, (2010) 'Westphalian Eurocentrism in IR Theory', in *International Studies Review*, vol.12 (2), pp. 193-217.

#### **Additional Readings:**

O. Weaver and A. Tickner, (2009) 'Introduction: Geocultural Epistemologies', in A.

Tickner and O. Weaver (eds), *International Relations: Scholarship Around The World*, London: Routledge, pp. 1-31.

R. Kanth (ed), (2009) *The challenge of eurocentrism: Global perspectives, policy & prospects*, New York: Palgrave-McMillan.

S. Amin, (2010) *Eurocentrism: Modernity, Religion & Democracy*, New York: Monthly Review Press.

## +3 SECOND YEAR FOURTH SEMESTER Core Course - VIII (C-8) - Political Science

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : **80** Marks  
Mid Semester Theory : **20** Marks

### Political Process and Institutions on Comparative Perspective

#### Unit-I

#### Studying Comparative Politics

- (a) Political Culture- meaning, significance, classification and Features
- (b) Political Development- meaning, models, a critical estimate

#### Unit-II

#### Electoral System

Defination and Procedures : Types Of election System (First past the post, propertional representation, mixed representation)

#### Unit-III

#### Party System

Historical contexts of emergence of the party systems and types of parties

#### Unit-IV

#### Nation State

What is Nation State ? Historical evolution in western Europe and post colonial contexts 'Nation' and State': debates

#### Unit-V

#### Federalism

Historical Context Federation and con-federation: debates around toritorial 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 Publication, New Delhi, pp. 13-40.
- M. Howard, (2009) ' Culture in Comparative Political Analysis', in M. Linchback and A. Zuckerman, pp. 134- S.(eds.) Comparative Political: Rationality, Culture, and Structure. Cambridge: Cambridge University Press.
- B. Rosamond, (2005) 'Political Culture', in B. Oxford, 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 Perspective', in P. Burnell, et. al. (eds.) Political in the Developing World. Oxford: Oxford University Press, pp. 53-70

#### II. Electoral System

##### Essential Readings:

- A. Heywood, (2002) 'Representation, Electoral and Voting', in Politics. New York: Palgrave, pp. 223-245.
- A. Evans, (2009) 'Elections Systems', in J. Bara and M. Pennington, (eds.) Comparative Politics. New Delhi: sage Publications, pp. 93-119.

##### Additional Readings:

- R. Moser, and S. Ethan, (2004) 'Mixed Electoral Systems and Electoral System Effects: Controlled Comparison and Cross-national Analysis', 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) 21<sup>st</sup> Century Political Science: A Reference Book. Los Angeles: Sage Publications, pp. 150-158.

A. Heywood, (2002) 'Parties and System'. In Politics. New York: Palgrave, pp. 247-268.

Additional Readings:

B. Criddle, (2003) 'Parties and Party System', in R. Axtmann, (ed.) Understanding Democratic Politics: An Introduction. London: Sage Publications, pp. 134-142.

**IV. Nation-state****Essential Readings:**

W. O'Corner, (1994) 'A Nation is a Nation, is a State, is a Ethnic group, is a ...', in J. Hutchinson and A. Smith, (eds.) Nationalism. Oxford: Oxford University Press, pp. 36-46.

K. Newton, and J. Deth, (2010) 'The Development of the Modern State', in Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press, pp. 13-33.

**Additional Readings:**

A. Heywood, (2002), 'The State', in Politics. New York: Palgrave, pp. 85-102

**V. Democratization****Essential Readings:**

T. Landman, (2003) 'Transition to Democracy', in issues and Methods of Comparative Methods: An Introduction. London: Routledge, pp. 185-215.

K. Newton, and J. Deth, (2010) 'Democratic Change and Persistence', in Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press, pp. 53-67.

J. Haynes, (1999) 'State of Society', in The Democratization. Oxford: Blackwell, pp. 20-38; 39-63.

**Additional Readings:**

B. Smith, (2003) 'Democratization in the Third World', in understanding Third World Politics: Theories of Political Change and development. London: Palgrave Macmillan, pp. 250-274.

**VI. Federalism****Essential Readings:**

M. Burgess, (2006) Comparative Federalism: Theory and Practice. London: Routledge, pp. 135-161.

R. Watts, (2008) 'Introduction', in Comparing Federal Systems. Montreal and Kingston: McGill Queen's University Press, pp. 1-27

**Additional Reading:**

R. Saxena, (2011) 'Introduction', in Saxena, R (eds.) Varieties of Federal Governance: Major Contemporary Models. New Delhi: Cambridge University Press, pp. xii-x1.

**+3 SECOND YEAR FOURTH SEMESTER****Core Course - IX (C-9) - Political Science**

Time : 3 Hrs.

Credit : 6

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

**4.2 Paper- IX Public Policy and Administration in India****Unit-I : Public Policy**

(a) Definition, Characteristic and models

(b) Public Policy Process in India

**Unit- II : Decentralisation**

(a) Meaning, Significance, Approaches and Types

(b) Local Self Governance: Rural and Urban

**Unit- III : Budget**

- (a) Concept, Significance and Types of Budgeting
- (b) Preparation and enactment of budget in India

**Unit- IV : Citizen and Administration Interface**

- (a) Redressal of Public Grievances: RTI & Lokpal
- (b) Citizens' Charter and E- Governance

**Unit- V : Social Welfare Administration****Social Welfare Policies:**

- (a) Education: Right to Education
- (b) Health: National Health Mission
- (c) Food: Right to Food Security
- (d) Employment: MNERGA

**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**

- a. Definition, characteristics and models
- b. Public Policy Process in India

**II. Decentralization**

- a. Meaning, significance and approaches and types
- b. Local Self Governance: Rural and Urban

**III. Budget**

- a. Concept and Significance of Budget
- b. Budget Cycle in India
- c. Various Approaches and Types of Budgeting

**IV. Citizen and Administration Interface**

- a. Public Service Delivery
- b. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance

**V. Social Welfare Administration**

- 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, 5<sup>th</sup> Edition. U.S.A: Prentice Hall
- R.B. Denhardt and J.V. Denhardt, (2009) Public Administration, New Delhi: Brooks/Cole
- J. Anderson, (1975) Public Policy Making. New York: Thomas Nelson and sons Ltd.
- M. Howlett, M. Ramesh, and A. Perl, (2009), Studying Public Policy: Policy Cycles and Policy subsystems, 3<sup>rd</sup> edition, Oxford: Oxford university Press
- T. Dye, (2002) Understanding Public Policy, New Delhi: Pearson
- Y. Dror, (1989) Public Policy Making Reexamined. Oxford: Transaction Publication

**Decentralization**

- Satyajit Singh and Pradeep K. Sharma [eds.] *Decentralisation: Institutions And Politics In Rural India*, OUP, 2007
- D. A. Rondinelli and S. Cheema, *Decentralisation and Development*, Beverly Hills: Sage publisher, 1983
- N.G. Jayal, *Democracy and The State: Welfare, Secular and Development in Contemporary India*, 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 Civil Culture*, Boston: Little Brown, 1965
- M.P.Lester, *Political participation- How and Why do people Get Involved in Politics* Chicago: McNally, 1965

**III. Budget**

- Erik-Lane, J. (2005) *Public Administration and Public Management: The Principal Agent Perspective*. New York: Routledge
- Henry, N.(1999) *Public Administration and Public Affairs*. New Jersey: Prentice Hall
- Caiden, N.(2004) 'Public Budgeting Amidst Uncertainty and Instability', in Shafritz, J.M. & Hyde, A.C.(eds.) *Classics of Public Administration*. Belmont: Wadsworth

**IV. Citizen And Administration Interface**

- R. Putnam, *Making Democracy Work*, Princeton University Press, 1993
- Jenkins, R. And Goetz, A.M. (1999) 'Accounts and Accountability: Theoretical Implications of the Right to Information Movement in India', in *Third World Quarterly*. June
- Sharma, P.K. & Devasher, M.(2007) 'Right to Information in India' in Singh, S. and Sharma, P. (eds.) *Decentralization: Institutions and Politics in Rural India*. New Delhi: Oxford University Press
- Vasu Deva, *E-Governance In India: A Reality*, Commonwealth Publishers, 2005
- World Development Report, World Bank, Oxford University Press, 1992.
- M.J.Moon, *The Evolution of Electronic Government Among Municipalities: Rheoteric or Reality*, American Society For Public Administration, *Public Administration Review*, Vol 62. Issue 4, July-August 2002
- Pankaj Sharma, *E-Governance: The New Age of Governance*, APH Publishers, 2001
- Pippa Norris, *Digital Divide: Civic Engagement, Information, Poverty and the Internet in Democratic Societies*, Cambridge: Cambridge University Press, 2001
- Stephan Goldsmith William D. Eggers, *Governing By Network: The New Shape of the Public Sector*, Brookings Institution [Washington], 2004
- United Nation Development Programme, *Reconceptualising Governance*, New York, 1997 Mukhopadyay. A (2005) 'Society Audit', In *Seminar*. No.551.

**V. Society Welfare Administration**

- Jean Dreze and Amartya Sen, *India, Economic Development and Society Opportunities*, Oxford: Oxford University Press, 1995
- J. Dreze and Amartya Sen, *Indian Development: Selected Regional Perspectives*, Oxford: Clarendon Press, 1997
- Reetika Khera- *Rural Poverty And Public Distribution System*, EPW, Vol-XLVIII, No.45-46, Nov 2013
- Pradeep Chaturvedi [ed.] *Women And Food Security: Role Of Panchayats*, Concept Publishers, 1997
- National Food Security Mission: [nfsm.gov.in/Guidelines/XIIplan/NFSMXII.pdf](http://nfsm.gov.in/Guidelines/XIIplan/NFSMXII.pdf)
- Jugal Kishore, *National Health Programs of India: National Policies and Legislations*, Century Publications, 2005
- K. Lee and Mills, *The Economic Of Health in Developing Countries*, Oxford: Oxford University Press, 1983
- K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Development In India*, Akansha Publishers, 2012.

Marma Mukhopadhyay and Pahar (ed.) Education in India: Dynamics of Development, Delhi: Shipra Publications, 2007

Nalini Juneja, Primary Education for All in the city of Mumbai: The Challenge Set By Local Actors, International Institute For Education Planning, UNESCO: Paris, 2001

Surendra Munshi and Biju Paul Abraham [eds.] Good Governance, Democratic Societies and Globalisation, Sage Publishers, 2004

Basu Rumki (2015) Public Administration in India Mandates, Performance and Future Perspectives, New Delhi, Sterling Publishers

[www.un.org/millenniumgoa](http://www.un.org/millenniumgoa)

Is <http://www.cefsindia.org>

[www.righttofoodindia.org](http://www.righttofoodindia.org)

### **+3 SECOND YEAR FOURTH SEMESTER Core Course - X (C-10) - Political Science**

Time : 3 Hrs.

End Semester Theory : 80 Marks

Credit : 6

Mid Semester Theory : 20 Marks

#### **Paper X- Global Politics**

##### **Unit-1 - Globalization : Conceptions and Perspectives**

- (a) Globalization : meaning, nature, causes, advantages and disadvantages
- (b) Political: Debates on Sovereignty and territoriality

##### **Unit-II - Contemporary Global Issues (1)**

- (a) Ecological Issues:  
Historical Overview of International Environmental Agreements, climate Change Global Common Debate
- (b) Nuclear Proliferation:  
Nature of Nuclear Proliferation and their effects, Evolution of non-Proliferation efforts
- (c) International Terrorism:  
Non-State Actors and State Terrorism Combating terrorism

##### **Unit-III - Contemporary Global Issues (2)**

- (a) Migration:  
Causes and Impact
- (b) Human Security  
meaning, debates and dimensions of human security, Promoting Human security.
- (c) Humanitarian Intervention  
Rise of and conditions for Humanization Interventions, The case for and case against of Humanitarian intervention.

##### **Unit-IV - Global Shifts : Power and Governance**

- (a) Power: Post- Cold War Global order, US hegemony on global order, Rise of multipolarity.
- (b) Global Economic Governance:  
Making of the Brettenwood System, IMF, world Bank and WTO

##### **Unit-V - Regionalism and Global Politics**

- (a) SAARC
- (b) ASEAN
- (c) EU

#### **4.3 Paper X-Global Politics**

##### **Course Objectives:**

This course introduces students to the key debates on the meaning and nature of Globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the

most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism and human security before concluding with a debate on the phenomenon of global governance.

### READING LIST

#### 1. 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 Transformations 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: Lynne Rienner, pp. 341-351.

A. Narlikar, (2005) *The World Trade Organization: A Very Short Introduction*, New York: Oxford University Press, pp. 22-98.

J. Goldstein, (2006) *International Relations*, New Delhi : Pearson, pp. 392-405 (MNC).

P. Hirst, G. Thompson and S. Bromley, (2009) *Globalization in Question*, Cambridge: Polity Press, pp. 68-100 (MNC)

##### Additional Readings:

G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 180-190.

F. Lechner and J. Boli (ed.), (2004) *The Globalization Reader*, London: Blackwell, pp. 236-239 (WTO).

D. Held et al, (1999) *Global Transformations: Politics, Economics and Culture*, California: Stanford

University Press, pp. 242-282 (MNC).

T.Cohn, (2009) *Global Political Economy*, New Delhi: Pearson, pp. 250-323 (MNC).

### **Cultural and Technological Dimension**

#### **Essential Readings:**

D. Held and A. McGrew (eds.), (2002) *Global Transformations Reader: Politics, Economics and Culture*, Cambridge: Polity Press, pp. 1-50; 84-91.

M. Steger, (2009) 'Globalization: A Contested Concept', in *Globalization: A Very Short Introduction*, London: Oxford University Press, pp. 1-16

A. Appadurai, (2000) 'Grassroots Globalization and the Research Imagination', in *Public Culture*, Vol. 12(1), pp. 1-19.

#### **Additional Reading:**

J. Beynon and D. Dunkerley, (eds.), (2012) *Globalization: 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. Ritze, (2010) *Globalization: A Basic Text*, Sussex: Wiley- Blackwell, pp. 487-504.

R. O'Brien et al. (2000) *Contesting Global Governance: Multilateral Economic Institutions and Global Social Movements*, Cambridge: Cambridge University Press, pp 1-23.

J. Fisher, (1998) *Non-Governments: NGOs and Political Development in the Third World*, Connecticut: Kumarian Press, pp. 1-37 (NGO).

#### **Additional Readings:**

G. Laxter and S. Halperin (eds.), (2003) *Global Civil Society and Its Limits*, New York: Palgrave, pp. 1-21.

A. Heywood, (2011) *Global Politics*, New York: Palgrave- McMillan, pp. 150-156 (NGO).

P. Willets, (2011) 'Trans-National Actors and International Organizations in Global Politics' in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 334-342. (NGO)

## **II. Contemporary Global Issues**

### **Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change Global Common Debate**

#### **Essential Readings:**

J. Volger, (2011) 'Environmental Issues', In J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics* New York: Oxford university Press, pp. 348-362.

A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 383-411

N. Carter, (2007) *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, pp. 13-81.

#### **Additional Readings:**

P. Bidwai, (2011) 'Durban: Road to Nowhere', in *Economic and Political Weekly*, Vol.46, No. 53, December, pp. 10-12

K. Shimko, (2005) *International Relations Perspectives and Controversies*, New York: Hughton-Mifflin, pp. 317-339.



**Proliferation Of Nuclear Weapons****Essential Readings:**

- D. Howlett, (2011) 'Nuclear Proliferation', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 384-397.
- P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy and Identity*, New delhi: Pearson, pp. 238-272.

**Additional Readings:**

- A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 264-281.

**International Terrorism : Non-State Actors and State Terrorism; Post 9/11 developments****Essential Readings:**

- P. Viotti and M. Kauppi, (2007) *International Relations*, New Delhi: Pearson, pp. 276-307.
- A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 282- 301.

**Additional Readings:**

- J. Kiras, (2011) 'Terrorism and Globalization', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 366-380
- A. Vanaik , (2007) *Masks Of Empire*, New Delhi: Tulika, pp. 103-128.

**Migration****Essential Readings:**

- G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley Blackwell, pp. 298-322.
- S. Castles, (2012) 'Global Migration', in B. Chimni and S. Mallavarapu (eds) *International Relations: Perspectives For the Global South*, New Delhi: Pearson, pp. 272-285.

**Human Security****Essential Readings:**

- A. Acharya, (2011) 'Human Security', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 480-493
- S. Tadjbakhsh and A. Chenoy, (2007) *Human Security*, London: Routledge, pp. 13-19; 123-127; 236-243.

**Additional Readings:**

- 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. Messener (eds.), (2010) *Power Shifts and Global Governance: Challenges from South and North*, London: Anthem Press.
- P. Dicken, (2007) *Global Shift: Mapping the Changing Contours of the World Economy*, New York: The Guilford Press.
- J. Close, (2001) 'The Global Shift: A quantum leap in human evolution', Available at <http://www.stir-global-shift.com/page22.php>, Accessed: 19.04.2013.

**+3 THIRD YEAR FIFTH SEMESTER**  
**Core Course - XI (C-11) - Political Science**

Time : 3 Hrs.  
 Crdit : 6

End Semester Theory : **80** Marks  
 Mid Semester Theory : **20** Marks

**5.1 Paper XI – Classical Political – Philosophy**  
**Antiquity, Interlude, Possessive Individualism**

**Unit – I**

Plato – Justice, Rule by Philosopher King, Communism, Ideal State, Critique of Democracy.

**Unit – II**

Aristotle – Origin and Nature of State, Citizenship, Slavery, Revolution.

**Unit – III**

Machiavelli -Renaissance, Ethics and Politics, State and Statecraft, Machiavelli as a modern thinker.

**Unit – IV**

Thomas Hobbes – Social Contract, Sovereignty (Leviathan) Individualism and Absolutism in Hobbes.

**Unit – V**

John Locke – Social Contract, Natural Rights and Concept of Property, State and Government, Liberalism.

**READING LIST**

**I. Text Interpretation**

**Essential Readings:**

T.Bal, (2004) 'History and Interpretation' in C. Kukathas and G.Gaus, (eds.) Handbook of Political Theory, London: Sage Publications Ltd. Pp. 18-30.

B.Constant, (1833) 'The Liberty of the Ancients Compared with that of the Moderns', in D.Boaz, (ed),(1997) The Libertarian Reader, New york: The Free Press.

Additional Readings:

J.Coleman, (2000) 'Introduction', in A History of Political Thought: From Ancient Greece to Early Christianity, Oxford :Blackwell Publishers, pp. 1-20.

Q.Skinner, (2010) 'Preface', in The Foundations of Modern Political Thought Volume I, Cambridge: Cambridge University Press pp. ix-xv.

**II. Antiquity:**

**Plato**

**Essential Readings:**

A.Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education, pp. 9-32.

R.Kraut, (1996) 'Introduction to the study of Plato', in R. Kraut (ed.) The Cambridge Companion to Plato. Cambridge: Cambridge University Press, pp. 1-50.

C.Reeve, (2009) 'Plato', in D. Boucher and P. Kelly,(eds) Political Thinkers: From Socrates to the Present, Oxford: Oxford University Press, pp.62-80

**Additional Readings:**

S.Okin, (1992) 'Philosopher Queens and Private Wives', in S.Okin Women in Western Political Thought, Princeton: Princeton University Press, pp. 28-50

R.Kraut, (1996) 'The Defence of justice in Plato's Republic'. In R.kraut (ed.) The Cambridge Companion to Plato. Cambridge: Cambridge University Press, pp.311- 337

T.Saunders, (1996) 'Plato's Later Political Thought', in R.Kraut (ed.) The Cambridge Companion to Plato. Cambridge: Cambridge University Press, pp. 464 -492.

**Aristotle****Essential Readings:**

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 53 -64.

T. Baruns, (2009) 'Aristotle', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 81 -99.

C. Taylor, (1995) 'Politics', in J. Barnes (ed.), *The Cambridge Companion to Aristotle*. Cambridge: Cambridge University Press, pp. 232 -258

**Additional Readings:**

J. Coleman, (2000) 'Aristotle'. In J. Coleman *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp. 120 – 186

D. Hutchinson, (1995) 'Ethics', in J. Barnes, (ed.), *The Cambridge Companion to Aristotle* Cambridge : Cambridge University Press, 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 Princess ',  
In *Machiavelli: A Very Short Introduction*, Oxford: Oxford University Press, pp. 23 -53

J. Femia, (2009) 'Machiavelli', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 163 184

**Additional Reading:**

Q. Skinner, (2000) 'The Theorist of Liberty', in *Machiavelli: A Very Short Introduction*. Oxford: Oxford University Press, 54 -87.

**IV. Possessive : Individualism Hobbes****Essential Readings:**

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections* . New Delhi: Pearson Education pp. 131 -157.

D. Baumgold, (2009) 'Hobbes', in D. Boucher and P. Kelly (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 189 -2006.

C. Macpherson (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 17 -29.

**Additional Readings:**

I. Hampsher – Monk, (2001) 'Thomas Hobbes', in *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers ,pp. 1-67.

A. Ryan, (1996) 'Hobbes political philosophy', in T. Sorell, (ed.) *Cambridge Companion to Hobbes*. Cambridge: Cambridge University Press, pp.208 -245.

**Locke****Essential Readings:**

A. Skoble and T. MACHAN, (2007) *Political Philosophy: Essential Selections* .New Delhi: Pearson Education, 181 -209.

J. Waldron, (2009) 'J. Locke', in D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 207 -224

C. Macpherson, (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke* .Oxford University Press, Ontario, pp. 194 -214

**Additional Readings:**

- R.Ashcraft , (1999) 'Locke's Political Philosophy ' , in V . Chapell (ed.) The Cambridge Companion To Locke , Cambridge .Cambridge University Press, pp.226 -251.  
 I.Hampsher-Monk, (2001) A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx , Oxford : Blackwell Publishers, pp. 69 -116

**+3 THIRD YEAR FIFTH SEMESTER**  
**Core Course - XII (C-12) - Political Science**

Time : 3 Hrs.  
 Crdit : 6

End Semester Theory : **80** Marks  
 Mid Semester Theory : **20** Marks

**5.2 Paper – XII : Indian Political Thought – I****Unit – I - Tradition of Pre –Colonial Indian Political Thought**

- (a) Brahmanic and Shramanic  
 (b) Islamic and Syncretic

**Unit – II**

- (a) Vedavyas (Shanti parva) : Rajadharma  
 (b) Manu : Social Laws

**Unit – III**

- (a) Kautilya : Theory of State  
 (b) Kautilya's Ideas on Relationship between Ethics and Politics

**Unit – IV**

- (a) Barani : Ideal Policy  
 (b) Abul Fazal : Monarchy

**Unit – V**

- (a) Agganna Sutta : Theory of Kingship  
 (b) Kabir : Syncreticism

**READING LIST****I. Tradition of Pre-modern Indian Political Thought:****Essential Reading:**

- 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 Publication, pp. 17-31.  
 A. Altekar, (1958) 'The Kingship', in State and Government in Ancient India, 3<sup>rd</sup> 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 of Governance', in The Mahabharata: An Inquiry in the Human Condition, Delhi: Orient Longman, pp. 418-464.

### III. Manu: Social Laws

#### Essential Readings:

- Manu, (2006) 'Rules for Times of Adversity', in P. Olivelle, (ed. & trans.) *Manu's Code of Law: A Critical Edition and Translation of the Manava- Dharmasastra*, New Delhi: OUP, pp. 208-213.
- V. Mehta, (1992) 'The Cosmic Vision: Manu', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 23-39.
- R. Sharma, (1991) 'Varna in Relation to Law and Politics (c 600 BC-AD 500)', in *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidass, pp. 233-251.
- P. Olivelle, (2006) 'Introduction', in *Manu's Code of Law: A Critical Edition and Translation of the Manava – Dharmasastra*, Delhi: Oxford University Press, pp. 3-50.

### IV. Kautilya: Theory of State

#### Essential Readings:

- Kautilya, (1997) 'The Elements of Sovereignty' in R. Kangle (ed. And trns.), *Arthasastra of Kautilya*, New Delhi: Motilal Publishers, pp. 511-514.
- V. Mehta, (1992) 'The Pragmatic Vision: Kautilya and His Successor', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 88-109.
- R. Kangle, (1997) *Arthasastra of Kautilya-Part-III: A Study*, Delhi: Motilal Banarsidass, rpt, pp. 116-142.

#### Additional Reading:

- J. Spellman, (1964) 'Principle of Statecraft', In *Political Theory of Ancient India: A Study Of Kingship from the Earliest time to 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 is Primary (An Annotated Translation from Pali)*, Delhi: Sahitya Academy, 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://ftp.buddhism.org/Publications/.../Voll1\\_03\\_Laksiri%20jayasriya.pdf](ftp://ftp.buddhism.org/Publications/.../Voll1_03_Laksiri%20jayasriya.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. Abdul Fazal: Monarchy

#### Essential Readings:

- A. Fazl, (1873) *The Ain-i-Akbari* (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47-57.
- V. Mehta, (1992) 'The Imperial Vision: Barni and Fazal', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 134-156.

#### Additional Readings:

- M. Alam, (2004) 'Sharia in Naserean Akhlaq', in *Languages of Political Islam in India 1200-1800*, Delhi: Permanent Black, pp. 46-69.

I. Habib, (1998) 'Two Indian Theorist of The State:Barani Abul Fazal', in Proceedings of the Indian History Congress. Patiala, pp. 15-39.

### VIII. Kabir: Syncreticism

#### Essential Readings:

Kabir. (2002) The Bijak of Kabir, (translated by L. Hess and S. Singh), Delhi: Oxford University Press, No. 30, 97, pp. 50-51 & 69-70.

V. Mehta, (1992) Foundation of Indian Political Thought, Delhi: Manohar, pp. 157-183.

G.Omvedt, (2008) 'Kabir and Ravidas, Envisioning Begumpura', in seeking Begumpura: The Social Vision of Anti Caste Intellectual, Delhi: Navayana, pp. 91-107.

#### Additional Reading:

1. L. Hess and S. Singh, (2002) 'Introduction', in The Bijak of Kabir, New Delhi: Oxford University Press, pp. 3-35.
2. Dr. R.C. Gupta: Indian Political Tradition  
Laxmi Narain Agarwal , Agra.
3. Dr. J.K. Mishra (ed) : Indian Political Thmkes. Ancient and Modern Sabda Loka, Bhubaneswar
4. Dr. B.C. Rout: Indian Political Tradition Panchashila , Bhubaneswar
5. Dr. G.C. Nayak: Indian Political Tradition Kalyani Publishers, Cuttack.

## +3 THIRD YEAR SIXTH SEMESTER Core Course - XIII (C-13) - Political Science

Time : 3 Hrs.

End Semester Theory : **80** Marks

Credit : 6

Mid Semester Theory : **20** Marks

### Modern Political Philosophy.

#### Romantic,Utilitarian,Liberal Socialist and Radicals

##### Unit –I

Jean Jacques Rousseau – Social Contract ,General Will, Sovereignty, Individualism and Absolutism in Rousseau.

##### Unit – II

Bentham – Principles of Utility, State and Government, Reforms, Contributions.

##### Unit – III

John Stuart Mill – Utilitarianism and its Modifications , Liberty , Representative Sovernment

##### Unit – IV

G.W.F. Hegel – Dialectics , State, Freedom, War, Contribution

##### Unit – V

Karl Marx – Dialectical Materialism, Historical Materialism, Classwar, Alienation, Dictatorship of Proletariat.

#### 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. 221-225.

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 Vindication and their Political Tradition' in C. Johnson, (ed.) *The Cambridge Companion to Mary Wollstonecraft*, Cambridge: Cambridge University Press, pp. 42-58.

S.Ferguson, (1999) 'The Radical Ideas of Mary Wollstonecraft', in *Canadian Journal of Political Science* XXXII (3), pp. 427-50, Available at <http://digitalcommons.ryerson.ca/politics>, Accessed: 19.04.2013.

### III. Liberal Socialist

#### **Essential Reading:**

H. Magid, (1987) 'John Stuart Mill', in L. Strauss and J. Cropsey, (eds), *History of Political Philosophy*, 2<sup>nd</sup> edition. Chicago: Chicago University Press, pp. 784-801.

P. Kelly, (2003) 'J.S. Mill on Liberty', in D. Boucher, and P. Kelly, (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.

### IV. Radicals

#### **Essential Readings:**

J. Cropsey, (1987) 'Karl Marx', in L. Strauss and J. Cropsey, (eds) *History of Political Philosophy*, 2<sup>nd</sup> Edition. Chicago: Chicago University Press, pp. 802-828.

L. Wilde, (2003) 'Early Marx', In D. Boucher and P. Kelly, P.(eds) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 404-435.

V. Bryson, (1992) 'Marxist Feminism in Russia' in *Feminist Political Theory*, London: Palgrave Macmillan, pp. 114-122

C. Sypnowich, (1993) 'Alexandra Kollontai and the Fate of Bolshevik Feminism' *Labour/Le Travail* Vol.32 (fall 1992) pp.287-295

A. Kollontai (1909), *The Social Basis of Woman Question*, Available at <http://www.marxist.org/archive/kollontai/1090/social-basis.htm>, Accessed: 19.04.2013

#### **Additional Reading:**

A. Bloom, (1987) 'Jean-Jacques Rousseau', in Strauss, L. And Cropsey, J. (eds.) *History of Political Philosophy*, 2<sup>nd</sup> 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: Strling Publishers.

G. Blakely and V. Bryson (2005) *Marx and other four letter Words*, London: Pluto

A. Skoble, and T. Machan, (2007) *Political Philosophy: Essential Seletions*, New Delhi: Pearson Education, pp. 286-327.

A. Kollontai, (1977) 'Social Democracy and the Women's Question', in *selected Writing of Alexander Kollontai Allison & Busby*, pp. 29-74.

A. Kollontai, (1977) 'Makes Way for Winged Eros: A Letter to the youth', in *selected Writings of Alexander Kollontai Allison & Busby*, pp. 201-292.

C. Porter, (1980) *Alexander Kollontai: The Lonely Struggle of the Woman who defied Lenin*, New York: Dutton Children's Books.

**+3 THIRD YEAR SIXTH SEMESTER**  
**Core Course - XIV (C-14) - Political Science**

Time : 3 Hrs.  
 Crdit : 6

End Semester Theory : **80** Marks  
 Mid Semester Theory : **20** Marks

**Indian Political Thought –II**

**Course Objective:** Based on the study of individual thinkers, the course introduces a wide span of Thinkers and themes that defines the modernity of Indian Political thought. The objective is to study General themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original texts are also given to discuss in the class. The list of additional readings is meant for teachers as well as the more interested students.

- Unit – I** (a) Rammohan Roy: Rights, Liberalism.  
 (b) Pandita Ramabai: Gender (Women’s Emancipation and Equality)
- Unit –II** (a) Vivekananda: Ideal Society (Elements)  
 (b) Tagore: Critique of Nationalism
- Unit –III** (a) Gandhi: Swaraj (Freedom and Self Rule)  
 (b) Savarkar: Hindutva (as a core element of Indian Nationalism)
- Unit – IV** (a) Ambedkar: Social Justice  
 (b) Iqbal : Community (Composite Nationalism and Islam)
- Unit – V** (a) Neheru: Secularism  
 (b) Lohia: Socialism

**Reading List**

**I. Introduction to Modern Indian Political Thought**

**Essential Readings:**

- V. Mehta and T. Pantham (eds.), (2006) ‘A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian Civilization’  
 Vol. 10, Part: 7, New Delhi: Sage Publications, pp. Xxvii – xxi.
- D. Dalton , (1982) ‘Continuity of Innovation’, in India Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi, Academic Press: Gurgaon, pp. 1-28.

**II. Rammohan Roy: Rights**

**Essential Readings:**

- R. Roy, (1991) ‘The Precepts of Jesus, the Guide to Peace and Happiness’, S. Hay, (ed.) Sources of Indian Traditio, Vol. Second Edition. New Delhi: Penguin, pp. 24 -29.
- C. Bayly, ‘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, 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 Raading:**

- S. Sarkar, (1985) ‘Rammohan Roy and the break with the Past’, in A Critique on colonial, Calcutta: Papyrus, pp. 1-17.



### III. Pandita Ramabai: Gender

#### **Essential Readings:**

P. Ramabai, (2000) 'Woman's Place in Religion and Society', in M. Kosambi (ed.), *Pandita Ramabai Through her Own Words: Selected Works*, New Delhi: Oxford University Press, pp. 150 -155.

M. Kosambai, (1988) 'Women's Emancipation and Equality: Pandita Ramabai's Contribution to Women's Cause', in *Economic and Political Weekly*, Vol. 23(44), pp. 38 -49.

#### **Additional Reading:**

U. Chakravarti, (2007) *Pandita Ramabai – A Life and a Time*, New Delhi: Critical Quest, pp. 1 -40.

G.Omvedt, (2008) 'Ramabai: Women in the Kingdom of God', in *Seeking Begumpura: The Social Vision of Anti Caste Intellectuals*, New Delhi: Navayana, pp. 205 -224.

### IV. Vivekananda: Ideal Society

#### **Essential Readings:**

S. Vivekananda, (2007) 'The Real and the Apparent Man', S. Bodhasarananda (ed.), *Selections from the Complete Works of Swami Vivekananda*, Kolkata: Advaita Ashrama, pp. 126 -129.

A. Sen, (2003) 'Swami Vivekananda on History and Society', in *Swami Vivekananda*, Delhi: Oxford University Press, pp. 62 -79.

H.Rustav, (1998) 'Swami Vivekananda and the Ideal Society', in W.Radice (ed.), *Swami Vivekananda and the Modernisation of Hinduism*, Delhi: Oxford University Press, pp. 264-280.

#### **Additional Reading:**

Raghuramaraju, (2007) 'Swami and Mahatma, Paradigms: State and Civil Society', in *Debates in Indian Philosophy: Classical, Colonial, and contemporary*, Delhi: Oxford University Press, pp.29-65.

### V. Gandhi: Swaraj

#### **Essential Reading:**

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 Academic Press, pp. 154-190.

#### **Additional Reading:**

R. Terchek, (2002) ' Gandhian Autonomy in Late Modern World', in A. Parel (ed.), *Gandhi, Freedom and Self Rule*. Delhi: Sage.

### VI. Ambedkar: Social Justice

#### **Essential Readings:**

B. Ambedkar, (1991) ' Constituent Assembly Debates', S. Hay (ed.), *Sources of Indian Tradition*, Vol. 2, Second Edition, New Delhi: Penguin, pp. 342-347.

V. Rodrigues, (2007) 'Good Society, Rights, Democracy Socialism', in S. Throat 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. Throat, and Aryana (eds.), *Ambedkar in Retrospect – Essays on Economics, Politics and society*, Jaipur: IIDS and Rawat Publications, pp. 121-142.

**Additional Reading:**

P. Chatterjee, (2005) 'Ambedkar and the Troubled Times of Citizenship', in V. Mehta and Th. Pantham (eds.), Political ideas in modern India: Thematic Explorations, New Delhi: sage, pp. 73-92.

**VII. Tagore : Critique of Nationalism****Essential Readings:**

R. Tagore, (1994) 'The Nation', S.Das (ed.), The English Writings of Rabindranath Tagore, Vol.3, New Delhi: Sahitya Akademi, pp. 548-551

R.Chakravarty , (1986) 'Tagore, Politics and Beyond ' , in Th. Panthamas and K.Deutsch (eds.), Political Thought in Modern India, New Delhi: Sage, pp. 177-191.

M. Radhakrishnan and Debasmita, (2003) 'Nationalism is a Great Menace : Tagore and Nationalism' in P. Hogan, colm and L. Pandit, (eds) Rabindranath Tagore : Universality and Traditon, London: Rosemont Publishing and Printings Corporation, pp. 29-39.

**Additional Reading:**

A.Nandy, (1994) 'Rabindranath Tagore & Politics of Self', in Illegitimacy of Nationalism, Delhi: Oxford University Press, pp. 1 -50

**VIII. Iqbal: Community****Essential Readings:**

M. Iqbal, (1991) 'Speeches and Statements', in S. Hay (ed.), Sources of Indian Tradition, Vol. 2, Second Edition, New Delhi: Penguin , pp. 218 -222.

A. Engineer, (1980) 'Iqbal's Reconstruction of Religious Thought in Islam', in Social Scientist, Vol.8 (8), pp. 52 -63.

Madani, (2005) Composite Nationalism and Islam, New Delhi: Manohar, pp. 66 -91.

**Additional Reading:**

L. Gordon-Polonskya, (1971) 'Ideology of Muslim Nationalism ' , in H. Malik (ed.), Iqbal: Poet-Philosopher of Pakistan, New York : Columbia University Press, pp. 108 -134.

**IX. Savarkar: Hindutva****Essential Readings:**

V. Savarkar, 'Hindutva is Different from Hinduism', available at <http://www.savarkar.org/en/hindutva/-essentials-hindutva/hindutva-different-hinduism>, Accessed: 19.04.2013

J. Sharma, (2003) Hindutva: Exploring the Idea of Hindu Nationalism , Delhi: Penguin, pp. 124 -172.

**Additional Reading:**

Dh. Keer, (1966) Veer Savarkar , Bombay: Popular Prakashan, pp. 223 – 250.

**X. Nehru: Secularism****Essential Readings:**

J. Nehru, (1991) 'Selected Works', in S. Hay (ed.), Sources Of Indian Tradition, Vol. 2, Second Edition, New Delhi: Penguin, pp. 317 – 319.

R. Pillai, (1986) 'Political thought of Jawaharlal Nehru', in Th. Pantham, and K. Deutsch (eds.), Political Thought in Modern India, New Delhi: Sage, pp. 260 -274.

B. Zachariah, (2004) Nehru, London: Routledge Historical Biographies, pp. 169 -213.

**Additional Reading:**

P. Chatterjee, (1986) 'The Moment of Arrival: Nehru and the Passive Revolution', In Nationalist Thought and the Colonial World: A Derivative Discourse? London: Zed Books, pp. 131-166

**XI. Lohia : Socialism****Essential Readings**

M. Anees and V. Dixit (eds.), (1984) Lohia: Many Faceted Personality, Rammanohar Lohia Smarak Smriti.

S. Sinha, (2010) 'Lohia's Socialism : An Underdog's perspective', in Economic and Political Weekly, Vol XIV (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.

**+3 THIRD YEAR FIFTH SEMESTER  
DSE - I - Political Science**

Time : 3 Hrs.

Credit : 6

End Semester Theory : **80** Marks

Mid Semester Theory : **20** Marks

**Human Rights in a Comparative Perspective****Unit-1**

1. Human Rights: Theory and Institutionalization

- (a) Understanding Human Rights: Three Generations of Rights
- (b) Institutionalization : Universal Declaration of Human Rights

**Unit-II**

Nature of Human Rights, Grounds of violation of Human Rights

**Unit-III**

Rights in National Constitution:

- a. India
- b. South Africa

**Unit-IV**

Issues

- (a) Torture: USA and India
- (b) Terrorism and insecurity of minorities : USA and India

**Unit-V**

Structural Violence

- (a) Caste and Race : South Africa and India.
- (b) Gender and Violence : India and Pakistan
- (c) Adivasis/ Aborigines and the land question : India and Australia

**Reading list:****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 Generation 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

### 3. Structural Conflicts

#### a. Caste and Race: South Africa and India

A. Pinto, (2001) 'UN conference against Racism : Is Caste Race?', in *Economic and Political weekly*, Vol. 36 (30)

D. O'Byrne, (2007) 'Apartheid', in *Human Rights : An Introduction*, Delhi : Pearson, pp. 241-262.

R. Wasserstorm, (2006), 'Racism, Sexism, and Preferential Treatment : An approach to the Topics', in R. Goodin and P. Pettit, *Contemporary Political Philosophy : an Anthology*, Oxford : Blackwell, pp- 549-574

R. Wolfrum, (1998) 'Discrimination, Xenophobia and Racism' in J. Symonides, *Human Rights: New Dimensions and Challenges*, Aldershot, Ashgate/UNESCO, pp. 181-198.

#### b. Gender and Violence : India and Pakistan:

##### *Essential Readings:*

A. Khan and R. Hussain, (2008), 'Violence Against Women in Pakistan : Perceptions and Experiences of Domestic Violence', *Asian Studies Review*, Vol. 32, pp. 239-253

K. Kannbiran (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.

## II. Issues

### a. Torture: USA and India

##### *Essential Readings :*

M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' *Universal Human Rights*, Vol. 1(4), pp. 25-55

J. Lokaneeta, (2011) 'Torture in the TV Show 24: Circulation of meanings'; 'Jurisprudence on Torture and Interrogations in India', in *Transnational Torture Law, Violence, and State Power in the United States and India*, Delhi: Orient Blackswan,

D. O'Byrne, (2007) 'Torture', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 164-197

**b. Surveillance and Censorship : China and India****Essential Readings:**

- D. O'Byrne, (2007) 'Censorship', in Human Rights : An Introduction, Delhi: Pearson, pp 106-138
- D. Lyon (2008) Surveillance Society, Talk for Festival del Diritto, Piacenza, Italia, September 28, pp. 1-7.
- Fu Hualing, (2012) 'Politicized Challenges Depoliticized Responses : Political Monitoring in China's Transition', 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.Ahmed, (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 THIRD YEAR FIFTH SEMESTER  
DSE - II - Political Science**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**India's Foreign Policy in a globalising world****Unit – I**

India's Foreign Policy : Determinants and Continuity and Change.

**Unit –II**

India's Relations with USA, USSR/ Russia.

**Unit –III**

India and Its Neighbour

- (a) India's Relations with China
- (b) India's Relation with Pakistan

**Unit – IV**

India in South Asia : Debating Regional Strategies

- (a) Problem areas in India's Neighbourhood Policy
- (b) India and Regional Security Interests
- (c) India and SAARC

**Unit – V**

India's Negotiating Style and Strategies : Trade, Environment and Security Regime

- (a) India and the World Trade Organisation
- (b) India's Foreign Policy on Climate Change from Rio till date.
- (c) The Evolution of India's Nuclear Policy.

### 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 *India Review*, Vol. 8 (1) pp. 4 -19.
- Ch. Ogden, (2011) 'International 'Aspirations' of a Rising Power', in David Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp. 3 -31
- W. Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, *Trusts with Democracy: Political Practice in South Asia*, Anthem Press: University Publishing Online.

##### **Additional Reading :**

- J. Bandopadhyaya, (1970) *The Making of India's Foreign Policy*, New Delhi: Allied Publishers.

#### II. India's Relations with the USA and USSR/Russia

##### **Essential Readings:**

- S. Mehrotra, (1990) 'Indo-Soviet Economic Relations: Geopolitical and Ideological Factors', in *India and the Soviet Union: Trade and Technology Transfer*, Cambridge University Press: Cambridge, pp. 8-28.
- R. Hathaway, (2003) 'The US-India Courtship : From Clinton to Bush', in S. Ganguly (ed.), *India as an Emerging Power*, Frank Cass: Portland.
- A. Singh , (1995) 'India's Relations with Russia and Central Asia', in *International Affairs*, Vol. 71 (1): 69 – 81.
- M. Zafar, (1984), 'Chapter 1', in *India and the Superpowers: India's Political Relations with the Superpowers in the 1970s*, Dhaka, University Press.

##### **Additional Readings:**

- H. Pant, (2008) 'The U.S.-India Entente: From Estrangement to Engagement', in H. Pant. *Contemporary Debates in Indian Foreign and Security Policy: India Negotiates Its Rise in the International System*, Palgrave Macmillan: London.
- D. Mistry, (2006) 'Diplomacy, Domestic Politics and the U.S.-India Nuclear Agreement', in *Asian Survey*, Vol. 675 -698.

#### III. India's Engagements with China

##### **Essential Readings:**

- H. Pant, (2011) 'India's Relations with China', in D. Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp. 233 – 242.
- A. Tellis and S. Mirski, (2013) 'Introduction', in A. Tellis and S. Mirski (eds.), *Crux of Asia : China, India and the Emerging Global Order* , Carnegie Endowment for International Peace: Washington.
- S. Raghavan, (2013) ' Stability in Southern Asia: India's Perspective ', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.

**Additional Reading:**

Li Li, (2013) 'Stability in Southern Asia: China's Perspective', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.

**IV. India in South Asia: Debating Regional Strategies****Essential Readings:**

S. Muni, (2003) 'Problem Areas in India's Neighbourhood Policy', in *Southern Asian Survey*, Vol. 10 (2), pp. 185 -196.

S. Cohen, (2002) *India: Emerging Power*, Brookings Institution Press. V. Sood, (2009) 'India and regional security interests', in Alyssa Ayres and C. Raja Mohan (eds.), *Power realignments in Asia: China, India, and the United States*, New Delhi: Sage.

**Additional Readings:**

M. Pardesi, (2005) 'Deducing India's Grand Strategy of Regional Hegemony from Historical and Conceptual Perspectives', IDSS Working Paper, 76, Available at <http://www.rsis.edu.sg/publications/WorkingPapers/WP76.pdf>, Accessed: 19.04.2013.

D. Scott, (2009) 'India's "Extended Neighbourhood" Concept: Power Projection for a Rising Power', in *India Review*, Vol. 8 (2), pp. 107 -143.

**V. India's Negotiating Style and Strategies: Trade, Environment and Security Regimes****Essential Readings:**

S. Cohen, (2002) 'The World View of India's Strategic Elite', in S. Cohen, *India: Emerging Power*, Brookings Institution Press, pp. 36 -65.

A. Narlikar, (2007) 'All that Glitters is not Gold: India's Rise to Power', in *Third World Quarterly*, Vol. 28 (5) pp.983 -996.

N. Dubash, (2012) 'The Politics of Climate Change in India: Narratives of Enquiry and Co-benefits', Working Paper, New Delhi: Centre for Policy Research.

N. Jayaprakash , (2000) 'Nuclear Disarmament and India', in *Economic and Political Weekly*, Vol. 35 (7), pp. 525 – 533.

**Additional Readings:**

P. Bidwai , (2005) 'A Deplorable Nuclear Bargain', in *Economic and Political Weekly*, Vol. 40 (31), pp. 3362 -3364.

A. Anant, (2011) 'India and International Terrorism', in D. Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp. 266 -277.

**VI. India in the Contemporary Multipolar World:****Essential Readings:**

R. Rajgopalan and V. Sahni (2008), 'India and the Great Powers: Strategic Imperatives, Normative Necessities', in *South Asian Survey*, Vol. 15 (1), pp. 5 -32. C. Mohan, (2013) 'Changing Global Order: India's Perspective', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.

A. Narlikar , (2006) 'Peculiar Chauvinism or Strategic Calculation? Explaining the Negotiating Strategy of a Rising India', in *International Affairs*, Vol. 82 (1), pp. 59 -76.

## +3 THIRD YEAR SIXTH SEMESTER DSE - III - Political Science

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : **80** Marks  
Mid Semester Theory : **20** Marks

### Women, Power and Politics

#### Unit-1

Patriarchy

- a) Sex-gender debate
- b) Public and Private Domain
- c) Power

#### Unit-II

Feminism

- a) meaning, origin and evolution of Feminism
- b) Family, community and State

#### Unit-III

Movements:

- a) History of women's movement in India
- b) Status of women in Indian Politics

#### Unit-IV

Issues: Violence against women : meaning, forms, causes and consequences, ending women's violence

#### Unit-V

Issues: Work and Labour

- a) Visible and Invisible work
- b) Reproductive and care work
- c) Sex work

### Reading List

#### I. Groundings

##### 1. Patriarchy

##### *Essential Readings:*

T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), Women Writing in India, New Delhi, Oxford University Press, pp. 221-234

U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon and J. Lokneeta (eds.)

Naarivaadi Rajneeti: Sangharsh evam Muddey, University of Delhi: Hindi Medium Implementation 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 Readings:**

N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi : Pearson, pp. 148-157.

**2. Feminism****Essential Readings**

B. Hooks, (2010) 'Feminism : A Movement to end Sexism', in C.Mc Cann and S.Kim (eds)

*The Feminist Reader: Local and Global Perspectives*, New York: Routledge, pp. 51-57

R. Delmar, (2005) 'What is Feminism', in W. Kolmar and F. Bartkowski (eds) *Feminist Theory : A Reader*, pp. 27-37

**3. Family, Community and State****a. Family****Essential Readings:**

R. Palriwala, (2008) 'Economic and Patriliney : Consumption and Authority within the Household' in M. John (ed) *Women's Studies in India*, New Delhi : Penguin, pp. 414-423.

**b. Community****Essential Reading:**

U. Chakravarti, (2003) *Gendering Caste Through a Feminist Lens*, Kolkata Stree, pp. 139-159.

**c. State****Essential Reading:**

C. Mackinnon, 'The Liberal State' From Towards a Feminist Theory of State, Available at <http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8>, Accessed: 19.04.2013

**Additional Readings**

K. Millet, (1968) *Sexual Politics*, Available at

<http://www.marxists.org/subject/women/authors/millett-kate/sexual-politics.htm>, Accessed: 19.04.2013

N. Menon (2008) 'Gender', in R.Bhargava and A. Acharya (eds), *Political Theory : An Introduction* New Delhi: Pearson, pp. 224-233

R. Hussain, (1988) 'Sultana's Dream', in *Sultana's Dream and Selections from the Secluded Ones*-translated by Roushan Jahan, New York : The Feminist Press

S. Ray 'Understanding Patriarchy', Available at

[http://www.du.ac.in/fileadmin/DU/Academics/course\\_material/hrge\\_06.pdf](http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf), Accessed: 19.04.2013

S.de Beauvoir (1997) *Second Sex*, London: Vintage

Saheli Women's Centre, (2007) *Talking Marriage, Caste and Community: Women's Voices from Within*, New Delhi: monograph

**II. Movements and Issues****1. History of Women's Movement in India****Essential Readings:**

1. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990', *Economic and Political Weekly*, 30 (29), pp 1869-1878

R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba South Asian Feminisms, Durham and London: Duke University Press, pp, 333-355

## 2. Violence Against Women

### **Essential Readings:**

N. Menon, (2004) 'Sexual Violence : Escaping the Body', in Recovering Subversion, New Delhi: Permanent Black, pp. 106-165

## 3. Work and Labour

### a. Visible and Invisible Work

#### **Essential Reading:**

P. Swaminathan, (2012) 'Introduction', in women and Work, Hyderabad: Orient Blackswan, pp. 1-17

### b. Reproductive and care work

#### **Essential Reading:**

J. Tronto, (1996) 'Care as a Political Concept' in N. Hirschmann and C. Stephano, Revisioning the political , Boulder: Westview Press, pp. 139-156

### c. Sex Work

#### **Essential Readings:**

Darbar Mahila Samanwaya Committee, Kolkata (2011) 'Why the so-called Immoral Traffic (Preventive) Act of India Should be Repealed', in P. Kotiswaran , Sex Work, New Delhi, Women Unlimited, pp. 251-241.

#### **Additional Readings:**

C. Zetkin, 'Proletarian Woman', Available at <http://readingfromtheleft.com/PDF/EngelsOrigin.pdf>, Accessed: 19.04.2013.

J. Ghosh, (2009) Never done and Poorly Paid: Women's Work in Globalising India, Delhi Women Unlimited

Justice Verma Committee Report, Available at <http://nlrd.org/womens-rights-initiative/justice-verma-committee-report-download-full-report>, Accessed: 19.04.2013

N. Gandhi and N. Shah, (1992) Issues at Stake-Theory and Practice in the Women's Movement, New Delhi : Kali for Women

V. Bryson, (1992) Feminist Political Theory, London : Palgrave-MacMillan, pp. 175-180; 196-200.

M. Miles, (1986) 'Colonisation and HouseWifisation', in Patriarchy and Accumulation on a World Scale London : Zed, pp. 74-111, Available at <http://caringlabor.wordpress.com/2010/12/29/maria-miles-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) 'Gender' in R. Bhargava and A. Acharya (eds) Political Theory : An Introduction, New Delhi: Pearson

R. Upadhyay and S. Upadhyay (eds) (2004) Aaj Ka Stree Andolan, Delhi: Shabd Sandhan.

S. Arya, N. Menon and J. Lokneeta (eds) (2001) Naarivaadi Rajneeti : Sangharsh Evam Muddey, University of Delhi : Hindi Medium Implementation Board.

**+3 THIRD YEAR SIXTH SEMESTER  
DSE - IV - Political Science  
PROJECT**

**Full Mark : 100**

**+3 SECOND YEAR THIRD SEMESTER  
GE - III - Political Science**

Time : 3 Hrs.

End Semester Theory : 80 Marks

Credit : 6

Mid Semester Theory : 20 Marks

**Indian Polity – B – I (Structure)**

**Unit – I**

Making of Indian Constitution :

- A) Constituent Assembly, Composition and Working.
- B) Gandhi and freedom struggle - Non-violence Satyagraha-Swadesh and Swaraj.

**Unit – II**

Essential features of Indian Constitution : Preamble, Amendment Procedure, Parliamentary Democracy, Federalism, Fundamental Rights and Duties, Directive Principles of State Policy.

**Unit – III**

Union Government: Prime Minister, Council of Ministers, Parliament and Supreme Court.

**Unit – IV**

State Government: Governor, Chief Minister, Council of Ministers, Legislative Council and Legislative Assembly High Court.

**Unit – V**

Local Government: Urban and Rural local Bodies.

**Books for Reference:**

- 1 . G. Austin – The Indian Constitution : Corner Stone of The Nation.
- 2 . D.D. Basu – An Introduction to the Constitution of India
- 3 . J.R. Siwarch – Dynamics of Indian Government and Politics
- 4 . R. Thakur – The Government and Politics of India.
- 5 . M.V. Paylee – An Introduction to Constitution of India.
- 6 . W.H. Morris Jones – Government and Politics in India.
- 7 . C.P. Bhambri – Politics in India
- 8 . J.C. Johavi – Indian Government and Politics
- 9 . K.K. Ghai – Indian Polity

**+3 SECOND YEAR FOURTH SEMESTER  
GE - IV**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : **80** Marks  
Mid Semester Theory : **20** Marks

**Indian Polity – B – II (Process)**

**Unit – I**

Executive Legislative Relationship at the Union Level. Judicial Review Judicial Activism.

**Unit – II**

Constitutional and Statutory Bodies: Election Commission, National Human Rights Commission.

**Unit – III**

Union State Relations – Legislative, Administrative and Financial, Trends of Federalism.

**Unit – IV**

Democracy at Work – Election, Political Parties, Coalition Politics

**Unit – V**

Emerging Issues and Movements: Caste, Religion, Gendre

a) Issues-

b) Movements - Tribe (Development Debate), Environment, Women (Political Participation & Empowerment)

**Books for Reference**

- 1 . B.H. Fadia – Indian Government and Politics.
  - 2 . K.S. Singh – The Tribal Situation in India
  - 3 . Susheela Kaushik – Women and Politics in India
  - 4 . Rajani Kothari – Caste and Politics in India
  - 5 . Joseph Benjamin – Scheduled Caste in Indian Politics & Society
  - 6 . D.D. Basu – An Introduction to the Constitution of India.
  - 7 . R. Thakur – The Government and Politics in India
  - 8 . V. Majumdar – The Status of Women in India
  - 9 . K.K. Ghai – Indian Polity.
-

# PSYCHOLOGY

## +3 FIRST YEAR FIRST SEMESTER

### Core Course - I (C-1)

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 50 Marks  
Mid Semester Theory : 20 Marks

## INTRODUCTORY PSYCHOLOGY

### Introduction:

The course is designed to give the student a basic understanding of the psychology of human behavior. The students will be given exposure to concepts, terminology, principles, and theories that comprise an introductory course in psychology.

### Learning Objectives:

- To help the students to know the sources and processes of development of modern scientific psychology.
- To help the students to develop a scientific temperament in studying and understanding human behavior

### Expected outcomes: Students will be able to

- Define the term psychology and demonstrate command of the basic terminology, concepts, and principles of the discipline.
- Gain knowledge of scientific methodology-the variety of ways in which psychological data are gathered and evaluated / interpreted.
- Identify and compare the major perspectives in psychology: Recognize how each approach views human thought and behavior.
- Understand the physiological and biochemical links of human behavior.

### UNIT -I Introducing Psychology

- i. Concept and definition of psychology, Roots of psychology, Psychology as a scientific discipline.
- ii. Key Perspectives in Psychology- Behavioral, Cognitive, Humanistic, Psychodynamic, and Socio cultural.

### UNIT -II Methods in Psychology

- i. Natural Observation, Survey and Case Study- Nature, advantages and limitations,
- ii. Experimental and Correlational methods-Nature, advantages and limitations.

### UNIT -III Biological Bases of Behavior - 1

- i. Structure and functions of the neurons, Neural Firing, Nerve Impulses, Synaptic Transmission
- ii. Central nervous system:- Anatomy and Function of: spinal cord, Brain Stem, Cerebellum and Reticular Formation, Anatomy and functions of Fore Brain: Thalamus, Hypothalamus, Limbic system, cerebrum, Lobes and Cerebral Localization.

### UNIT -IV Biological Bases of Behavior - 2

- i. Endocrine Glands: Types and Chemical regulation of endocrine glands, Role of neuro transmitters
- ii. Peripheral nervous System: Somatic Nervous System, Autonomic Nervous System; Structure and Function of sympathetic and parasympathetic Division

**UNIT -V States of Mind**

- i. Nature of consciousness; changes in consciousness- Sleep-wake-schedules.
- ii. Extended states of consciousness- Hypnosis, Meditation and Hallucinations.

**PRACTICAL  
CORE COURSE - I (LAB-1)**

Time : 3 Hours

Full Mark : 30 Marks

- I. **R.L. by Method of Limits:** Students are required to find out the R. L. of volar surface of the right arm of a subject by method of limits.
- II. **D.L. by Method of Limits:** Students are required to find out the D. L. of volar surface of the right arm of a subject by method of limits.

**Recommended Books :**

- Baron, R. A. (2002). Psychology (5<sup>th</sup> Edition), New Delhi: Pearson Education.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, O.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Feldman, R.S. (2004). Understanding Psychology (6<sup>th</sup> Edition), New Delhi, Tata-McGraw Hill.
- Gerrig, R.J. & Zimbardo, P.G. (2010). Psychology and Life (19<sup>th</sup> Ed.). Delhi: Allyn & Bacon.
- Hilgard & Atkinson- Introduction to Psychology (2003) 14<sup>th</sup> Edition, Thomson Learning Inc.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7<sup>th</sup> edition) Bombay: Tata-McGraw Hill.
- Morris, C. G. (1990). Psychology: An Introduction. New Delhi: Prentice Hall.
- Passer, M.W. & Smith, R.E. (2007). Psychology: The Science of Mind and Behaviour (3<sup>rd</sup> Ed.). New Delhi: Tata McGraw-Hill
- Zimbardo, P.G. & Weber, A.L. (1997 Ed.)- Psychology- New York, Harper Collins College Publishers

**+3 FIRST YEAR FIRST SEMESTER  
Core Course - II (C-2) - Psychology**

Time : 3 Hrs.

End Semester Theory : 50 Marks

Crdit : 6

Mid Semester Theory : 20 Marks

**BASIC DEVELOPMENTAL PROCESSES****Introduction:**

The course is designed to expose students to a basic understanding about the fundamental concerns of developmental psychology and provide examples of the following three dimensions of development: growth, differentiation, and orderly progression.

**Learning Objectives:**

- To help students gain some key ideas about human development and the perspectives to understand and explain such developments.

- To help the students to understand the significance of prenatal period for human development.
- To help the students to understand the developmental preparations of the childhood and the implications of developmental milestones for the normal human development.

**Expected outcomes: Students will be able to**

- Understand the nature, types, and principle of development.
- Understand the processes of formation of life and development during pre- and post-natal periods.
- Understand about the different aspects of preparation for future life.

**UNIT -I Basics of Development**

- Meaning, nature, and types of development; Principles of development; Factors influencing development
- Perspectives of development- Psychoanalytic; Mechanistic; Organismic; Humanistic

**UNIT -II Life in Formation**

- Fertilization, determination of sex, multiple birth
- Prenatal development- germinal stage, embryonic stage, fetal stage; Factors influencing prenatal development.

**UNIT -III Life in preparation - 1**

- Physical and motor developments during Childhood.
- Social and emotional developments during childhood, Piaget's stages of cognitive development.

**UNIT -IV Life in preparation - 2**

- Physical and motor developments during Adolescence, Physical motor & cognitive devt.
- Social and emotional developments during Adolescence, Kohlberg's stages of moral development.

**UNIT -V Life in Termination**

- Characteristics and developmental task of old age, Theories of Aging and Successful Aging, Changes in mental ability in old age.
- Adjustment to physical changes in old age, Hazards to personal and social adjustment in old age.

**PRACTICAL**

Time : 3 Hours

Full Mark : 30 Marks

- Locus of Control** : To assess the Locus of Control of college students by using Locus of Control Scale.
- Emotional Intelligence** : To measure the emotional intelligence of college students by using Emotional Intelligence Scale.
- Test of conservation** : To assess the conservation skill of two subjects. Age 6 yrs. - 11 yrs.

**Recommended Books:**

- Baron, R.A. (2002). Psychology (5th Edition), New Delhi, Pearson Education.
- Berk, L.E. (2010). Child Development (8th Ed.). New Delhi : Prentice Hall.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Hurlock, E. Developmental Psychology (1995). IV Edition. New Delhi: Tata McGraw Hill.
- Mohanty, N., Varadwaj, K. & Kishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

- Papalia, Diane E., Sally Wendos Olds (2006). Human Development. 9th Edition. New Delhi: Tata McGraw Hill.
- Santrock, J. W. (2008). Child Development (11th Ed.) New Delhi : Tata McGraw Hill.
- Sigleman, G.K. & Schaffer, D.R. (1995). Life-span Human Development, Brooks / Cole Publishing Co. Pacific Grove, California.

### **+3 FIRST YEAR SECOND SEMESTER Core Course - III (C-3) - Psychology**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : **50** Marks  
Mid Semester Theory : **20** Marks

## **BASIC PSYCHOLOGICAL PROCESSES**

### **Introduction:**

The course is designed to provide the student a basic understanding of the psychological processes from sensation to thought and communication. The student will be given exposure to the concepts, terminology, principles, and theories relating to each of the mental processes that constitute human psychology.

### **Learning Objectives:**

- To help the students to understand the mental processes to begin with sensation and perception up to how it results in thoughts and communication
- To help the students gather knowledge about the structural and functional dynamics of each of the mental processes and their interconnectedness.

### **Expected outcomes: Students will be able to**

- Understand the bases sensory actions and the processes of integration of sensory actions in creating and interpreting perceptual events.
- Gain knowledge of the important processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning outcomes.
- Understand the structural and functional properties of language and the way it helps thought, communication, problem solving and decision making through development of concepts, ideas, images, and so on.

### **UNIT I Sensation and Perception**

- Basics of sensation- Sensory receptors (eye and ear), transduction, sensory thresholds, and sensory adaptation,
- Nature of perceptual process- Figure and ground, Grouping (Gestalt laws), Perceptual constancies, and illusions, Perception of distance and depth.

### **UNIT -II Learning**

- Nature and principles of Classical conditioning, ii. Operant conditioning, and Observational learning.

### **UNIT -III Memory**

- The Atkinson and Shiffrin Model of Memory; Types of Memory- episodic, semantic and procedural ii. Causes of Forgetting- interference, repression, and amnesia

### **UNIT -IV Language and Communication**



- i. Properties and structure of language, Linguistic hierarchy, Language acquisition-predisposition, Nature of effective communication
- ii. Stages of language development; critical period controversy; speech error and its implications

#### **UNIT -V Thinking and Reasoning**

- i. Thinking process; concepts, categories and prototypes, Decision making and factors of influencing decision making.
- ii. Inductive and deductive reasoning; Problem solving approaches; Steps in problem solving.

### **PRACTICAL**

Time : 3 Hours

Full Mark : 30 Marks

#### **I. Learning Curve :**

To demonstrate the Learning Curve as a function of Learning trials using Non-sense Syllables.

#### **II. Serial Position Effect :**

To demonstrate the serial position effect on memory in learning a list of nonsense syllables.

#### **Recommended Books:**

- Baron, R. A. (2002). Psychology (5<sup>th</sup> Edition), New Delhi, Pearson Education.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Feldman, R.S. (2004). Understanding Psychology (6<sup>th</sup> Edition), New Delhi, Tata Me. Graw Hill.
- Gallotti, K.M.: Cognitive Psychology - In and Out of the Laboratory. 3<sup>rd</sup> Ed, Int. Thomson Pub. Co. Bangalore, 2004
- Gerrig, R.J. &Zimbardo, P.G. (2010). Psychology and Life (19<sup>th</sup> Ed.). Delhi: Allyn & Bacon.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J. (2008). Introduction to psychology (7<sup>th</sup> edition) Bombay: Tata-McGraw Hill.
- Morris, C. G. (1990). Psychology: An Introduction. New Delhi: Prentice Hall.
- Passer, M.W. & Smith, R.E. (2007). Psychology: The Science of Mind and Behavior (3<sup>rd</sup> Ed.). New Delhi: Tata McGraw-Hill
- Solso, R.L. (2000). Cognitive Psychology (6<sup>th</sup> Edition), USA, Allyn Bacon
- Zimbardo, P.G. & Weber, A.L. (1997 Ed.)- Psychology- New York, Harper Collins College Publishers

### **+3 FIRST YEAR SECOND SEMESTER Core Course - IV (C-4) - Psychology**

Time : 3 Hrs.

End Semester Theory : 50 Marks

Crdit : 6

Mid Semester Theory : 20 Marks

### **PROCESSES OF HUMAN EMPOWERMENT**

#### **Introduction:**

Human empowerment is ultimately an individual condition of gaining the power to control and modulate changes in one's own life those are considered important to one's identity and adjustment. The purpose

of the course is to introduce students to the basics of human empowerment and how the empowerment processes are strengthened and improved.

### Learning Objectives:

- To help students gain ideas about intelligence and personality as foundations of human empowerment
- To make students understand how motivation and emotion are empowering processes to human development
- To help students gain insight into human behavior as products of empowerment

### Expected outcomes: Students will be able to

- Know the structural components and functional dynamics of both intelligence and personality.
- Understand the significance of emotion and motivation in behavior management.
- Understand significant aspects of social behavior as resulting in happiness, well-being and personal growth.

### UNIT -I Basics of Empowerment

- i. Intelligence- Theories of Gardner, and Stern berg; Heredity, environment, and intelligence.
- ii. Measuring Intelligence: intelligence tests; Interpretation of test score, Cross-cultural issues in testing intelligence.

### UNIT -II Sources of Power-I

- i. Personality- Freud's theory, Humanistic theories, and Social cognitive theory
- ii. Personality-Trait and type approach, Biological and sociocultural determinants, Psychometric and projective assessment

### UNIT -III Sources of Power-II

- i. Motivation- Need Drive, Incentive, Intrinsic and Extrinsic Motivation ; Drive theory
- ii. Arousal theory, Expectancy theory, Maslow's need hierarchy

### UNIT -IV Sources of Power-III

- i. Emotion - Physiological changes during emotion ; Neurological basis of Emotion.
- ii. Theories of Emotion - James-Lange, Cannon-Bard, Schachter-Singer, and Opponent-Process theories

### UNIT -V Proving empowered

- i. Social behavior- Meaning of attribution and errors in attribution, Meaning of social cognition and processing of social information.
- ii. Positive Psychology-Scope and aims, Nature and characteristics of happiness, Subjective well-being and personal growth.

### PRACTICAL

Time : 3 Hours

Full Mark : 30 Marks

- I. **Eysenck's personality Inventory (EPI):** To assess the personality of the subject using Eysenck's personality Inventory.
- II. **Intelligence Test: To test the nonverbal intelligence of the subject using Raven's Standard Progressive Matrices.**

### Recommended Books:

- Baron, R. A. & Byrne, D. (2003). Social Psychology, 10<sup>th</sup> Edition, Prentice Hall

- Baron, R.A. (1995). Psychology- The Essential Science, Pearson Education Company of India Pvt. Ltd.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, O.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Gerrig, R.J. & Zimbardo, P.O. (2010). Psychology and Life (19th Ed.). Delhi: Allyn & Bacon
- Hilgard & Atkinson. Introduction to Psychology (2003). 14 Edition Thomson Learning Inc.
- Misra, G. (2009). Psychology in India, Vol 1: Basic Psychological Processes and Human Development. India: Pearson
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Sigelman, G.K. & Schaffer, D.R. (1995 Eds.) Lifespan Human Development, Brooks/ Cole Publishing Co. , Pacific Group
- Snyder, C.R. & Shane, J.L. (2005) Handbook of Positive Psychology: Oxford University Press.

### +3 FIRST YEAR FIRST SEMESTER GE - I - Psychology

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : **50** Marks  
Mid Semester Theory : **20** Marks

## INTRODUCTORY PSYCHOLOGY

### Introduction:

The course is designed to give the student a basic understanding of the psychology of human behavior. The students will be given exposure to concepts, terminology, principles, and theories that comprise an introductory course in psychology. **Learning Objectives:**

- To help the students to know the sources and processes of development of modern scientific psychology.
- To help the students to develop a scientific temperament in studying and understanding human behavior

### Expected outcomes: Students will be able to

- Define the term psychology and demonstrate command of the basic terminology, concepts, and principles of the discipline.
- Gain knowledge of scientific methodology-the variety of ways in which psychological data are gathered and evaluated / interpreted.
- Identify and compare the major perspectives in psychology: Recognize how each approach views human thought and behavior.
- Understand the physiological and biochemical links of human behavior.

### UNIT -I Introducing Psychology

- i. Concept and definition of psychology, Roots of psychology, Psychology as a scientific discipline.
- ii. Key Perspectives in Psychology- Behavioral, Cognitive, Humanistic, Psychodynamic, and Socio cultural.

### UNIT -II Methods in Psychology

- i. Natural Observation, Survey and Case Study- Nature, advantages and limitations. ii. Experimental and Correlational methods-Nature, advantages and limitations.

**UNIT -III Biological Bases of Behavior - 1**

- i. Structure and functions of the neurons, Neural Firing, Nerve Impulses, Synaptic Transmission.
- ii. Central nervous system:- Anatomy and Function of: spinal cord, Brain Stem, Cerebellum and Reticular Formation, Anatomy and functions of Fore Brain: Thalamus, Hypothalamus, Limbic system, cerebrum, Lobes.

**UNIT -IV Biological Bases of Behavior - 2**

- i. Endocrine Glands: Types and Chemical regulation of endocrine glands Role of neuro transmitter
- ii. Peripheral nervous System: Somatic Nervous System, Autonomic Nervous System; Structure and Function of sympathetic and parasympathetic Division

**UNIT -V States of Mind**

- i. Nature of consciousness ; changes in consciousness- Sleep-wake-schedules, ii. Extended states of consciousness- Hypnosis, Meditation and Hallucinations.

**PRACTICAL**

Time : 3 Hours

Full Mark : 30 Marks

- I. **Locus of Control:** To assess the Locus of Control of college students by using Locus of Control Scale
- II. **Emotional Intelligence:** To measure the emotional intelligence of college students by using Emotional Intelligence Scale.

**Recommended Books :**

- Baron, R. A. (2002). Psychology (5<sup>th</sup> Edition), New Delhi: Pearson Education.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Feldman, R.S. (2004). Understanding Psychology (6<sup>th</sup> Edition), New Delhi, Tata-McGraw Hill.
- Gerrig, R.J. & Zimbardo, P.G. (2010). Psychology and Life (19<sup>th</sup> Ed.). Delhi: Allyn & Bacon.
- Hilgard & Atkinson- Introduction to Psychology (2003) 14<sup>th</sup> Edition, Thomson Learning Inc.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7<sup>th</sup> edition) Bombay: Tata-McGraw Hill.
- Morris, C. G. (1990). Psychology: An Introduction. New Delhi: Prentice Hall.
- Passer, M.W. & Smith, R.E. (2007). Psychology: The Science of Mind and Behaviour (3<sup>rd</sup> Ed.). New Delhi: Tata McGraw-Hill
- Zimbardo, P.G. & Weber, A.L. (1997 Ed.)- Psychology- New York, Harper Collins College Publishers

## +3 FIRST YEAR SECOND SEMESTER GE - II - Psychology

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 50 Marks  
Mid Semester Theory : 20 Marks

### PSYCHOPATHOLOGY

#### Introduction:

**Psychopathology** refers to the study of mental illness. This course is designed to expose students to the key concepts in psychopathology as well as the major theories associated with the etiology and treatment of psychological disorders and disabilities. Students will be able to understand the distinction between normal and abnormal and the qualities that are used to differentiate what is typical versus atypical through citations of different disorders.

#### Learning Objectives:

- To help students define and understand the basic concepts underlying *psychopathology and the perspectives* which contributed to the development of modern psychopathology
- To help students understand the assessment techniques for identifying and classifying maladaptive behavior and mental disorders
- To guide students to gain specific knowledge about different types of mental disorders.

#### Expected outcomes: Students will be able to

- Understand the differences between normality and abnormality along with the perspectives explaining them.
- Know the importance and the use of assessment techniques in identifying different forms of maladaptive behavior.
- Learn the symptoms, causes and treatment of anxiety disorders, mood disorders and schizophrenia.

#### UNIT -I Basic of Pathology

- i. Concept of abnormality; Perspectives of abnormal behavior- Psychodynamic, Behavioral, Cognitive, Humanistic-Existential, and Sociocultural.
- ii. Classification of maladaptive behavior-DSM-IV; Assessment techniques- Self report Inventory, Projective tests.

#### UNIT -II Anxiety Disorder

- i. Symptoms, causes and treatment of Generalized anxiety disorder, Phobic disorder
- ii. Obsessive-Compulsive disorder, Dissociative Disorder<sup>^</sup>.

#### UNIT -III Personality disorders

- i. Paranoid, Schizoid, Impulsive
- ii. Borderline, Anxious, Avoidance, Dependent personality

#### UNIT -IV Psychotic Disorder

- i. Characteristics, Major subtypes, Causes and treatment of Schizophrenia
- ii. Mood disorder - Characteristics, Types, Causes and Treatment of Mood disorder.

#### UNIT-V Therapies

- i. Psychodynamic and Non directive
  - ii. Cognitive Behavior therapy.
-

### PRACTICAL

Time : 3 Hours

Full Mark : 30 Marks

**I. Type A/Type B Personality:** Assessment of Type A / Type B personality of subject.

**II. State Trait Anxiety:** Assessment of State trait anxiety of subject.

**Recommended Books:**

- Ahuja N. (2011). A Short Textbook of Psychiatry (7th Ed). New Delhi: Jaypee
- Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.).Wadsworth: New York.
- Baron, R.A. (1995 Edition)-Psychology- The Essential Science, Pearson Education Company of India Pvt. Ltd.
- Carson R.C., Butcher J.N., Mineka, S., & Hooley J.M. (2007). Abnormal Psychology (13th Ed.).ND: Pearson Education.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, O.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Irwin G. Sarason, Barbara Sarason (2005). Abnormal Psychology. New Delhi: Prentice Hall Publication
- James C. Coleman (1981). Abnormal Psychology and Modern Life. D.B. Taraporevala with Scott, Foresman and Company, Mumbai
- Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.).NY: John Wiley
- Mohanty, N. (2008). Psychological Disorders: Text and Cases. New Delhi: Neelkamal Publications Pvt. Ltd.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

### +3 SECOND YEAR THIRD SEMESTER Core Course - V (C-5) - Psychology

Time : 3 Hrs.

End Semester Theory : 50 Marks

Credit : 6

Mid Semester Theory : 20 Marks

### PSYCHOLOGICAL STATISTICS

**Introduction:**

The course is designed to equip students with knowledge in the fundamentals of statistics and research methods so that they understand the application of statistics to different research problem in psychology.

**Learning Objectives:**

- To help students develop knowledge and understanding of the application of statistics within Psychology.
- To help students develop Critical Thinking for application of appropriate statistical analysis in Psychological research.

**Expected outcomes: Students will be able to**

- The nature Psychological variables and how to measure them with appropriate scale.
- The processes of describing and reporting statistical data.
- The methods of drawing inferences and conclusions for hypothesis testing by using appropriate statistical analysis.

**UNIT -I Fundamentals of statistics**

- i. Meaning and scope of statistics, Nature of variables- Categorical and Continuous, Levels of Measurement- Nominal, Ordinal, Interval, and Ratio
- ii. Drawing frequency distribution; Graphical representation of grouped data-Polygon, Histogram, Ogive

**UNIT -II Measures of Statistics**

- i. Measures of Central Tendency- Characteristics of mean, median and mode; Computation of mean, median, and mode
- ii. Measures of Variability- Concept of variability, computation of semi-inter quartile ranges, Standard deviation and variance.
- iii. Percentile & Percentile Rank, Percentile Curve

**UNIT -III Sources and Applications**

- i. Concept of Probability; Characteristics of Normal Probability curve, Applications of NPC, Deviation from NPC- Skewness and Kurtosis
- ii. Concept of correlation, Product-moment correlation (ungrouped data), Rank order correlation

**UNIT -IV Hypothesis Testing**

- i. Steps in Hypothesis testing, Computation of 't' for independent and dependent samples.
- ii. Purpose and assumptions of ANOVA; One-way ANOVA

**UNIT -V Non parametric Statistics**

- i. Assumption of parametric statistic test and Non parametric statistic test chisquare.
- ii. Kruskal-Wallis H test; The Mann-Whitney U test.

**PRACTICAL**

Time : 3 Hours

Full Mark : 30 Marks

- I. R. L. by Method of Constant Stimuli : To find out the R. L. of the subject for 2 point tactual sensation by the method of constant stimuli.
- II. **D.L. by Method of Constant Stimuli:** To find out the D.L. for lifted weight of your subject by method of constant stimuli

**Recommended Books:**

- Aron, A., Aron, E.N., & Coups, E.I. (2007). Statistics for Psychology. (4th Ed.) India: Pearson Education, Prentice Hall.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Ferguson, G.A. & Takane, Y. (1989~). Statistical Analysis in Psychology & Education, Tata McGraw Hill Publishing Company, New Delhi
- Garrett, Howell, DC, Fundamental Statistics for the behavioural Sciences (7th Edition) E. & Woodworth, R.S. (1985). Psychology in Statistics and Education, Vakils, Feffer & Simons Ltd. Mumbai
- Mangal, S.K: (2002) Statistics in Psychology and Education. (2<sup>nd</sup> ed). New Delhi: Prentice - Hall of India.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Siegal, S. (1994). Nonparametric Statistics. McGraw Hill, New Delhi

- Singh, A.K. (1986). Tests, Measurements, & Research Methods in Behavioral Sciences, Tata McGraw Hill Publishing Company, New Delhi
- Wallnall, G. Statistics for Behavioral Sciences
- Broota, K. D. Experimental Design in Behavioural Research.
- Mohsin. S. M. (1998) Experiments in psychology Jainendra Prakasan, Delhi.
- Howell, D.C., Fundamental Statistics for the behavioural sciences, 7th Edition

### **+3 SECOND YEAR THIRD SEMESTER Core Course - VI (C-6) - Psychology**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : **50** Marks  
Mid Semester Theory : **20** Marks

#### **SOCIAL PSYCHOLOGY**

##### **Introduction:**

Social psychology is the scientific study of the nature and causes of human behavior in a social context. This course is designed to introduce the students to the field of social psychology, to explain how social psychologists think about and study human behavior; to introduce the body of knowledge and underlying principles that currently exist in the field and to encourage reflection about the implications of social psychology for the situations we encounter in everyday life.

##### **Learning Objectives:**

- To help students develop awareness of the concepts, problems and issues in the discipline of social psychology.
- To make students understand the individuals and groups in respect to patterns of social behavior and attitudes.
- To help students gain insight into the dynamics of intergroup relationships, conflict, prejudice and cooperation.

##### **Expected outcomes: Students will be able to**

- Know the scope of studying social psychology and the methods to gather data in the social context to explain them.
- Understand the significance of social cognition, attitudes, stereotypes and prejudices in explaining human behavior in the social contexts.
- Understand the significant aspects group behavior and social influence that constitute the core of human relationships.

##### **UNIT -I Introduction**

- i. Working definition & scope of social Psychology; Methods of social Psychology-Systematic observation, correlational and Experimental.
- ii. Social Cognition- Perceive ourselves: Self concept :- Meaning & development of self concept, strategies to maintain positive selfconcept, Self Esteem : - Types and influence of self esteem on behaviour. Perceiving others:- Impression formation and Management.

##### **UNIT -II Attitude**

- i. Attitudes- Nature, characteristics of attitude; Attitude formation.
- ii. Change of attitude, measurement of attitude: Scale - Method of equal appearing intervals, Method of summated rating, Social distance scale, Cumulative Scale method.



**UNIT -III Prejudice and Stereotypes**

- i. Prejudice: Meaning, Nature and components of prejudice, Acquisition of prejudice, Reduction of prejudice .
- ii. Stereotypes: Meaning, Nature, Definition, causes development change and functions of Stereotypes.

**UNIT -IV Group and Leadership**

- i. Group- Group structure and function, Task performance: Social facilitation, Social loafing; Conformity, Obedience and social modeling; Group cohesiveness.
- ii. Leadership- Definitions and functions, Trait and Behavioural approaches to leadership; Leadership effectiveness, The charismatic leadership

**UNIT -V Social Behaviour**

- i. Prosocial behavior-Cooperation and helping, personal, situational and socio-cultural determinants, Step in decision making of pro social behaviour
- ii. Aggression- Theoretical perspectives: Instinct, Drive Modern approaches, Situational, social and personal determinants of aggression, prevention and control of aggression.

**PRACTICAL**

Time : 3 Hours

Full Mark : 30 Marks

- I. Ethical values : To assess the ethical values of five adolescents by using Donelson's Ethical position Questionair and place them in Quadrant.
- I. Attitude towards Women. To measure the attitude of three boys and three girls towards Women by using Attitude towards Women scale.

**Recommended Books:**

- Baron R.: A & Byrne. :D. (2003). Social Psychology! 10<sup>th</sup> Edition:, Prentice Hall
- Baron. R.A.: Byrne, D. & Bhardwaj. G (2010).Social Psychology (12th Ed).New Delhi: Pearson
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about. Yourself and Others. Panchasila, Bhubaneswar
- Developments (ICSSR survey of advances in research). New Delhi: Pearson.
- Misra, G. (1990) .Applied Social Psychology. New Delhi: Sage.
- Misra, G. (2009). Psychology in India, Volume 4: Theoretical and Methodological
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Myers, David G. (2002). Social Psychology. 7<sup>th</sup> Edition, McGraw Hill Book Co.
- Taylor,S.E., Peplau,L.A. & Sears, D.O. (2006). Social Psychology(12th Ed). New Delhi: Pearson
- Mohanty G. Social Psychology, 4th Edition.
- Sanderson, Catherine A. (2011). Social Psychology !
- Shaffer. David R., Social and Personality development, 6th edition.

## +3 SECOND YEAR THIRD SEMESTER Core Course - VII (C-7) - Psychology

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : **50** Marks  
Mid Semester Theory : **20** Marks

### ENVIRONMENTAL PSYCHOLOGY

#### Introduction:

- Environmental psychology is an interdisciplinary field focused on the interplay between individuals and their surroundings. The field defines the term environment broadly, encompassing natural environments, social settings, built environments, learning environments, and informational environments. The course is designed to introduce to the students about all these aspects of environment.

#### Learning Objectives:

- To highlight the simultaneous mutual interaction of environment and behavior.
- To delineate psychological approaches to the study of environment.
- To discuss the impact of ecological degradation and the need for enhanced awareness programs.  
Expected outcomes: Students will be able to
- understand the interactional relationships between environment and behavior.
- understand the problems occurring to ecology and environment at the present time.
- understand different psychological approaches to the study of man-environment relationship.

#### UNIT -I Environment and Behaviour

- i. Earth as a living system: The Gaia hypothesis, Deep ecology; Man-environment relationship- physical, social, cultural, orientation and product.
- ii. Effects of Environment on behavior: Noise pollution, Air pollution, Crowding and population explosion

#### UNIT -II Ecology

- i. Human behavior Environmental Problems: Global warming, Greenhouse effect, energy depletion.
- ii. Pro-environment behavior- Environmental orientation, attitude and behavior for Conservation, protection and development of positive human environment.

#### UNIT -III Ecosystem and Development

- i. Ecosystem and their components; Sustainable development.
- ii. Resource use: Common property resources. Ecology: Acculturation and psychological adaptation.

#### UNIT -IV Psychological Approaches to Environment

- i. Field theory approach; Eco-cultural Psychology (Berry); Biosocial Psychology (Dawson);.
- ii. Person environment transaction (Sokols&Ittelson); Ecological Psychology (Barker); Ecological system approach (Bronfenbrenner)

#### UNIT -V Environmental Assessment

- i. Soclo-psychological dimensions of environmental impact; Environmental deprivation- nature and consequences.
- ii. Creating environmental awareness; Social movements- Chipko, Tehri, Narmada.

**PRACTICAL**

Time : 3 Hours

Full Mark : 30 Marks

- I. To assess the environmental literacy of 4 college students using Donelson environment literacy questionnaire
- II. To assess the environmental attitude and sensitivity of 4 college students using Bob Simpson's Environment awareness questionnaire.

**Recommended Books:**

- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Dreze, Land Sen, A. (1992). Indian Development. Delhi: Oxford University Press.
- Gadgil, M. and Guha. R. (1995). Ecology and Equity. New Delhi, Penguin Books
- Goldsmith, E. (1991)~ The way: The ecological World View. Boston: Shambhala
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

**+3 SECOND YEAR FOURTH SEMESTER  
Core Course - VIII (C-8) - Psychology**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 50 Marks  
Mid Semester Theory : 20 Marks

**PSYCHOPATHOLOGY****Introduction:**

Psychopathology refers to the study of mental illness. This course is designed to expose students to the key concepts in psychopathology as well as the major theories associated with the etiology and treatment of psychological disorders and disabilities. Students will be able to understand the distinction between normal and abnormal and the qualities that are used to differentiate what is typical versus atypical through citations of different disorders.

**Learning Objectives:**

- To help students define and understand the basic concepts underlying *psychopathology and the perspectives* which contributed to the development of modern psychopathology
- To help students understand the assessment techniques for identifying and classifying maladaptive behavior and mental disorders
- To guide students to gain specific knowledge about different types of mental disorders.

**Expected outcomes: Students will be able to**

- Understand the differences between normality and abnormality along with the perspectives explaining them.
- Know the importance and the use of assessment techniques in identifying different forms of maladaptive behavior.
- Learn the symptoms, causes and treatment of anxiety disorders, mood disorders and schizophrenia.

**UNIT -I Basic of Pathology**

- i. Concept of abnormality; Perspectives of abnormal behavior- Psychodynamic, Behavioral,

Cognitive, Humanistic-Existential, and Sociocultural.

- ii. Classification of maladaptive behavior-DSM-IV; Assessment techniques- Self report Inventory, Projective tests, Clinical interview.

#### **UNIT -II Anxiety Disorder**

- i. Symptoms, causes and treatment of Generalized anxiety disorder, Phobic disorder, Obsessive-Compulsive disorder
- ii. Dissociative Disorders, Somatoform on Disorders.

#### **UNIT -III. Personality disorders**

- i. Paranoid, Schizoid, Narcisctic, Obsessive Compulsive
- ii. Borderline, Avoidance, Dependent personality

#### **UNIT -IV Psychotic Disorder**

- i. Characteristics, Major subtypes, Causes and treatment of Schizophrenia
- ii. Characteristics, Types, Causes and treatment of Mood disorder

#### **UNIT -V Therapies**

- i. Psychodynamic and Non directive.
- ii. Behavior Therapy, Cognitive Behavior therapy.

### PRACTICAL

Time : 3 Hours

Full Mark : 30 Marks

- I. Type A & Type B Personality: Assessment of Type A / Type B personality of subject.
- II. State Trait Anxiety: Assessment of State trait anxiety of subject.
- III. Mental Depression Scale: Assessment of mental depression of a subject by using Mental Depression scale.

#### **Recommended Books:**

- Ahuja N. (2011). A Short Textbook of Psychiatry (7th Ed). New Delhi: laypee
- Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.).Wadsworth: New York.
- Baron, R.A. (1995 Edition)-Psychology- The Essential Science, Pearson Education Company of India Pvt. Ltd.
- Carson R.C., Butcher IN., Mineka, S., & Hooley 1.M. (2007). Abnormal Psychology (13th Ed.).ND: Pearson Education.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Iena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Irwin G. Sarason, Barbara Sarason (2005). Abnormal Psychology. New Delhi: Prentice Hall Publication
- James C. Coleman (1981). Abnormal Psychology and Modem Life. D.B. Taraporevala with Scott, Foresman and Company, Mumbai
- Kring,A.M.,Johnson,S.L.,Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.).NY: John Wiley .

- Mohanty, N. (2008). Psychological Disorders: Text and Cases. New Delhi: Neelkamal Publications Pvt. Ltd.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

### **+3 SECOND YEAR FOURTH SEMESTER Core Course - IX (C-9) - Psychology**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 50 Marks  
Mid Semester Theory : 20 Marks

#### **EDUCATIONAL PSYCHOLOGY**

##### **Introduction:**

This course provides an introduction to concepts, theories, and research in educational psychology. The topics covered include cognitive development during the school years, classroom management, instructional approaches, motivation, assessment, and individual differences.

##### **Learning Objectives:**

- To provide students with an overview of the purposes and uses of educational psychology.
- To help students understand human development focusing mainly on the years of formal education including those with ability differences
- To make students understand the ways that educators motivate their students to learn and strive for excellence
- To make students explore the ways that educators manage learning environments to maximize learning and social cohesion Expected outcomes: Students will be able to
- Define educational psychology and give examples of the different topics educational psychologists study.
- Describe the developmental issues faced by school age children.
- Describe the challenges presented by children with ability differences.
- Explain the role of motivation on learning and classroom behavior.
- Describe classroom management techniques.
- Identify commonly used standardized tests, their strengths and limitations, and use in school settings.

##### **UNIT -I Foundations of Educational Psychology**

- i. Concepts and principles of educational psychology, The teaching-learning process, Goals of teaching and objectives for learning
- ii. Theories of cognitive development-Bruner and Vygotsky

##### **UNIT -II Motivation and Classroom Management**

- i. Meaning of motivation, Intrinsic and extrinsic motivation, Approaches to understand classroom motivation, Motivational techniques in classroom teaching
- ii. The goals of classroom management, Creating a positive learning environment, Characteristics of an effective teacher, Teacher expectation and students' performance.

##### **UNIT -III Creativity**

- i. Nature and characteristics of creativity; Theories of creativity.
-

- ii. Fostering creativity among children; Test of Creativity.

#### UNIT -IV Aptitude

- i. Nature and characteristics of aptitude; Types of aptitude.
- ii. Measurement of aptitude; Utility of aptitude tests

#### UNIT -V Dealing with ability differences and Testing

- i. Teaching children with mental retardation, learning disability and attention deficit Hyperactive disorder.
- ii. Characteristics Types of standardized tests- Achievement test, and aptitude tests, Advantages and limitations of standardized test.

### PRACTICAL

Time : 3 Hours

Full Mark : 30 Marks

- I. Academic Behavior: To assess the academic attitude and behavior of college students by using Academic Behavior Scale
- II. Academic Stress: To assess the academic stress of two higher Secondary students using Academic Stress Scale.
- III. Creativity: To assess creativity two of primary students.

#### Recommended Books:

- Agrawal, J.C. (2009). Essentials of Educational Psychology (2<sup>nd</sup>Edn.) Vikas Publishing House, New Delhi
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Gage, N. L., & Berliner, D. C. (2009) *Educational psychology* (5th ed.). Boston, MA: Houghton Mifflin.
- Mangal, S.K. (2013). 'Advanced Educational Psychology (2<sup>nd</sup>Edn.) PHI Learning Pvt. Ltd., New Delhi
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Slavin, Robert E. (2012). Educational Psychology: Theory and Practice. Delhi, Pearson,
- Woolfolk, A.E. (2004). Educational Psychology (9<sup>th</sup> Ed.), Allyn & Bacon, London / Boston

### +3 SECOND YEAR FOURTH SEMESTER Core Course - X (C-10) - Psychology

Time : 3 Hrs.

Credit : 6

End Semester Theory : 50 Marks

Mid Semester Theory : 20 Marks

#### PSYCHOLOGICAL ASSESSMENT

#### Introduction:

The course is designed to expose students to a basic understanding about approaches to psychological assessment and develop skill in the administration and interpretation of psychological tests.

#### Learning Objectives:

- To train students in various psychological assessment techniques.

- To impart skills necessary for selecting and applying different tests for different purposes such as evaluation, training, rehabilitation etc.

**Expected outcomes: Students will be able to**

- Understand the basic facts about psychological assessment.
- Understand the processes of test construction and standardization.
- Understand about the assessment of different types of skills and abilities.

**UNIT -I Introduction**

- Nature and Scope of human assessment; Parameters of assessment.
- Psychological scaling, Methods of scaling.

**UNIT -II Psychological Test - I**

- Principles of test construction.
- Types of psychological tests- Individual, group, performance, verbal, nonverbal.

**UNIT -III Psychological Test - II**

- Reliability: Meaning and methods of Reliability.
- Validity: Meaning and types of validity.

**UNIT -IV Assessment of Ability**

- Assessment of general abilities- Intelligence, interest, interpersonal interaction.
- Assessment of personality- Use of self report inventories, interview, projective and non-projective tests.

**UNIT -V Classroom Assessment**

- Classroom as assessment context, Traditional tests, Alternative assessment.
- Grading and reporting of performance, Computer and assessment

**PRACTICAL**

Time : 3 Hours

Full Mark : 30 Marks

- Empathy: To assess the empathy behavior of Five college students using Spreng's Empathy questionnaire.
- Bhatia's Nonverbal Performance Test of Intelligence : To Measure the Intelligence of college students by using Bhatia Nonverbal performance Test of Intelligence.

**Recommended Books:**

- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Anastasi, Anne (1998), Psychological Testing (7th Edition). Easter Economy Edition
- Kaplan, Robert M. (2011) Psychological Testing & Assessment.
- Gregory, Robert J (2005), Psychological Testing (4th Edition)
- Anastasi, Anne (1998), Psychological Testing (7th Edition), Easter Economy Edition.
- Kaplan, Robert M., (2011) Psychological Testing & Assessment.
- Gregory, Robert. J, (2005), Psychological Testing (4th Edition).

## +3 THIRD YEAR FIFTH SEMESTER Core Course - XI (C-11) - Psychology

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : **50** Marks  
Mid Semester Theory : **20** Marks

### ORGANIZATIONAL BEHAVIOUR

#### Introduction:

The course provides an overview of the main fields of organizational and personnel psychology. It focuses on topics such as organizational system; work behavior, attitudes and motivation as related to organizational set up; management of power and politics in the organizations; and finally development and evaluation of human resources for sustainable growth of an organizations.

#### Learning Objectives:

- To help students able to understand the structure, functions, and designs of different organizations.
- To make students understand the theories of group decision making and leadership function's in different organizations.
- To make students understand the theories of work motivation and related issues of power and politics in the organizational set up.
- To help students demonstrate professional skills in the evaluation, management, and development of human resources in the organizations.

#### Expected outcomes: Students will be able to

- Understand different concepts and dynamics related to organizational system, behavior, and management.
- Identify steps managers can take to motivate employees in the perspectives of the theories of work motivation.
- Understand the tricks of power and politics management in the organizations.
- Understand significance of human resource development, evaluation and management for the interest and benefit of the organization.

#### UNIT -I Historical context of organizational Behaviour

- i. Contributions of Taylor, Weber and Fayoll; Challenges, Scope and opportunities for OB.
- ii. OB perspectives-Open system approach, Human relations perspective, Socio-technical approach.

#### UNIT -II Organization System

- i. Structure and functions of organization, Common organizational designs, Management roles, functions and skills.
- ii. Group decision making processes in organizations, Organizational leadership and types of leadership in organizations.

#### UNIT -III Theories of Work Motivation

- i. Early theories of Motivation- Maslow's Hierarchy of Needs Theory, Theory of 'X', Theory of 'Y' and Two-Factor Theory.
- ii. Contemporary theories of work motivation- ERG theory, McClelland's theory of needs, Goal-setting theory, Reinforcement theory.

#### UNIT -IV Power and Politics

- i. Defining power in organization, Bases of power, Power tactics.
- ii. Nature of organizational politics, Impression management, and defensive behavior.



**UNIT -V Human resource development and Evaluation**

- i. Human Skills and Abilities, Selection Practices for Optimal Use of Human Resources; Training Programs for the Development of Human Resources.
- ii. Performance Evaluation- Purpose, Methods, Potential Problems and methods to overcome them.

**PRACTICAL**

Time : 3 Hours

Full Mark : 30 Marks

- I. **Leadership Style:** To measure his basic leadership style of 4coUege students by using Greenberg Basic Leadership Style scale.
- II. **Conflict-Handling:** To measure the conflict-handling style of 4 college students by using Rahim's scale to identify their conflict handling style.

**Recommended Books:**

- Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.
- Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.
- Mohanty, N., Varadwaj, K. & Mishra, H.C: (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Pareek, U.(2010). Understanding organizational behaviour. Oxford: Oxford University Press.
- Robbins, S.P.; Timothy, A.J. &Vohra, N. (2012). Organizational Behavior, 15th Edn. Pearson Education: New Delhi
- Schultz, D. and Schultz, S.E. (2004). Psychology and Work Today. Delhi: Pearson Inc.
- Singh, K. (2010). Organizational Behaviour: Texts & Cases. India: Dorling Kindersley.
- K,Aswathapa, Organisational Behaviour
- Shashi K. Gupta, Rosy Joshi, Organisational Behaviour
- Dash, U.N., Dash, A.S., Mishra; B.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar

**+3 THIRD YEAR FIFTH SEMESTER  
Core Course - XII (C-12) - Psychology**

Time : 3 Hrs.

End Semester Theory : 50 Marks

Crdit : 6

Mid Semester Theory : 20 Marks

**HEALTH PSYCHOLOGY****Introduction:**

Health psychology is a specialty area that focuses on how biology, psychology, behavior and social factors influence health and illness. This course is designed to provide an introduction to the area of health psychology to help students understand how Health Psychology as a specialty within psychology addresses the role of behavioral factors in health and illness. Basic theories, models and applications are also included.

**Learning Objectives:**

- To help the students understand the issues of Health Psychology and how to address them by the bio- psychosocial model of health and illness.
- To help the students to describe behavioral factors that influence health and illness.

- To guide the students understand about health enhancing behaviors including coping with illness. Expected outcomes: Students will be able to
- Know the basics of health and illness from the Bio-psychosocial perspectives.
- Understand the significance of behavioral and psychological correlates of health and illness.
- Understand the significant aspects coping and importance of health enhancing behavior

#### **UNIT -I Introduction**

- i. Nature, Scope ,objective and importance of health psychology,
- ii. Biomedical model and Bio-Psychosocial Model of health, Advantage and Clinical Implication

#### **UNIT -II Health and Illness - I**

- i. Basic nature of stress, Cognitive appraisal of stressors, Causes of stress.
- ii. Management of stress, Role of Social Support.

#### **UNIT -III Health and Illness - II**

- i. Behavioral and psychological correlates of illness, Approaches to promoting wellness, Some common health beliefs and their implications
- ii. Health Awareness- The cognition models- The health belief model, The protection motivation model, Leventhal'sself regulatory model

#### **UNIT -IV Health and Coping**

- i. Individual differences in symptom perception, Coping with the crises of illness; Compliance behavior and improving compliance
- ii. Health enhancing behavior- Diet management, Yoga and Exercise.

#### **UNIT -V Health Issues**

- iii. Children health issues- Malnutrition, Immunization, Autism, ADHD.
- iv. Health issues of women and elderly: Diabetes, Osteoporosis, Alzheimer's Disease, Depression.

#### **PRACTICAL**

Time : 3 Hours

Full Mark : 30 Marks

- I. Sleep Quality: To assess the Sleep quality of 4 college students The Pittsburgh Sleep Quality Index (PSQI).
- II. Coping Strategies: To assess of the Coping Strategies of 4 college students by Tobin's Coping Strategy Inventory (TCSI).

#### **Recommended Books:**

- Baron, R.A. (1995 Edition)-Psychology- The Essential Science, Pearson Education Company of India Pvt. Ltd.
- Brannon and Feist. Health Psychology.
- Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Edward P.Sarafino (1994). Health Psychology. Joha Wiley and Sons

- Khatoon, N. (2012). Health Psychology, Dorling Kindersley (India) Pvt. Ltd. New Delhi
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.).NY: Wiley.
- Snyder, C.R., & Lopez, S.J. (2007). Positive psychology :The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
- Taylor, S.E. (2006). Health Psychology (6th Ed.). New York: Tata McGraw Hill

### **+3 THIRD YEAR SIXTH SEMESTER Core Course - XIII (C-13) - Psychology**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 50 Marks  
Mid Semester Theory : 20 Marks

#### **COUNSELING PSYCHOLOGY**

##### **Introduction:**

The course is designed to develop entry level counseling psychologists who will be capable of understanding and demonstrating behavior and attitudes in the basic areas of professional counseling.

##### **Learning Objectives:**

- To help student able to understand and integrate current scientific knowledge and theory into counseling practice.
- To To make students learn the history and professional issues related to counseling psychology.
- To To help students integrate and convey information in the core areas of counseling practice.
- To help students demonstrate professional behavior in their various roles as counseling psychologists.

##### **Expected outcomes: Students will be able to**

- Understand the purpose of counseling and practice counseling ethically following different approaches.
- Understand the basics of counseling process and use them for counseling students, families, couples, distressed, and handicaps

##### **UNIT -I Basics of Counseling**

- i. Meaning, scope and purpose of counseling with special reference to India; The counseling process, counseling relationship, counseling interview.
- ii. Characteristics of a good counselor, Ethics and values in counseling; Education and training of the counselor.

##### **UNIT -II Theories and Techniques of Counseling**

- i. Psychodynamic approach-Freud and Adler; Humanistic approach-Existential and Client centered.
- ii. Cognitive approach Albert Ellis- Rational-emotive and Behaviour Therapy; Behavioral approach- Behavior modification; Indian contribution-yoga and meditation.

##### **UNIT -III Counseling Programs**

- i. Working in a counseling relationship, transference and counter transference, termination of counseling relationship, Factors influencing counseling
  - ii. Student counseling, Emphases, roles and activities of the school, and college counselor.
-

**UNIT -IV Counseling Application - I**

- i. Family and Marriage Counseling:- Family life Cycle and Family Systems Counseling
- ii. Counseling for mv / AIDS, Rehabilitation Counseling: - Roles and Functions of Rehabilitation Counselor.

**UNIT-V Counseling Application - II****i. Alcohol and Drug abuse counseling.****ii. Counseling the persons with Suicidal tendencies, and Victims of Harassment and Violence.****PRACTICAL**

Time : 3 Hours

Full Mark : 30 Marks

- I. **Marital Relationship-** To assess the marital relationship of 2 couples using Lerner's Couple adjustment scale.
- II. **Case Reporting:** To complete four case studies of high school students with problem behavior in the appropriate case record proforma.

**Recommended Books:**

- Burnard Philip. (1995). Counselling Skills Training - A sourcebook of Activities. New Delhi: Viva Books Private Limited.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Feltham, C and Horton, 1. (2000). Handbook of Counseling and Psychotherapy. London: Sage.
- Gibson, R.L & Mitchell M.H. (2003). Introduction to counseling and Guidance. 6<sup>th</sup>edn. Delhi: . Pearson Education
- Gladding, S.T. (2009). Counselling: A comprehensive profession (6th Ed.). New Delhi: Pearson India
- Mishra, H.C. & Varadvvaj, K. (2009). Counseling Psychology: Theories, Issues and Applications, DivyaPrakashini, Samantarapur, Bhubaneswar, Odisha
- Misra, G. (Ed) (2010). Psychology in India, Volume 3: Clinical and Health Psychology. New Delhi: Pearson India.
- Mohanty, N., Varadvvaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Nelson-Jones. (1995). The theory and practice of counseling. 2<sup>nd</sup>Edn. London: Holt, Rinehart and Winston Ltd
- Rao, S. (2002). Counselling and Guidance (2nd Ed.). New Delhi: McGraw Hill

**+3 THIRD YEAR SIXTH SEMESTER  
Core Course - XIV (C-14) - Psychology**

Time : 3 Hrs.

End Semester Theory : 50 Marks

Crdit : 6

Mid Semester Theory : 20 Marks

**POSITIVE PSYCHOLOGY****Introduction:**

Positive psychology is the scientific study of optimal human functioning to help people flourish. This is a foundation course in positive psychology to help students not only to understand the core themes of positive

psychology, but also to equip them with the helpful positive interventions in various areas of professional psychology, such as clinical, health, education, organization and community.

**Learning Objectives:**

- To help students to understand the rationale behind positive psychology.
- To guide students to identify and analyze the key conceptual and theoretical frameworks underpinning positive psychology.
- To encourage students to appreciate the contributions of scholars from a range of disciplines and their influence on developing a positive approach to mental health.
- To make students understand and apply a strengths-based approach to mental health issues.

**Expected outcomes: Students will be able to**

- The goal of positive psychology and the basic behavior patterns that result in positive human growth from the point of view of leading positive psychologists.
- The concepts of flow and happiness and the related theories and models explaining happiness behavior and its consequences
- All the precursors to positive psychology from character strength and altruism to resilience.

**UNIT -I Foundations**

- i. Historical roots and goals of positive psychology, Positive emotions, Positive Individual traits, and positive subjective experience.
- ii. Contribution of Martin Seligman, Albert Bandura, Carol Dweck and Abraham Maslow to positive psychology.

**UNIT -II. Flow and Happiness**

- i. Components of flow, Conditions and mechanisms of flow, Positive and negative consequences of flow experience.
- ii. Meaning and nature of happiness, Sources. of happiness, Theories of happiness- Set-point theory, Life satisfaction and Affective state theories.

**UNIT -III Precursors to Positive Psychology**

- i. Character strength, Altruism, Hope and Optimism, Positive thinking, Resilience
- ii. Psychology of well-being: Meaning of well-being, The well-being models, Factors affecting well-being, Promoting well-being among people.

**UNIT -IV Ways to Positive Psychology**

- i. Discovering strength, Increasing optimism, and Self-direction.
- ii. Creating and fulfilling Purpose of life, Developing gratitude and Mindfulness, Sustaining activities and experience.

**UNIT -V Helping Positivity**

- i. Effects of exercise, Yoga, meditation and spirituality on the development of positive behavior.
- ii. Positive psychology in building relationship: social, emotional, spiritual.

**PRACTICAL**

Time : 3 Hours

Full Mark : 30 Marks

- I. **Happiness:**To measure the happiness of 4 adults using Oxford Happiness questionnaire
  - II. **Spiritual Intelligence:**To measure the spiritual intelligence of 4 adults using King's Spiritual Intelligence test
-

**Recommended Books:**

- Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Peterson, C. (2006). A Primer in Positive Psychology; Oxford University Press
- Seligman, M.E. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment: Oxford University Press
- Seligman, M.E. (2012). Flourish: A Visionary New Understanding of Happiness and Well-being. Oxford University Press
- Snyder, C.R. & Shane, J.L. (2005). Handbook of Positive Psychology .. Oxford University Press
- Snyder, C.R., & Lopez, S.J. (2007). Positive psychology : The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage

### +3 THIRD YEAR FIFTH SEMESTER DSE - I - Psychology

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : **50** Marks  
Mid Semester Theory : **20** Marks

#### PSYCHOLOGICAL RESEARCH AND MEASUREMENT

**Introduction:**

The research methods course is among the most frequently required in the psychology and with good reason. It helps the students know about the difference between an experiment and a correlational study, the function of independent and dependent variables, the importance of reliability and validity in psychological measurement, and the need for replication in psychological research. In other words, psychologists' research methods are at the very core of their discipline. The course is designed to train the students in psychological research and measurement.

**Learning Objectives:**

- To provide an overview of scientific approaches to psychological research in term of sampling techniques, scientific method, and experimental designs.
- To acquaint the students with respect to psychometric, projective techniques and non-testing approaches like interview

**Expected outcomes: Students will be able to**

- understand the nature of psychological research and how to conduct scientific research in psychological themes.
- develop the skill for test construction "and use of psychological tests for measurement of personality and other attributes of people.
- Identify and compare the major perspectives in psychology: Recognize how each approach views human thought and behavior.
- Understand the physiological and biochemical links of human behavior.

**UNIT -I Psychological Research**

- i. Assumptions of science, Characteristics of scientific methods: Observation, Questioning, hypothesis, data collection, testing hypotheses, Developing theories.

- ii. Psychological research: Correlational and experimental.

#### **UNIT -II Sampling**

- i. Meaning of sample and universe; Characteristics of a good sample.
- ii. Sampling frame: probability and non-probability samples, sample size, sampling error.

#### **UNIT -III Psychological Scaling and Construction of test**

- i. Purpose of scaling and types of psychological data, Psychological scaling methods: Familiarity with Thurstone, Likert and Guttman scale.
- ii, Construction of test: Theory of measurement error; Operationalizing a concept, Generating items, Item analysis, Item response theory.

#### **UNIT -IV Experimental Designs**

- i. Pretest- post-test design, Factorial designs, Randomized Block design
- ii. Standardization of tests: Reliability and validity of tests, Development of norms and interpreting test scores

#### **UNIT -V Assessment of Personality**

- i. Psychometric and projective techniques, Familiarity with MMPI, Rorachs, WAT, and Big five tests.
- ii. Interviewing: Principles and procedures of interviewing, gaining cooperation, motivating respondents, training of interviewers, ethics of interviewing.

#### **PRACTICAL**

Time : 3 Hours

Full Mark : 30 Marks

- I. Word Association test: To administer the Jung / Kent-Rosanoff list of W AT on a subject and report on his areas of emotional difficulties.
- II. Self Esteem Test: Assessment of self esteem of a subject by using Self Esteem Inventory.

#### **Recommended Books:**

- Anastasi, A. (1988). Psychological Testing. New York: MacMillan.
- Minium, E.W., King, B.M. & Bear, G. (1993). Statistical Reasoning III Psychology and Education. New York: John Willey.
- Kerlinger, F.N. (1983). Foundations of Behavioral Research. New York: Surjeet Publications.
- Freeman, F.S. (1972). Theory and Practice of Psychological Testing. New Delhi: Oxford & IBH.
- Kaplan, R.M. (2011), Psychological Testing & Assessment.

### **+3 THIRD YEAR FIFTH SEMESTER DSE - II - Psychology**

Time : 3 Hrs.

End Semester Theory : 50 Marks

Credit : 6

Mid Semester Theory : 20 Marks

#### **PSYCHOLOGY AND SOCIAL ISSUES**

#### **Introduction:**

Psychologists can play a larger role in the solution of important social problems. Psychology brings two important qualities to the study of social problems: attention to psychological process and rigorous methodology. The key task in the designed course is to define social problems in part as psychological problems.

**Learning Objectives:**

- The course will provide socialpsychological analysis of some major social issues in India.
- The students will be able to understand the perspectives of psychology in dealing with and resolving those issues.

**Expected outcomes: Students will be able to**

- Grasp the implications of various social issues and problems concerning our country.
- Appreciate the perspectives that psychology can contribute to resolve or reduce the problems.

**UNIT -I Understanding Social Systems**

- i. Indian Family System: Social stratification; caste, class, power, Religious ethics. Poverty and Deprivation
- ii. Theories of poverty, Concomitants of poverty, Sources of deprivation, inequality and social justice.

**UNIT -II Health and wellbeing**

- i. Role of behavior in health problems, Short comings of the biomedical model, Behavioral sciences in disease prevention and control, India's health scenario.

**Political Behavior**

- ii. Development of ideology, Use of small groups in politics, Issues of human and social development, Quality of life and development .

**UNIT -III Antisocial Behavior**

- i. Corruption and bribery, Juvenile delinquency, terrorism, Crime and criminal behavior, Alcoholism and drug abuse.
- ii. Crime and criminal behavior, Alcoholism and drug abuse, Psychopath.

**UNIT -IV Social integration**

- i. The concept of socialintegration; Causal factors of social conflicts and prejudices in India.
- ii. Psychological strategies for handling the conflicts and prejudices; Measures to achieve social integration.

**UNIT -V Violence**

- i. Definition, Nature and types of violence: physical, emotional, spiritual.
- ii. Violence in family and marriage; Rape and molestation, Collective violence for social change.

**PRACTICAL**

Time : 3 Hours

Full Mark : 30 Marks

- I. To assess the quality of life family of 4 families using Beach Center Family Quality of Life Scale.
- II. To assess the community integration of a village by using Community integration questionnaire (CIQ) of Barry Willer.

**Recommended Books :**

- Banerjee, D. (1998). Poverty, class and health culture in India, Vol. I, Delhi Prachi Prakashan
- Dube, S.C. (1987) Modernization and Development. ND: Sage
- Fonseca.M. (1998). Family and Marriage in India. Jaipur: Sachin



- Mishra, G. (1990). Applied Social Psychology in India. ND: Sage
- Mishra, G. (1999). Psychological perspectives on stress and Health. New Delhi: Concept
- Mishra, H.C. and Misra, S. (2009). Psychology of Deviants, Divya Prakashani, Bhubaneswar
- Mohanty, A.K. and Mishra, G. (Eds.) (2000). Psychology of Poverty and Disadvantage. New Delhi: Concept
- Sen, A. & Sen A.K. (Eds.) .. (1998). Challenges of contemporary Realities: A psychological Perspective. New Delhi: New Age International.
- Srinivas, M.N. (1966). Social change in modern India. Bombay: Allied

### **+3 THIRD YEAR SIXTH SEMESTER DSE - III - Psychology**

Time : 3 Hrs.

End Semester Theory : **50** Marks

Credit : 6

Mid Semester Theory : **20** Marks

#### **CONTEMPORARY APPLIED PSYCHOLOGY**

##### **Introduction:**

Introduction: Recent years have seen a rise in the significance of applied psychology as can be seen from the areas contemporary psychologists concern themselves with. Arising from the slogan 'Psychology goes to work' Contemporary Applied psychologists venture into new areas of human behavior and relationships with an interdisciplinary perspective. The significant areas of their concern are community psychology, psychology of the disadvantaged and rehabilitation psychology, Psychology of IT, economic development, gender, defense etc. The present course is designed acquaint the students with this new endeavor of psychology.

##### **Learning Objectives:**

- To help the students understand the role of psychologists in community services including helping the disadvantaged and otherwise-challenged groups.
- To help the students appreciate the importance of psychology in fields of human concern like IT, economic development~ gender and population issues.
- To help students understand about how psychology is useful in the field of defense
- Expected outcomes: Students will be able to
- Appreciate the role of psychologists in community service including their importance in helping and rehabilitation activities.
- Perceive the intricacies of relationships between human behavior and economic development, information technology, population and gender issues.
- Know the aspects of defense where psychology plays a role

##### **UNIT -I Community Psychology**

- i. Definition and concept of Community Psychology; Use of small groups in social action and social change.
- ii. Role of community psychology in arousing community consciousness, Effective strategies for social change

##### **UNIT -II Rehabilitation Psychology**

- i. Definition and Scope of Rehabilitation Psychology; Primary, secondary, tertiary rehabilitation programs,

- ii. Rehabilitation of physically, mentally and socially challenged persons including the old persons

### UNIT -III Helping the disadvantaged

- i. Concept of disadvantaged and deprivation, social, physical, cultural and economic consequences of disadvantaged groups, Educating and motivating the disadvantaged.

### Psychology and IT

- ii. Psychological consequences of the developments in IT; Role of psychologists in the present scenario of IT.

### UNIT -IV Psychology in economic development

- i. Achievement motivation and Economic development; Characteristics of entrepreneurial behavior, Consumer rights and awareness.

### Population psychology

- ii. Psychological consequences of population explosion and high population density; Psychosocial effects of crowding; motivating for small family norms.

### UNIT -V Psychology of Gender

- i. Issues of discrimination; Glass ceiling effect, Self-fulfilling prophecy, Management of diversity. Defense psychology
- ii. Psychological tests for defense personnel; Promoting positive mental health of defense personnel, Human engineering in defense.

### PRACTICAL

Time : 3 Hours

Full Mark : 30 Marks

- I. **Social Achievement Motivation Test:** To assess the social achievement motivation up to college student by using social achievement motivation test.
- II. **Personality Adjustment Inventory:** To assess the personality adjustment of the subject by using Personality Adjustment Inventory

### Recommended Books:

- Banerjee, D. (1998). 'Poverty; class and .health culture in India, Vol. I, Delhi Prachi Prakashan
- Dalton, J.R. (2006). Community Psychology: Linking Individuals and Communities: : Oxford University Press
- Dube, S.C. (1987) Modernization and Development. ND: Sage
- Fonseca, M. (1998). Family and Marriage in India. Jaipur: Sachin
- Mishra, G. (1990). Applied Social Psychology in India. ND: Sage
- Mishra, G. (1999). Psychological perspectives on stress and Health. New Delhi: Concept
- Mishra, H.C. ,Mishra, G.C. & Varadwaj ,K. (2014). Fundamentals of Applied Psychology, Divya Prakashani, Bhubaneswar
- Mishra, H.C. and Misra, S. (2009). Psychology of Deviants, Divya Prakashani, Bhubaneswar

- Mohanty, A.K. and Mishra, G. (Eds.) (2000). Psychology of Poverty and Disadvantage. New Delhi: Concept
- Sen, A & Sen A.K. (Eds.). (1998). Challenges of contemporary Realities: A psychological Perspective. New Delhi: New Age International
- Srinivas, M.N. (1966). Social change in modern India. Bombay: Allied
- Swain, S. Applied Psychology Sen, A & Sen A K. (Eds.). (1998). Challenges of contemporary Realities: A psychological Perspective. New Delhi: New Age International.
- Srinivas, M.N. (1966). Social change in modern India. Bombay: Allied

### **+3 THIRD YEAR SIXTH SEMESTER DSE - IV - Psychology**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 50 Marks  
Mid Semester Theory : 20 Marks

#### **RESEARCH PROJECT**

##### **Introduction:**

The research experience of students is greatly enriched by early exposure to conducting research. There are numerous benefits of undergraduate students who get involved in research. They are better off in understanding published works, determine an area of interest, can discover their passion for research and may start their career as a researcher. Further students will be able develop ability for scientific inquiry and critical thinking, ability in the knowledge base and communication of psychology. This course is included to promote above mentioned abilities among the students.

##### **Learning Objectives:**

- To help students to learn how to develop scientific research designs in the study of psychology.
- To guide students to understand the previous research in their field of interest and review them to arrive at a research problem
- To encourage the students to learn ways to describe and measure human behavior.
- To help students understand the logic of hypothesis testing and application of appropriate statistical analysis.
- To make students to learn the methods of writing a research report.

##### **Expected outcomes: Students will be able to**

- Independently prepare a research design to carry out a research project
- Review the related research papers to find out a research problem and relevant hypotheses
- Understand the administration, scoring and interpretation of the appropriate instrument for measurement of desired behavior
- Learn the use of statistical techniques for interpretation of data.
- Learn the AP A style of reporting a research project.

##### **Unit I :**

A student is required to carry out a project on an issue of interest to him / her under the guidance and supervision of a teacher. In order to do so s/he must have the knowledge in research methodology and of steps in planning and conducting a research. The supervisors may help the students to go on field study /

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study tour relevant to their work. Thirty hours of class may be arranged in the routine to help students understand research methodology, and planning, conduction and reporting on the research. An external examiner with the supervisor as the internal examiner will evaluate the research project on the basis of scientific methodology in writing the report, and presentation skill and performance in the viva.

• **Format**

- > **Abstract** - 150 words including problem, method and results.
- > **Introduction** - Theoretical considerations leading to the logic and rationale for the present research
- > **Review**- Explaining current knowledge including substantive findings and theoretical and methodological contributions to the topic, objectives and hypotheses of the present research
- > **Method** - Design, Sample, Measures, Procedure
- > **Results**- Quantitative analysis of group data- (Raw data should not be attached in Appendix) Graphical representation of data wherever required- Qualitative analysis wherever done should indicate the method of- qualitative analysis.
- > **Discussion**
- > **References (APA Style) & Appendices**
- Project should be in Soft binding. It should be typed in Times New Roman 14 letter size with 1.5 spacing on one side of the paper. Total text should not exceed 50 pages (References & Appendices extra).
- Two copies of the project should be submitted to the College.
- ***Project - American Psychological Association (APA) - Publication Manual 2006 to be folio wed for project writing***



# SANSKRIT

## +3 FIRST YEAR FIRST SEMESTER Core Course - I (C-1)

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

### CC- I MORAL TEACHING AND BASICS OF SANSKRIT

1. **Unit I & II -**

Hitapodesa (From Katha mukha to Grdhraivalakatha)

2. **Unit -III & IV -**

Yaksaprasna of Mahabharata (Aranyakaparva, Ch-313)

3. **Unit - V -**

Sabdarupa & Dhaturupa

('a' Kuranta, 'i' Karanta, 'ī' Karanta, 'u' Karanta, 'ū' Karanta, 'in' bhaganta, matru, pitru, Asmad, Yusmad, Tad (Sabdarupas) Lat, Lang, Vidhiling, Lrut, Lot and Lit Lakaras of Path, Ni, Kru, Sev, Han, Pâ, Dâ, Sru, Sî and Krin in the form of Armanepada, Parasmaipada or ubhayapada which ever is applicable (Dhaturupas)

#### GROUP-A

10 bit questions covering all five units.

[2x10=20]

#### GROUP-B

Each Unit Carries 12 marks.

12x5=60

1. **Hitapodesa (From Kathamukha to Grudhraivalakatha) Unit - I & II**

**Unit - I** Long question (One)

**Unit - II** Explanation (Two)

2. **Yaksaprasna of Mahabharata**

**Unit - III** Long questions (One)

**Unit - IV** Explanation (Two)

3. **Unit - V** Sabdarupa (Three) & Dhaturupa (Three)

**Books for Reference:**

1. Hitapodesha (mitralabhah) Ed. Kapildev Giri, Chaukhmbapublications, Varanasi.
2. Hitapodesha (Mitalabhah) Ed. N.P. Dash and N.S. Mishra, Kalyani Publisher, New Delhi.
3. Vyajaranadarpana, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar, 2013.
4. Mahabharata, Gitapress, Gorakhpur.

**+3 FIRST YEAR FIRST SEMESTER  
Core Course - II (C-2) - Sanskrit**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : **80** Marks  
Mid Semester Theory : **20** Marks

**DRAMA- I & HISTORY OF SANSKRIT LITERATURE - I**

1. Abhijnanasakuntalam (Act I-IV)
2. History of Sanskrit Literature - I  
(Ramayana, Mahabharata, General out lines of Puranas and Sanskrit drama)

**GROUP-A**

10 bit questions covering all five units.

[2x10=20]

**GROUP-B**

**Each Unit Carries 12 marks.**

**12x5=60**

**1. Abhijnanasakuntalam (Act I-IV) Unit - I, II & III**

**Unit-I & II** Long Questions (Two)

**Unit-III** Explanation of Verse - Two

**2. History of Sanskrit Literature - Unit - IV & V**

**Unit -IV** Ramayana & Mahabharata

One Long question

**Unit - V**

General outlines of Puranas and Sanskrit Drama

(Bhasa, Kalidasa, Sudraka, Visakhadatta, Bhavabhuti, Bhattanarayana)

One long question

**Books for Reference:**

1. Abhijnanasakuntalam (Ed.) RM. Bose, Modern Book Agency Pvt. Ltd., 10 Bankim Chatterjee Street, Calcutta.
2. Abhijnanasakuntalam (Ed.) M.R Kale, Motilal Banarsidass Publishers Pvt. Ltd., New Delhi- 11007, 8<sup>th</sup> Reprint - 2010.
3. Abhijnanasakuntalam (Ed.) RM. Mohapatra, 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 Kar, Text Book Bureau, Govt. of Odisha, Bhubaneswar.
7. Sanskrit Drama, A.B. Keith, Oxford University Press, London.
8. Samskrat Sahiyatara Itihasa, (Odia) H.K. satapathy, Kitab Mahal, Cuttack - 753003.

**+3 FIRST YEAR SECOND SEMESTER  
Core Course - III (C-3)- Sanskrit**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**DRAMA II & DRAMATURGY**

1. Abhijnanasakuntalam (Acts V -VII) - Unit - I, II, III
2. Dramaturgy Unit - IV & V  
(Nandi, Prastavana, Purvaranga, Pancha avasha, Pancharthaprakrti, Panchasandhi, Pancharthopaksepaka, Nataka, Prakarana, Anka.)

**GROUP-A**

1. **Abhijnansakuntalam (Acts V-VII) - Unit-I, II & III**  
10 bit questions covering all five units. [2x10=20]

**GROUP-B**

**Each Unit Carries 12 marks.**

**12x5=60**

**Unit-I & II**

Long question (Two)

**Unit-III-**

Explanation of Verse (Two)

**2. Dramaturgy (Sahityadarpana, Chapter - (V) Unit - IV & V**

**Unit-IV**

Notes on Nandi, Prastavana, Purvaranga, Natak, Prakarana, Anka (Three)

**Unit- V**

Notes on Pancharthaprakrti, Pancha Avastha, Panchasandhi, Pancharthopaksepaka (Three)

**Books for Reference:**

1. (For Abhijnanasakuntalam as it was in CC-2)
2. For Dramaturgy - Sahitya Darpana (Ed.) P.V. Kane, Motilal Banarsidass Publishers Pvt. Ltd., New Delhi.
3. Odia Translation by Narayan Mohapatra, Odisha Sahitya Academy, Bhubaneswar.
4. Sahitya Darpana with Laksmi Tika (Sanskrit) and Vimala Tika, (Hindi) Ed.) K.M. Sastri, Chaukhamba Publications, Varanasi.
5. Sahitya Darpana evam Chhanda (Ed.) Braja sundra Mishra, Satyanarayan Book Store, Cuttack.

**+3 FIRST YEAR SECOND SEMESTER**  
**Core Course - IV (C-4)- Sanskrit**

Time : 3 Hrs.

End Semester Theory : 80 Marks

Crdit : 6

Mid Semester Theory : 20 Marks

**AN INTRODUCTION TO THE TECHNIQUE OF PANINIAN GRAMMAR & PROSODY**

1. Vocabulary relevant to Sanskrit Grammar and Arrangement of Panini an Grammar - **Unit - I**  
(Astadhyayi, Siddhantakaumudi, Ganapatha, Dhatupatha, Pancanga - vyakarana, Kriya, Atidesa, Adhikarana, Antaranga, Bahiranga, Apavada, Agama, Adesa, Nadi, Nistha, Krdanta, Taddhita, Tinanta, Nijanta, Sananta, Yananta, Namadhatu, Pragrhya, Vikarana, Luk, Lopa, Set, Mandukapluti, Sarvadhataka, Ardhadhataka-30)
2. Samjna - Prakaranam - **Unit - II, III & IV**
3. Chanda - **Unit - V**

**GROUP-A**

10 bit questions covering all five units.

2x10=20

All questions are compulsory.

**GROUP-B**

Each unit carries 12 marks

12x5=60

1. **Vocabulary relevant to Sanskrit Grammar and Arrangement of Panini an Grammar**  
**Unit - I**

Short notes on any (six)

2. **Samjnaprakaranam**

**Unit - II -**Two Questions out of 1<sup>st</sup> 10 Sutras (Upto tulyasyaprayatnam savarnam) to be explained**Unit - III -**Two Questions out of 2<sup>nd</sup> 10 Suatras (From a a up to cadayo sattve) to be explained**Unit - IV -**

Two Questions out of rest Sutras (From pradayah up to dirgham ca) to be explained

3. **Chanda (Prosody) - Srutabodhah - Unit - V**

Definition and Examples of Chandas (Three)

Arya, Anustubh, Indravajra, Upendravajra, Upajati, Vamsastha, Vasantatilaka, Mandakranta, Malini, Shikharini, Shardula - vikridita, Sragdhara.

**Books for Reference:**

1. Siddhanta - Kaumudi with Balamanorama and tattvabodhini, Vol. 1 (Ed.) Giridhara Sharma Chatueveda, Motilal Banirsidass.
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, Poona.
5. Siddhanta - Kaumudi (Ed.) Prof. G.K. Dash & Dr. (Mrs) K. Dash wih navanitatika.
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 Women's 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. Sahitya Darpana Evam Chhanda (Ed.) Dr. Brajasundar Mishra, Satyanarayan Book Store, Cuttack.

**+3 FIRST YEAR FIRST SEMESTER  
GE - I - Sanskrit**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**MORAL TEACHING AND BASICS OF SANSKRIT**

**1. Unit I & II -**

Hitapodesa (From Katha mukha to Grdhravidalakatha)

**2. Unit - III & IV -**

Yaksaprasna of Mahabharata (Aranyakaparva, Ch-297)

**3. Unit - V -**

Sabdarupa & Dhaturupa ('a' Kuranta, 'i' Karanta, 'ī' Karanta, 'u' Karanta, 'ū' Karanta, 'in' bhaganta, matru, pitru, Asmad, Yusmad, Tad (Sabdarupas) Lat, Lang, Vidhiling, Lrut, Lot and Lit Lakaras of Path, Ni, Kru, Sev, Han, Pa, Da, Sru, Si and Krin in the form of Armanepada, Parasmaipada or ubhayapada which ever is applicable (Dhaturupas)

**GROUP-A**

10 bit questions covering all five units.

[2x10=20]

**GROUP-B**

**Each Unit Carries 12 marks.**

**12x5=60**

**1. Hitapodesa (From Kathamukha to Grudhravidalakatha) Unit - I & II**

**Unit - I** Long question (One)

**Unit - II** Explanation (Two)

**Unit - III & IV**

**2. Yaksaprasna of Mahabharata**

**Unit - III** Long questions (One)

**Unit - IV** Explanation (Two)

**Unit - V** Sabdarupa (Three) & Dhatu rupa (Three)

**Books for Reference:**

1. Hitapodesha (mitralabhah) Ed. Kapildev Giri, Chaukhmbapublications, Varanasi.
2. Hitapodesha (Mitralabhah) Ed. N.P. Dash and N.S. Mishra, Kalyani Publisher, New Delhi.
3. Vyajaranadarpana, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar, 2013.
4. Critical edition of the Mahabharata, (Ed.) V.S. Sukthankar, BORI, Pune
5. Mahabharata, Gitapress, Gorakhpur.

**+3 FIRST YEAR SECOND SEMESTER  
GE - II - Sanskrit**

Time : 3 Hrs.

End Semester Theory : 80 Marks

Crdit : 6

Mid Semester Theory : 20 Marks

**POETRY AND HISTORY OF SANSKRIT LITERATURE-II**

1. Meghadutam (Purvamegha) **Unit-I, II & III**
2. History of Sanskrit Literature- **Unit-Iv & V**  
(Gitikavyas, Khandakavyas, Gadyakavyas and Kathasahitya)

**GROUP-A**

10 bit questions covering all five units.

[2x10=20]

**GROUP-B**

Each Unit Carries 12 marks.

12x5=60

**1. Meghadutam (Purvamegha) Unit-I & II**

Unit -I &amp; II Long question (Two)

Unit -III - Explanation of verse (Two)

**2. Unit - IV - History of Sanskrit Literature - II**

(Gitikavyas &amp; Khandakavyas)

One long question

Unit - V - (Gadyakavyas, Kathasahitya)

One long question from Gadyakavyas &amp; Kathasahitya

**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 1<sup>st</sup> Edn -1999.
5. Samskrta Sahitya Ka Itihasa, Baladeva Upadhyaya, Choukhamba, Varanasi.
6. Samskrta Sahitya Ka Ruparekha, Vacaspati Goreilla, Choukhamba, Vidyabhavan, Varanasi. Samskrta Sahityara Itihasa, H.K. Satapathy, Kitab Mahal, Cuttack.

**+3 SECOND YEAR THIRD SEMESTER  
Core Course - V (C-5)- Sanskrit**

Time : 3 Hrs.

End Semester Theory : 80 Marks

Crdit : 6

Mid Semester Theory : 20 Marks

**POETRY AND HISTORY OF SANSKRIT LITERATURE-II**

1. Meghadutam (Purvamegha) Unit-I, II & III
2. History of Sanskrit Literature- Unit-IV & V  
(Gitikavyas, Khandakavyas, Gadyakavyas and Kathasahitya)

**Group-A**

10 bit questions covering all five units.

[2x10=20]

**GROUP-B****Each Unit Carries 12 marks.****12x5=60****1. Meghadutam (Purvamegha) Unit-I, II & III****Unit - I&II :** Long question (Two)**Unit - III :** Explanation of verse (Two)**2. Unit - IV - History of Sanskrit Literature - II**

(Gitikavyas &amp; Khandakavyas)

One long question

**Unit - V - (Gadyakavyas, Kathasahitya)**

One long question from Gadyakavyas &amp; Katha Sahitya

**Books for reference:**

1. Meghadutam (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St., Calcutta
2. Meghadutam (Ed.) M.R. Kale, Moti/al Banarsidass, Delhi
3. Meghadutam (Ed.) Radhamohan Mahapatra, Books and Books, Vinodvihari, Cuttack, 1984.
4. Meghadutam (Ed.) B.S. Mishra, Vidyapuri, Cuttack 1<sup>st</sup> Edn - 1999.
5. Samskrita Sahitya Ka Itihasa, Baladeva Upadhyaya, Choukhamba, Varanasi.
6. Samskrita Sahitya Ka Ruparekha, Vacaspati Goreilla, Choukhamba, Vidyabhavan, Varanasi.
7. Samskrita Sahitya Itihasa, H.K. Satapathy, Kitab Mahal, Cuttack.

**+3 SECOND YEAR THIRD SEMESTER****Core Course - VI (C-6) - Sanskrit**

Time : 3 Hrs.

Crdit : 6

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

**META RULES OF PANINIAN GRAMMER, POETICS & FIGURES OF SPEECH**

1. Paribhasa Prakaranam of Siddhantakaumudi Unit - I & II
2. Sahitya Darpanah - (Ch I & II) Unit - III & IV
3. Sahitya Darpana (Alamkaras) Unit - V

**Group-A**

10 bit questions covering all five units.

[2x10=20]

**GROUP-B****Each Unit Carries 12 marks.****12x5=60****1. Paribhasa Prakaranam of Siddhantakaumudi (Unit I & II)****Unit - I -**

Two questions are to be explained from first seven sutras (upto Tasminniti Nirdiste purvasya)

**Unit - II -**

Two questions are to be explained (from rest of the sutras)

**2. Poetics Unit - III & IV - Sahitya Darpana (Ch I & II) (Kavya-Prayojana, Kavya - Laksana, Kavya-Bheda and Kavya Hetu)****Unit - III**

Long question (One)

**Unit - IV -**

Abhidha, Laksana, Vyanjana, Rasa, Dvani

Short Notes (Three)

**3. Figures of Speech (Sahitya Darpana)****Unit - V -**

Defination and Examples of Almkaras (any three) (without division)

Alamkaras such as Anuprasa, Yamaka, Slesa, Upama, Rupaka,

Utpreksa, Bharantiman, Nidarsana, Arthantaranayasa, Aprastuta-prasamsa, Apahnuti, Vyatireka, Vibhavana, Visesukti, Samasukti, Svabhavukti

**Books for Reference:**

1. For Siddhantakaumudi - Please refer to CC-4.
2. For Sahityadarpana - Please refer to CC-3

**+3 SECOND YEAR THIRD SEMESTER  
Core Course - VII (C-7) - Sanskrit**

Time : 3 Hrs.

Crdit : 6

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

**CASES AND CASE ENDINGS IN PANINIAN GRAMMAR & TRANSLATION**

1. Siddhanta Kaumudi (Karaka - Vibhkti - I - IV) **Unit - I, II & III**
2. Transalation from Sanskrit Unseen Passage into Odia / English (Two passage) **Unit-IV & V**

**Group-A**

10 bit questions covering all five units.

[2x10=20]

**GROUP-B**

**Each Unit Carries 12 marks.**

**12x5=60**

**1. Siddhanta Kaumudi (Vibhakti - 1- IV) Unit - I, II & III****Unit - I**

(Prathama & Dvitiya)

Two questions to be explained

**Unit - II -**

(Tritiya-)

Two questions to be explained

**Unit - III -**

(Chaturthi)

Two questions to be explained

**Unit - IV & V -**

Translation from Sanskrit Unseen passage into Odia / English - (Two)

**Books for Reference:**

1. For Siddhantakaumudi - As indicated earlier except the Book of P.R. Ray (The book contains only Samjna & Paribhasa).
2. For Translation - I. Vyakaranadarpana, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar - 2013.
3. A Guide to Sanskrit Composition and Translation, M.R. Kale, Motilal Banarsidass, New Delhi.

**+3 SECOND YEAR FOURTH SEMESTER  
Core Course - VIII (C-8) - Sanskrit**

Time : 3 Hrs.

Crdit : 6

End Semester Theory : **80** MarksMid Semester Theory : **20** Marks**INSCRIPTIONS, UPANISAD & BHAGAVADGITA**

1. Inscription Unit - I & II
2. Katho Panisad - (Vallis - I, II & III) Unit - III & IV
3. Bhagavad Gita (Ch XV) Unit - V

**Group-A**

10 bit questions covering all five units.

[2x10=20]

**GROUP-B****Each Unit Carries 12 marks.****12x5=60****1. Inscription - Unit-I & II**

(Girnar inscription of Rudradaman, Allhabad stone pillar Inscription of Samudragupta and Mandasore inscription of Yaso Varman)

**Unit - I** - One long question**Unit - II** - Four Short Notes**2. Kathopanisad (Adhaya-I, Vallis - I, II & III)****Unit -III** - One long question**Unit -IV** (i) Explanation - (Two)**Unit -V** - Bhagavadgita (Chapter- XV)

One long question

**Books for Reference:**

1. Selected Sanskrit Inscriptions (Ed.) D.B. Pusaklar, Classical Publishers, New Delhi.

2. Abhilekhamala (Ed.) Sarojini Bhuyan, Cuttack
3. Abhilekhamala (Ed.) sujata Dash, Cuttack
4. Abhilekhacayana (Ed.) Jayanta Tripathy, Vidyapuri, Cuttack
5. Isadi Nau Upanisad with Sankarabhasya - Gita Press, Gorakhpur
6. Kathopanisad with Sankarabhasya (Ed.) V.K. Sharma, Sahitya Bhandar, Subash Bazar, Meerut.

**+3 SECOND YEAR FOURTH SEMESTER  
Core Course - IX (C-9) - Sanskrit**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**CASE AND CASE ENGINGS OF  
PANINIAN GRAMMAR, TRANSLATION- II AND LEXICON**

1. Siddhanta Kumudi (Karaka - Vibhakti V - VII) - **Unit - I, II, & III**
2. Translation of unseen OdialEnglish Passage into Sanskrit (One) - **Unit - IV**
3. Amarkosa - **Unit - V**

**Group-A**

10 bit questions covering all five units.

[2x10=20]

**GROUP-B**

**Each Unit Carries 12 marks.**

**12x5=60**

**1. Siddhanta Kumudi (Karaka - Vibhakti V-VII) Unit-I, II & III**

**Unit - I** - (Case V) - Two questions to be explained

**Unit -II** - (Case VI) - Two questions to be explained

**Unit - III** - (Case VII) - Two questions to be explained

**Unit-IV- Unseen passage ofOdia to be translated into Sanskrit (One)**

**Unit-V - Amarakosa** - (Devata, Svarga, Vishnu, Laksmi, Durga, Surya, Brahma, Kartikeya, Genesh, Sarasvati from Svragavarga)

Answer any Four questions

**Books for Reference:**

1. For Siddhantakaumudi - Please refer to CC-7.
2. For Translation - Please refer to CC-7.
3. Namalinganuasanam (Amarakosa), D.G. Padhye et al. Choukhamba Sanskrit Series, New Delhi.

**+3 SECOND YEAR FOURTH SEMESTER  
Core Course - X (C-10) - Sanskrit**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**ORNATE PROSE & PROSE WRITING**

1. Dasakumaracaritam (Purvapithika, Ucchvas II) **Unit - I & II**

2. Sukanasopadesa Unit - III
3. Essay in Sanskrit Unit - IV
4. Expansion of Idea into Sanskrit Unit - V

**Group-A**

10 bit questions covering all five units.

[2x10=20]

**GROUP-B**

**Each Unit Carries 12 marks.**

**12x5=60**

**1. Dasakumara Caritam - (Purvapithika II & III Ucchavas)**

**Unit -I-** Long question (One)

**Unit -II-** Explanation - (Two)

**2. Sukanasopadesa Unit - III**

**Unit -III-** One long questions

**3. Unit-IV** Essay in Sanskrit (One)

**Unit-V** Expansion of Idea in Sanskrit (One)

**Books for Reference:**

1. Dasakumaracarita (Ed.) M.R. Kale, Motilal Banarsidass, Delhi.
2. Dasakumaracarita, Chaukhamba Publications, Varanasi.
3. Nibandhamala, A.T. Sharma
4. Samskrtanibandha Shatakam, Kapila Dev Dvivedi
5. Brhat Anuvada Shiksha, Chakradhara Hansa Nautiyal, MLBD, Delhi.
6. Samskrta Nibandhadarshah, Rammurti Sharma, Sahitya Niketan, Kanpur.
7. Sukanasopadesa, (Ed.) Ramakanta Jha, Choukhamba Vidyabhavan, Varanasi.
8. Sukanasopadesa (Ed.) Nimal Sundar Mishra, Kalyani Publishers, New Delhi.
9. Kadambari (Purvardham) with the Com. Of Bhanuchandra Siddhanjani, MLBD, New Delhi.

**+3 THIRD YEAR FIFTH SEMESTER**

**Core Course - XI (C-11) - Sanskrit**

Time : 3 Hrs.

Credit : 6

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

**ORNATE POETRY IN SANSKRIT & HISTORY OF SANSKRIT LITERATURE - III**

1. Sisupala badham (Canto - I) **Unit - I & II**
2. Kiratarjuniyam (Canto - I) **Unit - III & IV**
3. History of Sanskrit Literature - III (Mahakavya & Campu) - **Unit - V**

**Group-A**

10 bit questions covering all five units.

[2x10=20]

**GROUP-B**

**Each Unit Carries 12 marks.**

**12x5=60**

**1. Sisupala badham (Canto - I) Unit - I & II**

**Unit -I -** One long questions

- Unit -II** Explanation of verse (Two)
2. **Kiratarijuniyam (Canto-I)**  
**Unit -III** - One long questions  
**Unit -IV** - Explanation of two verses
3. **History of Sanskrit Literature - 11/ (Mahakavya & Campu)**  
Unit - V - (i) One long question

**Books for Reference:**

1. Sisupalabadham (Ed.) S.R. Ray / Vallabhatika, Bharatiya Vidya Prakashan, New Delhi.
2. Sisupalabadham - Canto - I (Ed.), Devanarayan Mishra, (With Sarvankasa - tika of Mallinatha) Sahitya Bhandar, Meerut.
3. Kiratarjuniyam (Cantos-I-III) Ed.) M.R. Kale, Motilal Banarsidass Publishers Pvt. Ltd., Delhi, 4th Edn - 1966, Rpt - 1993.
4. History of Sanskrit Literature, H.R, Agrawal, Mohanlal Munsiram, Delhi.
5. History of Indian Literature (Vol. I & II) M. Winternitz, Motilal Banarsidass Publishers Pvt. Ltd.

**+3 THIRD YEAR FIFTH SEMESTER**  
**Core Course - XII (C-12) - Sanskrit**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**VEDA, VEDIC GRAMMAR & HISTORY OF VEDIC LITERATURE**

1. Vaidika Suktas **Unit - I & II**
2. Vedic Grammer **Unit - III**
3. History of vedic Literature **Unit - IV & V**

**Group-A**

10 bit questions covering all five units.

[2x10=20]

**GROUP-B**

**Each Unit Carries 12 marks.**

**12x5=60**

1. **Veda - Unit I & II**

Vedic Suktas from different Samhitas

Agni (RV-1.1.), Indra (RV - 11.12), Savitr (RV - 1.35), Usas (RV - 1.48), Purusa - Sukta (YV XXXI.i.16), Siva - Samkalpa (YV-XXX.16), Samjnana (RV X.191), Vak (RV X.125)

**Unit - I** - One long question

**Unit - II** - Explanation - (Two Mantras)

2. **Unit - III - Vedic Grammar**

The following Sutras are to be taught:

Chandasi pare' pi, Vyavahitasca, Chaturthyarthe bahulam chandasi, Chandasi lun- lan-litah, Linarthe let, Leto' datau, Sibbahulam leti, Itasca lopah parasmaipadesu, Sa uttamasya, Ata ali, Vatio' nyatra, Vyatyayo bahulam, Hrgrahorbhaschandasi, Chandasi ubhayatha, Tumarthe se-sen-ase-asen-kase-kasen-adhyai-adhyai=adhyain- kadhyai-kadhyain-shadhyai-shadhyain-tavai-taven-tavenah, Va chandasi,



Shesh Chandasi bahulam, Supam suluk purva-savarnac che-ya-da-yaj-alah, Idanto masi, Ajjaserasuk.  
Three sutras to be explained

3. **History of Vedic Literature - Unit - IV & V**  
(Samhita Brahmana, Aranyaka, Upanisad)  
**Unit - IV & V - Two long questions**

**Books for Reference:**

1. New Vedic Selection Part-I Ed. Telang and Chaubey, Bharatiya Vidya Prakashan, New Delhi.
2. Veda 0 Vaidika Prakrana, (Ed.) Niranjan Pati, Vidyapuri, Cuttack.
3. History of Indian Literature Vol. I, M. Winternitz, MLBD, New Delhi.
4. Vaidika Sahitya aur Sanskrit, Baladeva Upadhyay, Chaukhamba, Varanasi.
5. Vaidika Sahitya 0 Samskriti, A.C., Das, Grantha Mandira, Cuttack.

**+3 THIRD YEAR SIXTH SEMESTER**  
**Core Course - XIII (C-13) - Sanskrit**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**ARTHASASTRA, DHARMASTRA & AYURVEDA**

1. Arthasastra (Adhikarana I. 1-4) **Unit-I & II**
2. Manusmriti (Chap - II. Verses from 1 to 52) **Unit - III & IV**
3. Auryveda (Carakasamhita, Dirghajivitiyadhyaya - Verse 1-75) **Unit - V**

**Group-A**

10 bit questions covering all five units.

[2x10=20]

**GROUP-B**

**Each Unit Carries 12 marks.**

**12x5=60**

1. **Arthasastra (Adhikarana 1. 1-4)**

From the beginning up to Vinayadhikarana, Adhikarana 1.1-4

**Unit - I** One Long question

**Unit - II** Three Short Notes

2. **Manusmrti (Chap-II. Verses from 1 to 52)**

**Unit - III** One Long Question

**Unit - IV** Two explanations

3. **Ayurveda (Carakasamhita, Verses 1 to 75)**

**Unit - V** Short questions (Three)

**Books for Reference:**

1. Kautilya Arthashastra, (Ed. & Trans) R.P. Kangle, 3 Vols., Motilal Banarsidass, New Delhi.
1. The Arthashastra. (Ed.& Trans), L.N. Rangarajan, Penguin Classics, India, 1992
2. The Arthashastra. (Ed.) N.P. Unni, Bharatiya Vidya Prakashan, New Delhi

3. Arthashastra (Odia Trans.) Anantarma Kar, Odisha Sahitya Academy, Bhubaneswar
4. Manu's Code of Law: A Critical Edition and Translation of the Mcmava-Dharmasastra.(Ed.Olivelle, Patrick, Oxford: Oxford University Press
5. Kautilya Arthashastra, (Ed.) Vachaspati Gairala, Chaukhamba publication,Varansi
6. Manusmrti, (Ed.) Braja Kishor Swain, Sadgrantha Niketan, Srimandira,Puri
7. The Charaka Samhita, (Trans.) A.C. Kaviratna. and P. Sharma,S Vols., Indian Medical Science Series, Sri Sadguru Publications, a division of Indian Books Centre, Delhi 81
8. Caraka-Samhitii: Agnivesa's Treatise Refined and annotated by Caraka and Redacted by Drdhabala (text with English translation), Sharma, P. V. , Chaukhambha Orientalia, 1981—1994.
9. Agnivesa's Caraka Samhitii (Text with English Translation & Critical Exposition Based on Cakrapani Datta's Ayurveda Dipika), 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 Cakrananidatta.

**+3 THIRD YEAR SIXTH SEMESTER  
Core Course - XIV (C-14) - Sanskrit**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**TECHNICAL LITERATURE IS SANSKRIT (KARMAKANDA & VASTU)**

1. Karmakanda Paribhasa, **Unit - I & II**  
(Fundamental Knowledge of Vedic Karmakanda)  
Panchadevata-dhyanam, Panchopachara, Sandhya Kala nirupanam, Padartha Parichayah-Panchamrutam, Panchapallvam, Pancharatnam, Panchagasyam, Panchasasyam, Panchakasaya, Panchavarnakam, Pancha Pranamah, Panchasuddhi, Sapta dhayanam, Sarvausadhiih.
2. Vastu Ratnakara (Vasturatnakara, Chap - I) **Unit - III, IV & V**  
(Bhuparigraha - prakaranam)

**Group-A**

10 bit questions covering all five units.

[2x10=20]

**GROUP-B**

**Each Unit Carries 12 marks.**

**12x5=60**

1. **Karmakanda Paribhasa (Unit-I & II)**  
**Unit - I** One long question  
**Unit- II** Short Notes (Three)
2. **Vastu Ratnakara**  
**Unit - III** One long question  
**Unit - IV** Short questions (Three)  
**Unit - V** Explanation (Two)

**Books for Reference:**

1. Karmakanda Paribhasa - Ed by Rabishankar Mishra Published by Chanchala Mishra, Barahi lane, Dakshina Dwara, Puri- 752001.

2. Vasturatnakar (Ed.) Vindhyeshwari Prasad Dwivedi, Chowkhamba Krishnadas Academy, Varanasi.

### +3 THIRD YEAR FIFTH SEMESTER

#### DSE - I - Sanskrit

##### Group-A

10 bit questions covering all five units.

[2x10=20]

##### GROUP-B

Each Unit Carries 12 marks.

12x5=60

1. *Vastuvidya in Bruhat Samhita* **Unit - I, II & III**

**Unit - I** One long question

**Unit- II** Short Notes (Three)

**Unit - III** Explanation (Two)

2. *Vruksayurveda in Bruhat Samhita* **Unit-IV & V**

**Unit - IV** Long questions (One)

**Unit - V** Short Question (Three)

#### **Books for reference:**

1. Bruhatsamhita of Varahamihira, (Ed.) N. Chidambaram Iyer, Divine Books, New Delhi.
2. Bruhatsamhita with Vattapaliya vivrti (Ed.) Sudhakar Diwvedi and (re-edited by) Krushnachandra Dwivedi, Sampurnanda Samskrita Viswavidyalaya, Varanasi.
3. Bruhatsamhita (Hindi Trans), Achyutananda Jha, Choukhamba Prakashan, Varanasi.
4. Vrksayurveda in Ancient India (with original text and translation), Lallanji Gopal, Sandeep Prakashan, New Delhi.
5. Vrksayurveda of Bruhatsamhita, (ed.), N.P. Dash, Vidyapuri, Cuttack.

### +3 THIRD YEAR FIFTH SEMESTER

#### DSE - II - Sanskrit

Time : 3 Hrs.

End Semester Theory : 80 Marks

Credit : 6

Mid Semester Theory : 20 Marks

#### **SOCIO - POLITICAL THOUGHT IN ANCIENT INDIAN**

1. Yajnavalkyasmruti (Vyavaharadhyaya verses 1-65) **Unit -I, II & III**
2. Manusmriti (Chap-VII Verse - 1-60) **Unit - IV & V**

##### Group-A

10 bit questions covering all five units.

[2x10=20]

##### GROUP-B

Each Unit Carries 12 marks.

12x5=60

1. *Yajnavalkasmruti (Unit-I, II & III)*

**Unit - I** Short Questions (Three)

**Unit - II** Translation of Verse (Two)

**Unit - III** Explanation (Two)

2. *Mansusmriti - (Chap - VII Verse 1-60) (Unit-IV & V)*

**Unit - IV** Short Questions (Three)

**Unit - V** Explanation (Two)

**Books for reference:**

1. Yajnavalkyasmṛti, (Ed.) M.N. Dutta, Parimal Publications, New Delhi.
2. Yajnavalkyasmṛti (Vyavaharadhyaya), (Ed.) Kishore Chandra Mahapatra, Jageswari lane, Balighat, Puri.
3. Manusmṛti, (Ed.) Braja Kishore Swain, Sadgranatha Niketana, Puri.
4. Manu's Code of Law: A Critical Edition and Translation of the Manava Dharmasastra, (Ed.) Ollivele, Patrick, Oxford University Press.

**+3 THIRD YEAR SIXTH SEMESTER  
DSE - III - Sanskrit**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : **80** Marks  
Mid Semester Theory : **20** Marks

**ETHICAL LITERATURE IN SANSKRIT**

1. Chanakyaniti (Chap - I, II & III from Chanakya Darpana) Unit - I, II
2. Nitisataka of Bhartuhari Unit - III, IV & V (Verse 1 - 30)

**Group-A**

10 bit questions covering all five units.

[2x10=20]

**GROUP-B**

**Each Unit Carries 12 marks.**

**12x5=60**

**1. Chanakyaniti (Chap - I, II & III from Chanakya Darpana) Unit - I & II**

**Unit - I -** Two Verse to be explained

**Unit - II -** Three short questions

**2. Nitisataka of Bhartruhari**

**Unit - III -** (Verse - 1 - 30)

Two short questions

**Unit-IV & V (i)** Verses to be explained (Two)

(ii) Translation of verses (Two)

**Books for Reference:**

1. Canakyanitidarpana (Ed.) Gunjeswar Choudhury, Choukhmba Surabharati Prakashan, Varanasi.
2. Nitisataka (Ed.) M.R. Kale, MLBD, New Delhi.
3. Nitisataka (Ed.), Naresh Jha Choukhamba Prakashan, New Delhi.

**3 THIRD YEAR SIXTH SEMESTER  
DSE - IV - Sanskrit**

Crdit : 6

Full Mark : **100** Marks

**DSE-IV**

**Project**

# SOCIOLOGY

## +3 FIRST YEAR FIRST SEMESTER

### Core Course - I (C-1)- Sociology

Time : 3 Hrs.

Credit : 6

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

### 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 this paper, the student can

- Get to know the convergence and divergence of Sociology with other social science disciplines in terms of the subject matter, nature and scope of the discipline and its approach.
- Develop knowledge about its historicity.
- Get acquainted with the basic concepts used in the subject.
- Generate ideas about the social processes and social institutions man encounters as a member of the society.

**Learning Outcomes:** This paper is expected to clarify and broaden the student's notion about the subject, the basic concepts used and some universal societal processes. This will provide a wholesome picture about what the subject is all about.

**Unit-1** : **Sociology:** Meaning and Definition, 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, Status and Role, Social Norms and Values.

**Unit-3** : **Individual and Society** : Individual and society, Socialization - stages and agencies, Development of Self - contributions of George Herbert Mead, C.H. Cooley's Looking Glass Self, Social Group: Types of Groups - Primary and Secondary, in-Group and Out-group, Reference Group.

**Unit-4** : **Social Stratification:** Meaning and definition, Dimensions of Stratification, Theories of Stratification - Functionalist, Marxist, Weberian.

**Social mobility:** Meaning of Social Mobility and its determinants.

**Unit-5** : **Social Control:** Meaning and types of Social Control - Formal and Informal social control, Agencies of Social control.

**Social Processes:** Associative and Dissociative processes — Cooperation, Assimilation, accommodation, Competition, and conflict.

### Essential readings:

1. Bottomore. T.B. 1972, Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India).
2. Harlambos, M.1998. Sociology: Themes and perspectives. New Delhi: Oxford University Press.
3. Inkeles, Alex. 1987. What is Sociology? New Delhi: Prentice-Hall of India.
4. Jaikaram, 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.

## +3 FIRST YEAR FIRST SEMESTER

### Core Course - II (C-2)- Sociology

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

#### INDIAN SOCIETY

Every society has its own peculiar structure. 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 introduces to the students the structural elements of the Indian society, its institutions and the change agents.

**Objectives :** After studying this paper on Indian society, the student can

- Get an impression about the basic composition of Indian society, its historical moorings, basic philosophical foundations and the institutions.
- Learn about the changing institutions, the processes, the agents 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 society.

**Unit-1 : Composition of Indian Society :** Cast, Religion, Tribe, Language as compositions to Indian society. Unity in Diversities. Threats to National Integration-Casteism, Communalism, Linguism, Regionalism

**Unit-2 : Historical moorings :** 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, Changes in marriage. The Hindu joint family: feature, function, dysfunction and recent changes. Marriage and family among the Muslims.

**Unit-4 : Caste and tribe in India:** Origin, Features and Functions. Caste and Class, The Dominant Caste, Changes in Caste system, Tribes of India - features and distribution. Constitutional and legal provisions for the Scheduled Castes, Scheduled Tribe.

**Unit-5 : Social Change in Modern India :** Sanskritization, Westernization, 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.

## +3 FIRST YEAR SECOND SEMESTER

### Core Course - III (C-3)- Sociology

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

#### 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 reflects the philosophical contributions of the Founders who gave a systematic shape to the subject.

**Objectives :** After going through this paper, 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, 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.
8. Zeitlin, Irving.1998 (Indian Edition). Rethinking sociology: A critique of Contemporary Theory. Jiapur: Rawat.

**+3 FIRST YEAR SECOND SEMESTER**  
**Core Course - IV (C-4)- Sociology**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**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 of social change, Social Progress, Evolution and Development.

**Unit-2** : **Theories of Social Change** : Evolutionary theory, Cyclical theory, Conflict Theory, Functionalist theory.

**Unit-3** : **Factors of Social Change**: Cultural, Economic, Technological, Ideological, Demographic.

**Unit-4** : **Economic Growth and Social Development** : Indicators of Social Development, Human Development Index. Economic Growth: Meaning, factors accelerating economic growth and factors preventing economic growth.

**Unit-5** : **Models of Development**: Capitalist, Socialist, and Gandhian.

**Essential readings**:

1. Moore, W.E. 1965. Social Change, New Delhi: Prentice-Hall of India.
  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
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## +3 SECOND YEAR THIRD SEMESTER

### Core Course - V (C-5)- Sociology

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

### RESEARCH METHODOLOGY

Since the days of August Comte, a debate and a deliberate attempt has been initiated to provide a scientific character to social sciences. In this attempt empirical research has been introduced as an integral part of observing social reality and generalizing it objectively without any subjective predisposition. Gradually, research methods have been developed and introduced in social sciences to bring it in par with scientific observations. The essence of this paper lies in introducing the students with these methods of research to ensure objectivity as far as practicable in social research.

**Objectives :** By going through this paper, the student can

- Get an understanding of the nature of scientific methods, nature of social Phenomena and the way of attaining value neutrality.
- Have a grip over the basic steps involved in social research and the types of social research with their applicability
- Develop an insight into the need and types of research design and the use of sampling method for attending objectivity.

**Learning Outcomes :** This paper is designed 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 Methods in 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.

#### Essential Readings:

1. Bajaj and Gupta. 1972 Elements of Statistics. New Delhi: R.Chand and Co., New Delhi:
2. Beteille, A. and Madan, T.N. 1975 Encounter and experience: Personal Accounts of Fieldwork. Vikas Publishing House, New Delhi:
3. Bryman, Alan. 1988 Quality and Quantity in Social Research Unwin Hyman, London.
4. Jayram, N.1989. Sociology: Methods and Theory. Madras: MacMillan, Madras.
5. Kothari,C.R. Research Methodology : Methods and Techniques, Bangalore, Wiley Eastern.

6. Punch, Keith. 1996. Introduction to Social Research, Sage, London
7. Shipmen, Martin. 1988 The Limitations of Social Research Sage, London,
8. Young, P.V. 1988 Scientific Social Survey and Research Prentice Hall, New Delhi.

### +3 SECOND YEAR THIRD SEMESTER Core Course - VI (C-6)- Sociology

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : **80** Marks  
Mid Semester Theory : **20** Marks

#### 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 behavior of each sex group. This is the crux 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 Conferences on 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.

#### Essential Readings:

1. Bhasin, Kamla, 2003. Understanding Gender, Kali for Women.
2. Bhasin, Kamala, Khanv, Said Nighat 1986. Some Questions on Feminism and Its Relevance in South Asia, Kali for Women, New Delhi.

3. Chaudhuri, Maitrayee 2004. *Feminism in India: Issues in Contemporary Indian Feminism* Kali for Women, New Delhi.
4. Kabeer, Naila 1994. *Reversed Realities: Gender Hierarchies in Development Thought: Gender Hierarchies in Development*.
5. Srivastava Gouri .2005. *Women Education in India: Issues and Dimensions*, Academic Excellence Publishers & Distributors.
6. Agarwal, S.P 2001. *Women's Education in India*. Concept Publishing Company.
7. Satia, J, Misra, M, Arora, R, Neogi, S, ed. *Innovations in Maternal Health - Case studies from India*. New Delhi, India: SAGE Publications Pvt. Ltd.
8. Dube, Leela 1990. *Structures and Strategies -Women, Work and Family*, SAGE Publications, New Delhi.
9. Kalia, Anil-1998. "Women Workers: Invisible and Unprotected", *Social Welfare*, Vol.45, No.1.
10. Cahwala, Monioca 2006. *Gender Justice: Women and Law in India*, Deep and Deep Publications.

### +3 SECOND YEAR THIRD SEMESTER

#### Core Course - VII (C-7)- Sociology

Time : 3 Hrs.

End Semester Theory : **80** Marks

Credit : 6

Mid Semester Theory : **20** Marks

#### 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.

**Learning Outcomes:** India thrives in her villages. By going through this paper, the student can have a grip on the grass roots of Indian society. This will enable the student to understand the society in a better manner, to note the heterogeneities in culture, institutions and their functions, changes, the contrasts found between the rural urban societies and the problems faced by the people.

**Unit-1** : **Rural Sociology** : Origin, Scope, Nature and Importance of Rural Sociology,

**Unit-2** : **Rural social Structure:** Village Community — meaning and characteristics. Agrarian Economy - features and change. Migration. Rural-Urban Contrast and Continuum.

**Unit-3** : **Rural Social problems:** Poverty, Unemployment, Landlessness, Indebtedness, Rural Health problems.

**Unit-4** : **History and Evolution:** Community Development Programme, Land Reforms, Cooperative Movement.

**Rural Governance and Democratic Decentralization:** Panchayati Raj Institutions - Constitutional provisions and Structure, Role of Panchayats in Rural Development- Functions and Problems.

**Unit-5 : Rural Development Programmes:** MGNREGA, SGSY, Indira Awas Yojana, Livelihood Mission, National Rural Health Mission.

**Essential Readings:**

1. Doshi S.L & P.C. Jain 2002. Rural Sociology, Jaipur, Rawat.
2. Desai A.R. 1997. Rural Sociology in India - Bombay Popular Prakasan.
3. Dhanagare D.N. 1988. Peasant movements in India, New Delhi, Oxford.
4. Gupta D.N. 2001. Rural Development System. New Delhi Books India International.
5. Dube, S.C. 1988. India's changing Village: Human Factor in Community Development Himalayan Publishing House, Bombay.
6. Maheshwari, S.R. 1985. Rural Development In India, Sage Publication, New Delhi.
7. Vivek, R.& Bhattacharya, 1985. The New Strategies of Development in Village India, Metropolitan.
8. Jain, Gopal Lai, 1985. Rural development. Mangaldeep Publication, Jaipur.
9. Joshi R P., and S. Narawam, 1985. Panchayat Raj in India : Emerging Trends across the States Rawat, Jaipur.
10. Singh, Katar ,1995. Rural development: Principle policies and Management Sage, New Delhi.

### +3 SECOND YEAR FOURTH SEMESTER

#### Core Course - VIII (C-8)- Sociology

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

#### SOCIOLOGY OF GLOBALIZATION

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:** By going through this paper, the student can

- Collect information about the meaning and nature of this process, its historical mooring.
- Amass knowledge about its dimensions and impacts, both positive and negative.
- Get introduced to the agencies that manage the process.

**Learning Outcomes:** This paper is expected to acquaint the student with an ongoing social process bringing tremendous changes in the nations.

**Unit-1 : Globalization:** Meaning and characteristics of Globalization, Historical context: Liberalization, Privatization and Globalization.

**Unit-2: Dimensions of Contemporary Globalization:** Economic, Technological, Political and Cultural.

**Unit-3: Consequences of Globalization:** Rising Inequality, Environmental impact, Consumerism, Health and Security, Emergence of Anti-Globalization movements.

**Unit-4 Globalisation and Indian Society:** Understanding the concepts of liberalization, privatization and globalization in the Indian context; Growth of information technology and communication and its impact manifested in everyday life.

**Unit-5 Impact of globalisation on Indian Society:** 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. S.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, Globalization and its impact, 2002.

**+3 SECOND YEAR FOURTH SEMESTER  
Core Course - IX (C-9)- Sociology**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : **80** Marks  
Mid Semester Theory : **20** Marks

**MARRIAGE, FAMILY AND KINSHIP**

By teaching these major social institutions- Family, Marriage and Kinship we can introduce the students to the primary organization of the societies at large. The course aims to acquaint the students with the basic concepts related to family, marriage and kinship studies on Indian societies.

**Objectives:**

- « To demonstrate how structural principles of family, marriage and kinship used to organize groups and categories in the Indian societies.
- Aims at realizing the students the significance of marriage, family and kinship
- To infuse the students with the cultural and institutional patterns.

**Learning outcomes:**

- « The student will come to know the meaning and concepts of the basic institutions
- The student will realize the importance of social integration, social reproduction and social continuity through these basic institutions.

**Unit-1: Theoretical Perspectives:** Overview of theoretical developments - Descent theory ,Alliance theory ,Recent theorizations and their implications.

**Unit-2: Marriage:** Marriage as a social Institution, Functions of Marriage. Rules of Marriage - Endogamy, Exogamy, Monogamy and Polygamy, Levirate and Sororate, Hypogamy and Hypergamy, Practices involved in marriage - Dowry and Bride Price.

**Unit-3: Family:** Meaning, Types of Family: Rules of Authority, Descent and Residence. Functions of Family. Contemporary Changes and Problems: Divorce and Family Disintegration.

**Unit-4: Contemporary Issues:** Diasporas and Impact on Family, implications of new reproductive technologies. Domestic violence Challenges to the normative model of family, Inter-generational conflict.

**Unit-4: Kinship and Clan System:** Meaning and Definition of Kinship and Clan, Types of Kinship and Clan, Lineage. Totemism and Taboos.

**Essential Readings:**

1. Dube, L.I 1974, *Sociology of Kinship: An Analytical Survey of Literature*, Bombay: P.Prakashan
2. Fox, Robin. 1967. *Kinship and Marriage: An Anthropological Perspective*, Pelican.
3. Parkin, Robert, 1997. *Kinship: An Introduction to Basic Concepts*. U.K: Blackwell Publications.
4. Parkin, Robert and Linda Stone(ed.) (2004) *Kinship and Family : An Anthropological Reader*, Blackwell Publishing, USA.
5. Uberoi, Patricia (ed.) 1993. *Family, Kinship & Marriage in India*. New Delhi: OUP.
6. Patel, Tulsi (ed.) (2005) *The Family in India : Structure and Practice*, Sage Publications, New Delhi.

**+3 SECOND YEAR FOURTH SEMESTER  
Core Course - X (C-10)- Sociology**

Time : 3 Hrs.

End Semester Theory : 80 Marks

Credit : 6

Mid Semester Theory : 20 Marks

**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 to impress upon a student the concept of deviant behavior leading to social disorganization, forms, theoretical foundations and criminal activities which he encounters in real life situations.

**Unit-1 : Social Disorganization:** Meaning and Nature, Family Disorganization and Personality Disorganization, Causes and Consequences.

**Unit- 2: Theories of Deviant Behaviour :** Contributions of Durkheim and Merton. Ecological theory, Delinquent Sub-Culture theory, Differential Association theory, Differential Opportunity theory.

**Unit- 3: Crime and Punishment :** Concepts of Crime and Delinquency: Causes and consequences. Theories of Punishment: Retributive, Deterrent, Reformative.

**Unit-4: Social Problems:** Poverty, Unemployment, Alcoholism, Divorce and Terrorism.

**Unit-5 Atrocities against women:** Domestic violence, Dowry, Trafficking,

**Essential Readings.**

1. Mamoria, C.B., 1981 *Social Problems and Social Disorganization in India*.
2. Ahuja, Ram, 2012, *Social Problems in India*, New Delhi: Rawat Publications.
3. 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.

### +3 THIRD YEAR FIFTH SEMESTER Core Course - XI (C-11)- Sociology

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

#### 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 Power, Authority, Legitimacy:** 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, Meaning of legitimacy and 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. 2001 Political Sociology, University Press, Hyderabad
3. Bhattacharya, D.C. Political Sociology
4. Baral, J.K. Political Sociology
5. T. Bottomore, Political Sociology, Blackie & Sons, Bombay, 1975
6. Lipset S.M.Modern Political Analysis, Printice Hall, New Delhi 1983
7. Dhal, Robert A, Who Governs.

**+3 THIRD YEAR FIFTH SEMESTER**  
**Core Course - XII (C-12)- Sociology**

**Time : 3 Hrs.**

**End Semester Theory : 80 Marks**

**Full Mark : 100**

**Mid Semester Theory : 20 Marks**

**Credit : 6**

**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.

**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 Abhyan, 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) 91986), Social Forestry and Tribal Development, Dehradun: Natraj Publishers.
6. Dubey, S.M. and Murdia, Ratno(ed)91980), 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", 2<sup>nd</sup> 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)(199.7), *Poverty, Population and Sustainable Development*, New Delhi: Rawat Publications.
12. Plumwood, Val (1992), *Gender and Ecology: Feminism and Making of Nature*, London: Routledge.

### +3 THIRD YEAR FIFTH SEMESTER

#### DSE - I - Sociology

Time : 3 Hrs.

End Semester Theory : 80 Marks

Credit : 6

Mid Semester Theory : 20 Marks

#### SOCIOLOGY OF HEALTH

It is increasingly felt that health is not exclusively conditioned by the biological functioning of the body, but to a great extent by the social environment and the social practices and habits. Both the physicians and common people have come to realize the tremendous role of social determinants in ensuring a healthy life to an individual and to the community at large. This has necessitated the development of a special branch of sociology that is Sociology of health. This paper is designed to bring awareness among the students about the social determinants of health and how the health of a community can be changed by bringing a change in the perception, attitude and practices of the people.

**Objectives :** After going through this paper, the student can

- Understand the social basis of health and health care
- Relate cultural practices to health problems
- Get an idea about the common occupational health hazards
- Comprehend the health sector measures introduced by the Government.

**Learning Outcomes:** The very aim of this paper is to impress upon the students of sociology the role of social forces in ensuring health to the people. By going through this paper they can serve as the active agents in bringing health sector reforms among the people by awareness building and changing the practices that are fatal to human health.

**Unit-I: Sociology of Health** - Meaning and Emergence of Sociology of Health, Sociological perspectives on Health - functional, conflict, symbolic interactionist and feminist, The Scope of Health Sociology in India.

**Unit-2 : Diseases and Means of Control:** Meaning of Diseases, Types of Diseases -occupational diseases and their prevention, Lifestyle diseases, Diseases among women, Means of control: Education, Habit formation, Regular checkups, Avoiding obsolete habits, Changing people's perception and increasing participation in health programmes.

**Unit-3 : Common Health problems in India** - Social determinants of human health. Causes and consequences of Common health problems - infant mortality and morbidity, maternal mortality, Malnutrition.

**Unit-4 : Health Sector Reforms of the Government of India:** Protective, Promotive, Reproductive, Curative efforts, Health Policies of The Government, Role of ICDS in ensuring health to women and children.

**Unit-5 : Emerging health issues:** HIV AIDS, Sex education, Gerontology and Geriatric, Problems to Environmental Sanitation.

**Essential Readings:**

1. Cockerham, William C. 1978 Medical sociology Englewood, Cliffs, Prentice Hall.
2. Dak, T.M. 1991 Sociology of Health in India, Kaveri Printers, New Delhi.
3. Graham, Scombler, 1987 Sociological Theory and Medical Sociology, Tavistock Publications, London.
4. Atom Mohammad, 1974. Sociology of Health. Jaipur: Hawat.

**+3 THIRD YEAR FIFTH SEMESTER****DSE - II - Sociology**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

**POPULATION STUDIES**

Demography is both an index and instrument of development and change. India as a country is plagued by population explosion which retards, the economy and blocks social progress. Irrespective of several positive attempts undertaken by the government, India has failed to control its population problem. This paper is designed to provide an idea to the students about population dynamics and its impact on society.

**Objectives :** After going through this paper, the student can

- Understand the various facets of population studies and the theories that depict population change.
- Develop specific idea on Indian population structure, policies adopted and programmes launched in the country to check population.
- Assess the role of various agencies in population control.

**Learning Outcomes:** The very aim of this paper is to acquaint the students with a perennial problem of the Indian society that is population growth and the measures introduced to control it.

**UNIT-1 : 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 Composition 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, Role of 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 Allen and Unwin Ltd.
5. Dubey, Surendra Nam 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.

### **+3 THIRD YEAR SIXTH SEMESTER** **Core Course - XIII (C-13)- Sociology**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

#### **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 : Urban Sociology:** Meaning, 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.

**Unit-4 : Urban social problems:** Crime and Juvenile delinquency, Slums, Beggary, Prostitution.

**Unit-5 : Urban development in India Plans:** Urban development Programmes, Slum Development Programmes, Urban Basic Services.

**Essential readings:**

1. Lin, Jan and mele Christopher (edt.) 2012. The 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. 1992. Urban Sociology in India
  5. Ramachandran, R 1997. Oxford University Press
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6. Jayapalan, N 2002. Urban Sociology, Atlantic Publishers
7. Wilson, Robert, A Schultz, David, A, 1978. Urban Sociology, prentice Hall.

### **+3 THIRD YEAR SIXTH SEMESTER Core Course - XIV (C-14)- Sociology**

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : **80** Marks  
Mid Semester Theory : **20** Marks

#### **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-1 : Social 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-3 : Peasants Movements in India:** The Champaran Satyagraha (1917), The Kheda Peasant Struggle, The Bardoli Movement in Gujarat, The Peasant Revolt in Telangana, The Tebhaga Movement in Bengal.

**Unit-4 : Backward Class Movements in India:** Mahar Movement in Maharashtra, Dalit Movement in Tamil Nadu, The Non-Brahmin Movement in Tamil Nadu.

**Unit-5 : Women's Movements in India:** In the Pre-independence era and the post independence period.

#### **Essential readings:**

1. Foweraker Joe, 1995. Theorising Social Movements, Pluto Press, London.
2. Buechler, S. 1997. 'New Social Movement Theories' in Buechler, S. and Cylke, F.K., Jr. (eds.). Social Movements: Perspectives and Issues. Mountain View: Mayfield Publishing Company.
3. Rao, M.S.A. ed. 1979. Social Movements in India Vol. I and II, Manohar, New Delhi.
4. Dhanagare, D.N. 1983. Peasant Movements in India 1920-1950, OUP, Delhi.
5. Kaur, Manmohan, 1968, "Role of Women in the Freedom Movement 1857-1947", Sterling, New Delhi.
6. Basu, Aparna. 1976. "Role of Women in the Freedom Movement", in B.R.Nanda, ed. Indian Women From Purdah to Modernity, Vikas, Delhi.
7. Chattopadhyaya, Kamaladevi, 1983, "Indian Women's Battle for Freedom", Abhinav Publications, New Delhi.

## +3 THIRD YEAR SIXTH SEMESTER DSE - III - Sociology

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

### 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 : Major Institutions of Society:** 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 & Polity:** 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. Hilton and others : Introductory Sociology (Macmillan) 4. G. Rocher : A General Introduction to Sociology
5. P. Worsely : New Introducing Sociology
6. Smelser, Nail J. : Sociology
7. S.K.Pramanik & R.Ganguly (eds) : Globalization in India ,PHI Learning.

**+3 THIRD YEAR SIXTH SEMESTER****DSE - IV - Sociology**

Time : 3 Hrs.

Crdit : 6

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

**PRACTICAL**

Field Work and Dissertation:	Dissertation	-	80 Marks
	Viva - Voce	-	20 Marks

- Dissertation may be written on any social institution problem or may be an evaluation study.
- It should be based on an 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 Examiner on the basis of the written Dissertation and Viva-Voce.

**+3 SECOND YEAR THIRD SEMESTER****GE - I - Sociology**

Time : 3 Hrs.

Crdit : 6

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

**(The students of unrelated disciplines are expected to opt for the following generic elective papers to be offered by Sociology in IIIrd and IVth semesters)**

**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 this paper, the student can

- Get to know the convergence and divergence of Sociology with other social science disciplines in terms of the subject matter, nature and scope of the discipline and its approach.
- Develop knowledge about its historicity.
- Get acquainted with the basic concepts used in the subject.
- Generate ideas about the social processes and social institutions man encounters as a member of the society.

**Learning Outcomes:** This paper is expected to clarify and broaden the student's notion about the subject, the basic concepts used and some universal societal processes. This will provide a wholesome picture about what the subject is all about.

**Unit-1 : Sociology:** Meaning and Definition, 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, Status and Role, Social Norms and Values.

- Unit-3 : Individual and Society** : Individual and society, Socialization - stages and agencies, Development of Self - contributions of George Herbert Mead, C.H. Cooley's Looking Glass Self, Social Group: Types of Groups - Primary and Secondary, In-Group and Out-group, Reference Group.
- Unit-4 : Social Stratification:** Meaning and definition, Dimensions of, Stratification, Theories of Stratification- Functionalist, Marxist, Weberian.  
**Social mobility:** Meaning of Social Mobility and its determinants.
- Unit-5 : Social Control:** Meaning and types of Social Control - Formal and Informal social control, Agencies of Social control.  
**Social Processes:** Associative and Dissociative processes - Cooperation, Assimilation, accommodation, Competition, and conflict.

### Essential readings:

1. Bottomore. T.B. 1972, Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India).
2. Harlambos, M.1998. Sociology: Themes and perspectives. New Delhi: Oxford University Press.
3. Inkeles, Alex. 1987. What is Sociology? New Delhi: Prentice-Hall of India.
4. Jaikaram, 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.

## +3 SECOND YEAR FOURTH SEMESTER

### GE - II - Sociology

Time : 3 Hrs.

Credit : 6

End Semester Theory : 80 Marks

Mid Semester Theory : 20 Marks

#### INDIAN SOCIETY

Every society has its own peculiar structure. 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 introduces to the students the structural elements of the Indian society, its institutions and the change agents.

**Objectives** : After studying this paper on Indian society, the student can

- Get an impression about the basic composition of Indian society, its historical moorings, basic philosophical foundations and the institutions.
- Learn about the changing institutions, the processes, the agents 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 society.

**Unit-1 : Composition of Indian Society** : Cast, Religion, Tribe, Language as compositions to Indian society. Unity in Diversities. Threats to National Integration-Casteism, Communalism, Regionalism, Linguism.

**Unit-2 : Historical moorings** : 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, Changes in marriage. The Hindu joint family: feature, function, dysfunction and recent changes. Marriage and family among the Muslims.
- Unit-4 : Caste and tribe in India:** Origin, Features and Functions. Caste and Class, The Dominant Caste, Changes in Caste system, Tribes of India features and distribution. Constitutional and legal provisions for the Scheduled Castes, Scheduled Tribe.
- Unit-5 : Social Change in Modern India :** Sanskritization, Westernization, 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.





# STATISTICS

## +3 FIRST YEAR FIRST SEMESTER CORE COURSE-1 (C-1) DESCRIPTIVE STATISTICS-I & LINEAR ALGEBRA

Time : **3 Hours**End Semester Theory : **50 Marks**Credit: **6**Mid-Semester : **20 Marks****UNIT-I:**

Statistical Methods: Definition & scope of Statistics, concepts of Statistical population and sample, quantitative and qualitative data, attributes, variables, scales of measurement- nominal, ordinal, interval and ratio. Presentation: tabular and graphical including histogram and ogives,

**UNIT- II:**

Measures of Central Tendency: mathematical and positional. Measures of Dispersion: range, quartile deviation, standard deviation, coefficient of variation, Moments, absolute moments, skewness and kurtosis, Shephard's correction.

**UNIT-III**

Permutation & Combination, Binomial Theorem, Logarithmic & Exponential Series, Determinant.

**UNIT-IV**

Matrices: types of matrices(orthogonal matrix and idempotent matrix); operation on matrices (including inverse); partitioned matrices; singular and non-singular matrices.

**UNIT-V**

Rank of a matrix: row-rank and column-rank; properties of rank; rank of sum and product of matrices. Linear equations: homogeneous and non-homogeneous equations. Solution space: consistency and general solution.

### PRACTICAL CORE COURSE-1 (C-1) LAB-1

Time : **3 Hours**Full Mark : **30 Marks**

1. Calculation of different measures of Central tendency, dispersion, skewness and kurtosis.
2. Calculation of 1st. Four moments from grouped and ungrouped data.

**BOOKS RECOMMENDED:**

1. Intermediate Algebra by Ghanshyam Samal, Vidyapuri Publication, 2007.
  2. A text book of matrices by Shanti Narayan, S. Chand, 1962.
  3. Fundamentals of Statistics by S.C Gupta, Himalayan Publishing House, 2014
  4. Fundamentals of Mathematical Statistics by s.c. Gupta & V.K. Kapoor, Sultan Chand, 2013.
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**+3 FIRST YEAR FIRST SEMESTER  
CORE COURSE- II (C-2) - STATISTICS  
DESCRIPTIVE STATISTICS-II & CALCULUS**

Time : **3 Hours**

End Semester Theory : **50 Marks**

Credit: **6**

Mid-Semester : **20 Marks**

**UNIT-I**

Bivariate Data: Scatter diagram, *curve* fitting by the method of least squares (linear and quadratic), fitting of *curves* reducible to polynomials by log and inverse transformation.

**UNIT -II**

Correlation Coefficient: Product moment correlation coefficient and its properties, coefficient of determination, correlation ratio, rank correlation, intra class correlation.

**UNIT-III**

Regression Analysis: Concept of regression, fitting of regression lines, regression coefficients and their properties.

**UNIT-IV**

Function of one variable; limit, continuity and differentiability; *successive* differentiation; mean *value* theorem (statement only); maxima and minima. Function of Several Variables: Partial derivatives, transformations and Jacobians.

**UNIT-V**

Integral Calculus: Review of Integration and definite Integral, differentiation under Integral sign and integration by parts.

**PRACTICAL  
CORE COURSE-2 (C-2) LAB-2**

Time : **3 Hours**

Full Mark : **30 Marks**

1. Fitting of 1st., 2nd. degree polynomial and exponential *curve*.
2. Calculation of simple correlation coefficient, regression lines, rank correlation coefficient.

**BOOKS RECOMMENDED:**

1. Differential calculus by Das & Mukherjee, U.N Dhar Publication, Kolkatta, 2010.
  2. Integral Calculus by Das & Mukherjee, U.N Dhar, Kolkatta, 2010.
  3. Fundamentals of Statistics by S.C Gupta, Himalayan Publishing House, 2014
  4. Fundamentals of Mathematical Statistics by S.c. Gupta & V.K. Kapoor, Sultan Chand,2013.
  5. Statistical Methods by P.N. Arora, S. Arora & S. Arora, S. Chand, 2014.
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**+3 FIRST YEAR SECOND SEMESTER  
CORE COURSE- III (C-3) - STATISTICS  
PROBABILITY - I & NUMERICAL ANALYSIS**

Time : **3 Hours**End Semester Theory : **50 Marks**Credit: **6**Mid-Semester : **20 Marks****UNIT-I**

Random experiment: trials, sample point and samples space, event, operations of events, concepts of mutually exclusive and exhaustive events. Definition of Probability: Classical, relative frequency and axiomatic approach; discrete and continuous probability space, addition law of probability.

**UNIT-II**

Multiplication law of probability, conditional probability and independence of events, Bayes' theorem and its applications.

**UNIT-III**

Difference table. Methods of interpolation: Newton's forward and backward interpolation formulae. Newton's divided difference formula.

**UNIT-IV**

Lagrange's interpolation formulae, inverse interpolation, central difference formula ..

**UNIT-V**

Numerical differentiation and integration: Trapezoidal, Simpson's one-third, three-eighth rules.

**PRACTICAL  
CORE COURSE-3 (C-3) LAB-3**

Time : **3 Hours**Full Mark : **30 Marks**

1. Interpolation with equal intervals, unequal intervals using Lagrange's and Newton's formula.
2. Problems on central difference formula
3. Problems on numerical differentiation and integration.

**BOOKS RECOMMENDED:**

1. Fundamentals of Mathematical Statistics by s.c. Gupta & V.K Kapoor, Sultan Chand, 2012.
  2. An Outline of Statistical Theory, Vol-I, Gun, Gupta & Dasgupta, 4th Edn., World Press, 2003.
  3. Numerical Methods by P.Kandasamy, K Thilagavathy & KGunavathi, S. Chand, 2012.
  4. Numerical Methods & Applications by E. Ward Cheney & David R. Kincaid, Cengage Publication, 2010.
  5. Numerical Analysis by Goel and Mittal, Pragati Prakashan, NO, 2008.
-

**+3 FIRST YEAR SECOND SEMESTER  
CORE COURSE- IV (C-4) - STATISTICS  
PROBABILITY - II & DESCRIPTIVE STATISTICS - III**

Time : **3 Hours**

End Semester Theory : **50 Marks**

Credit: **6**

Mid-Semester : **20 Marks**

**UNIT-I**

Random variables: Definition, properties, probability mass function, probability density function; distribution function, joint, marginal and conditional distributions.

**UNIT- II**

Mathematical expectation of a random variable and its properties, moment generating function, cumulant generating function and probability generating function.

**UNIT-III**

Characteristic function (simple applications), *convergence* in probability, *convergence* in distribution. Hally-Bray theorem and its application.

**UNIT-IV**

Multivariate Data: Multiple and Partial correlations and plane of regression (three variables only).

**UNIT-V**

Analysis of categorical Data: Consistency of categorical data, independence and association of attributes.

**PRACTICAL  
CORE COURSE-4 (C-4) LAB-4**

Time : **3 Hours**

Full Mark : **30 Marks**

1. Problems on multiple and partial correlation and regression
2. Problems on theory of attributes (consistency, coefficient of association, Independence of attributes)

**BOOKS RECOMMENDED:**

1. Fundamentals of Mathematical Statistics by s.c. Gupta & V.K. Kapoor, Sultan Chand, 2012.
  2. Mathematical Statistics by J.N. Kapoor & H.C. Saxena, S. Chand, 2011.
  3. An Outline of Statistical Theory, Vol-I, Gun, Gupta & Dasgupta, 4th Edn., World Press, 2003.
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**+3 SECON YEAR THIRD SEMESTER  
CORE - 5 - STATISTICS  
PROBABILITY DISTRIBUTIONS**

Time : **3 Hours**End Semester Theory : **50 Marks**Credit: **6**Mid-Semester : **20 Marks****UNIT-I**

Discrete probability distributions: Uniform, Bernoulli, Binomial, Poisson, Negative Binomial.

**UNIT-II**

Continuous probability distributions: Uniform, Normal, Beta, Gamma.

**UNIT-III**

Exact sampling distributions: Chi-square, Students 't' and Snedecor's 'F'.

**UNIT-IV**

Weak law of large numbers: Bernoulli's WLLN, Chebyshev's inequality, Chebychev's WLLN, Poisson's WLLN and applications.

**UNIT-V**

Strong Law of large numbers, Kolmogorov's SLLN (Statement only). Central limit theorem, Lindeberg-Levy theorem and applications.

**PRACTICAL****C - 5**Time : **3 Hours**

Full Markl : 30 Marks

1. Fitting of Binomial, Poisson, Fitting of normal distribution.

**BOOKS RECOMMENDED:**

1. Fundamentals of Mathematical Statistics by s.c. Gupta & V.K. Kap~or, Sultan Chand, 2013.
2. An Outline of Statistical Theory, Vol-I, Gun, Gupta & Dasgupta, 4th Edn., World Press, 2003.

**+3 SECOND YEAR THIRD SEMESTER  
CORE - 6 - STATISTICS  
SAMPLING DISTRIBUTION & BASICS OF COMPUTER**

Time : **3 Hours**End Semester Theory : **50 Marks**Credit: **6**Mid-Semester : **20 Marks****UNIT-I**

Concept of population, sample, parameter, statistic and sampling distribution; standard error of moments, distribution of sample mean and variance from normal distribution.

**UNIT-II**

Tests of significance based on large sample: the normal test of significance (Z-test) for both one-sample and two-sample problems.

**UNIT-III**

Tests of significance based on exact sampling distributions, i.e.  $X^2$ , t and F distributions.

**UNIT-IV**

Introduction of world of computer, The system unit: Processing & Memory- System Unit, CPU, Storage- Storage Systems: Magnetic and Optical Disks, Input and Output, Key board, Pointing Devices, Scanners, Audio Inputs & Output, Display Devices. Operating Systems: Desktop, PC, Servers and Other Devices.

**UNIT-V**

Application Software: Concept of Word Processing, Use of MS-Word, Basics of Word Processing, Printing of Documents,

**PRACTICAL****C - 6**Time : **3 Hours**

Full Mark : 30 Marks

1. Tests of significance based on Normal distribution, Chi-square, t , F distribution.

**BOOKS RECOMMENDED:**

1. Fundamentals of Mathematical Statistics by S.C: Gupta & V.K. Kapoor, Sultan Chand, 2013.
2. Statistical Methods:- P.N. Arora, S. Arora & S. Arora, S. Chand, 2014.
3. Statistical methods by S.P. Gupta, Himalayan Publication, Mumbai, 2013.
4. Fundamentals of Computers by Morles & Parker, Cengage publication, 2013.
5. Computer Fundamentals and office by Sanjay Saxena and Rajneesh Agrawal, Vik s publication, 2014.

**+3 SECOND YEAR THIRD SEMESTER  
CORE - 7 - STATISTICS  
THEORY OF ESTIMATION**

Time : **3 Hours**End Semester Theory : **50 Marks**Credit: **6**Mid-Semester : **20 Marks****UNIT-I**

Point Estimation: Introduction, Properties of Estimator: unbiasedness, consistency, efficiency and sufficiency.

**UNIT-II**

Minimum Variance Unbiased Estimation, Rao-Cramer inequality, Rao-Blackwell theorem and applications.

**UNIT-III**

Methods of Estimation: Method of maximum likelihood, properties of MLE.

**UNIT-IV**

Interval Estimation: Concepts of confidence interval and confidence coefficient, confidence intervals for the parameters of univariate normal distribution.

**UNIT-V**

Theory of linear estimation, concept of Gauss Markov linear model, Estimation of parameters in linear models.

**PRACTICAL****C - 7**Time : **3 Hours**

Full Mark : 30 Marks

1. Estimation of parameters in linear models.
2. Estimation of MLE

**BOOKS RECOMMENDED:**

1. Fundamentals of Mathematical Statistics by s.c. Gupta & V.K. Kapoor, Sultan Chand, 2012.
2. An Outline of Statistical theory (Vol-II) Goon, Gupta and Dasgupta, World Press, 2007.
3. Fundamentals of applied Statistics - s.c. Gupta and V.K. Kapoor, Sultan Chand, 2013

**+3 SECOND YEAR THIRD SEMESTER  
GE - 3 - STATISTICS**Time : **3 Hours**End Semester Theory : **50 Marks**Credit: **6**Mid-Semester : **20 Marks****UNIT-I**

Ideas about types of data, Collection, Classification of data. Frequency distributions : graphic and diagrammatic representation of data.

**UNIT-II**

Analysis of Quantitative Data : Univariate data - Concepts of central tendency, dispersion and relative dispersion, skewness and Kurtosis and their measures including those based on quantiles and moments.

**UNIT-III**

Bivariate Data : Curve fitting by the method of least squares (Linear). Scatter diagram, product moment correlation coefficient and its properties, rank correlation, linear regression.

Analysis of categorical Data : Consistency, independence and association of attributes.

**UNIT-IV**

Random Experiment : trial, sample point, sample space, event, its operation mutually exclusive and exhaustive events, axiomatic approach, conditional probability, independence of events, Laws of probability.

**UNIT-V**

Random Variables : Definition, probability mass function (pmf), probability density function (pdf), distribution function, joint marginal and conditional (definition). Expectation of a random variable. Idea about Binomial, Poisson and normal distribution.

**Books Recommended :**

1. Fundamentals of statistics by S. C. Gupta, Himalayan Publishing House.
2. Fundamentals of Mathematical Statistics by S. C. Gupta & V. K. Kapoor, Sultan Chand.

**PRACTICAL****GE - 3**Time : **3 Hours**

Full Mark : 30 Marks

1. Computation of different measures of central tendency & dispersion.
  2. Curve fitting by least squares method
-

3. Computation of Correlation Coefficient.
4. Computation of rank Correlation
5. Fitting of Regression lines.

**+3 SECOND YEAR FOURTH SEMESTER  
CORE - 8 - STATISTICS  
TESTING OF HYPOTHESIS**

Time : **3 Hours**

End Semester Theory : **50 Marks**

Credit: **6**

Mid-Semester : **20 Marks**

**UNIT-I**

Statistical Hypotheses: Simple and composite, statistical tests, critical region, type-I and type-II error, size and power of a test, definition of Most powerful (MP), Uniformly Most Powerful (UMP) and Uniformly Most Powerful Unbiased (UMPU) tests.

**UNIT-II**

Neyman-Pearson lemma and its applications in testing of hypothesis based on Binomial, Poisson and Normal distributions.

**UNIT-III**

Tests of composite hypothesis: likelihood ratio test and problems based on LR test.

**UNIT-IV**

Non-parametric inference: Introduction, ordinary sign test, paired-sample sign test. Wilcoxon signed-rank test. Wilcoxon paired sample sign ranked test.

**UNIT-V**

Non-parametric inferences: Wald-Wolfowitz runs test, U statistic, Mann-Whitney U-test.

**PRACTICAL  
C - 8**

Time : **3 Hours**

Full Mark : 30 Marks

1. Problems on Sign Test (One sample and paired sample) Run test. Mann -whitney U test

**BOOKS RECOMMENDED:**

1. Fundamentals of Mathematical Statistics by S.c.. Gupta & V.K. Kapoor, Sultan Chand, 2012.
2. Outline of Statistical theory (Vol-II) Goon, Gupta and Dasgupta, World Press, 2008.
3. Statistical Inference: Testing of Hypothesis by Srivastava & Srivastava, Oscar, 2009.

**+3 SECOND YEAR FOURTH SEMESTER  
CORE - 9 - STATISTICS  
SAMPLING THEORY**

Time : **3 Hours**

End Semester Theory : **50 Marks**

Credit: **6**

Mid-Semester : **20 Marks**

**UNIT-I**

Population and sample, sampling versus census, steps involved in sample surveys, principles of sample survey,



**UNIT-II**

Sampling and non-sampling errors. Simple Random Sampling: Drawing of random sample by different methods, SRSWR & SRSWOR, estimation of mean and variance.

**UNIT-III**

Stratified Random Sampling: Advantages & disadvantages, uses, allocation of sample sizes into various strata: proportional and optimum, estimation of mean and variance.

**UNIT-IV**

Systematic sampling: Advantages and disadvantages, uses, drawing of systematic samples, estimation of mean and variance. systematic sampling versus stratified random sampling, systematic sampling when the population consists of a linear trend.

**UNIT-V**

Ratio, product and regression methods of estimation, estimation of mean and variance, comparison of efficiencies.

**PRACTICAL****C - 9**

Time : **3 Hours**

Full Mark : 30 Marks

1. Problems on SRS, Stratified R.S, systemic sampling

**BOOKS RECOMMENDED:**

1. Fundamentals of Applied Statistics-S.C. Gupta and V.K. Kapoor, Sultan Chand, 2013.
2. Sampling Techniques - W.G. Cochran, Wiley & Sons, 2007.
3. Sampling Theory of Survey with Applications by P.V. Sukhatme, B.V. Sukhatme,
- S. Sukhatme and C.Asok, ISAS, New Delhi, 1984.

**+3 SECOND YEAR FOURTH SEMESTER  
CORE - 10 - STATISTICS  
INDEX NUMBER & LINEAR PROGRAMMING**

Time : **3 Hours**

End Semester Theory : **50 Marks**

Credit: **6**

Mid-Semester : **20 Marks**

**UNIT-I**

Index numbers: Introduction, Base year and current year, price relatives and quantity relatives. Problems involved in construction of index number.

**UNIT-II**

Unweighted and weighted index number, Laspayer's, Paasche's Dorbish- Browley.Fisher's ideal index number

**UNIT-III**

Criteria of good index number: Unit, Time Reversal, Factor Reversal & Circular tests, cost of living index number, its construction: Aggregate Expenditure & Family Budget method and uses.

**UNIT-IV**

Introduction, definition, scope of Operations Research, phases of Operations Research, models of Operations Research, Elementary idea about Linear programming, and its formulation.

**UNIT-V**

Pocedure of solving LPP by graphical method, Definition of Feasible solution, basic feasible solution, Slack and surplus & artificial variables.

**PRACTICAL****C - 10**Time : **3 Hours**Full Mark : **30 Marks**

1. Computation of index number by Laspere's.Paasche's Drobish-Browley.Fisher's Formula
2. Time reversal Tests consumer price index number,
3. LPP by Graphical method.

**BOOKS RECOMMENDED:**

1. Operations Research by S.Kalavathy, Vikas, 2009.
2. Introduction to Operations Research by Prem Kumar Gupta, D.S. Hira and Aarti Karnboj, S.Chand and Company, 2012.
3. Operations Research by Anand Sharma, Himalayan Publishing House, 2014.
4. Operations Research by P.K Tripathy, Kalyani Publications, 1997

**+3 SECOND YEAR FOURTH SEMESTER  
GE - 4 - STATISTICS**

Time : **3 Hours**End Semester Theory : **50 Marks**Credit: **6**Mid-Semester : **20 Marks****(A) Sampling Techniques****UNIT-I**

Population, Sample, Sampling Unit, basic principles of sample surveys, sample survey verses complete enumeration, steps in large scale sample surveys, sampling and non-sampling errors.(Definition only)

**UNIT-II**

Methods of sampling : Random numbers tables, simple random sampling with and without replacement, stratified random sampling, systematic sampling, estimation of population mean with standard errors.

**B. Time Series****UNIT-III**

Components of Time series, methos of measurement of trend : least squares method (linear) moving average method.

**C. Vital Statistics****UNIT-IV**

Method of obtaining vital statistics, rates and ratio of vital events, measurement of mortality and fertility : construction and uses of life table.

**D. Sampling Distributions and Tests of Signification****UNIT-V**

Large sample theory and small sample theory. Test of signification based on Z, chi-square and t.

**Books Recommended :**

1. Goon A. M., Gupta M. K., Das Gupta B. (1991) : Fundamentals of statistics, Vol-I, World Press, Calcutta.
2. Gupta S. C., Kapoor V. K. (1994) : Fundamentals of applied statistics, Sultan Chand and Sons, Educational Publishers, New Delhi.
3. Gupta S. C., Kapoor V. K. (2002) : Fundamentals of Mathematical Statistics, Sultan Chands and Sons, Educational Publishers, New Delhi.
4. Fundamentals of Statistics (Vol.II) - Goon, Gupta and Dasgupta

**PRACTICAL**  
**GE - 4**

Time : **3 Hours**

Full Mark : 30 Marks

1. Time Series - Measurement of trend
2. Construction of Life Table
3. Tests of Significance based on Normal, t and  $\chi^2$  distributions.

**+3 THIRD YEAR FIFTH SEMESTER**  
**CORE - 11 - STATISTICS**  
**STATISTICAL QUALITY CONTROL & OFFICIAL STATISTICS**

Time : **3 Hours**End Semester Theory : **50 Marks**Credit: **6**Mid-Semester : **20 Marks****UNIT-I**

Meaning and uses of Statistical Quality control(SQC), Process and product control, chance and assignable causes of variation, 3- sigma control limits X and R charts.

**UNIT-II**

Control chart for attributes, control chart for Standard Deviation, p-chart, d- chart and their interpretation.

**UNIT-III**

Natural tolerance limit and specification limit, acceptance sampling by attributes, AQL, LTPD, AOQL & ASN consumer's risk and producer's risk, O.C. curve. Idea about single and double sampling plans.

**UNIT-IV**

Present official Statistical System in India. Methods of collection of official statistics, their reliability and limitations.

**UNIT-V**

Central Statistical organisation-CSO & NSSO: their functions and publications. State Statistical Organisations: functions and publications. Idea about population statistics, Agricultural, Yield and Area statistics

**PRACTICAL**  
**C - 11**

Time : **3 Hours**

Full Mark : 30 Marks

1. Computation of x- Chart and R Chart
2. Computation of p- Chart

**BOOKS RECOMMENDED:**

1. Fundamentals of applied Statistics - S.c. Gupta and V.K. Kapoor, Sultan Chand, 2013.
  2. Fundamentals of Statistics (Vol-H)-Goon, Gupta and Dasgupta, World Press, 2007.
  3. Indian Official Statistical System: M.R. Saluja, Publication Society, 2006
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**+3 THIRD YEAR FIFTH SEMESTER  
CORE - 12 - STATISTICS  
VITAL STATISTICS**

Time : **3 Hours**

End Semester Theory : **50 Marks**

Credit: **6**

Mid-Semester : **20 Marks**

**UNIT-I**

Introduction to Vital Statistics, Different Vital events, rates and ratio of vital events. Vital Statistics in the study of population trend, Uses of Vital statistics.

**UNIT-II**

Population Census: Methods of census, salient features, its uses and problems, registration method, sample surveys, sources of demographic data.

**UNIT-III**

Measurement of mortality: Crude death rate, age-specific death rates, IMR, standardized death rate, Direct and indirect method of standardisation and uses.

**UNIT-IV**

Mortality table or Life table, its uses, columns of life table, assumptions, and construction of life table, Abridged life table ( Reed Merell),

**UNIT-V**

Measurement of fertility: crude birth rate, general fertility rate, age-specific birth rate, total fertility rate, gross reproduction rate, net reproduction rate.

**PRACTICAL**

**C - 12**

Time : **3 Hours**

Full Mark : 30 Marks

1. Calculation of different measures of mortality and fertility.
2. Construction of Life table

**BOOKS RECOMMENDED:**

1. Fundamentals of Applied Statistics, S.c. Gupta & V.K. Kapoor, Sultan Chand, 2012.
2. Indian Official Statistical System: M.R. Saluja, Publication Society, 2006
3. Statistical System in India: Asthna & Srivastav, S. Chand, 2009.

**+3 THIRD YEAR SIXTH SEMESTER  
CORE - 13 - STATISTICS  
DESIGN OF EXPERIMENTS**

Time : **3 Hours**

End Semester Theory : **50 Marks**

Credit: **6**

Mid-Semester : **20 Marks**

**UNIT-I**

Design of Experiments: Introduction, Experimental units and errors. Efficiency of a design. Basic principles of a design. Randomisation, Replication and local control.

**UNIT-II**

Completely Randomised Design, Layout and complete analysis of CRD. Advantages and uses.

**UNIT-III**

Randomised Block Design, Layout and complete analysis, Missing plot technique in RBD With analysis. Efficiency of RBD, with respect to CRD. Advantages and uses

**UNIT-IV**

Latin square Design, and its analysis Estimation of missing value in LSD and analysis. Comparison of efficiency with RBD and CRD

**UNIT-V**

Factorial Experiments: Introduction, main and interaction effects, Yate's method of computing factorial effect totals. Analysis of  $2^2$  and  $2^3$  factorial design.

**PRACTICAL****C - 13**Time : **3 Hours**

Full Mark : 30 Marks

1. Analysis of CRD, RBD and LSD
2. One Missing plot technique in RBD, LSD with analysis.
3. Analysis of  $2^2$  and  $2^3$  factorial experiments.

**BOOKS RECOMMENDED:**

1. Fundamentals of applied Statistics - s.c. Gupta and V.K. Kapoor, Sultan Chand, 2012
2. Design and Analysis of Experiments by Das and Giri, Wiley Eastern, NO, 200
3. Fundamentals of Statistics (Vol-H)-Goon, Gupta and Dasgupta, World Press, 2007.

**+3 THIRD YEAR SIXTH SEMESTER  
CORE - 14 - STATISTICS  
STATISTICS FOR PUBLIC POLICY**Time : **3 Hours**End Semester Theory : **50 Marks**Credit: **6**Mid-Semester : **20 Marks****UNIT-I**

Descriptive Statistics: What is Statistics all about? Presentation of Data, Summarizing Data in Descriptive Statistics.

**UNIT-II**

Basic probability and Probability Distributions: Theory and applications, Sampling and the Normal Distribution, The Central Limit Theorem.

**UNIT-III**

Hypothesis Testing: Introduction to Inferential Statistics, Estimating Means, Proportions and Sample size with Confidence, Validating a Hypothesis about a Population Mean using a sample. Validating a Hypothesis between two population means, Validating a Hypothesis about a single Population proportion, validating Hypothesis about two population proportions.

**UNIT-IV**

Measures of Association: Comparing more than two population means with ANOVA, Measures of Consistency and independence of data with reference to attributes.

**UNIT-V**

Fitting of Curves by principle of Least square. Determining relationships for two variables using correlation. Measuring Relationship with Simple regression Analysis.

**PRACTICAL****C - 14**Time : **3 Hours**

Full Mark : 30 Marks

1. Problems on measures of Association, Consistency and Independence of Attributes. .
2. Computation and interpretation of Correlation & Regression Coefficients

**BOOKS RECOMMENDED:**

1. Applied Statistics for Public Policy: Brian P. Macfie and Philip M. Nufrio, PHI
2. Fundamentals of Mathematical Statistics by s.c. Gupta & V.K. Kapoor, Sultan Chand, 2014.

**+3 THIRD YEAR FIFTH SEMESTER  
DSE - 1 - STATISTICS  
TIME SERIES ANALYSIS**

Time : **3 Hours**End Semester Theory : **50 Marks**Credit: **6**Mid-Semester : **20 Marks****UNIT-I**

Time Series: Introduction to time series data and application in various fields, Components of time series, Methods of measuring trend: graphic, semi-average, moving average and curve fitting by least squares.

**UNIT-II**

Growth curves: Fitting of modified exponential and Grompertz curve.

**UNIT-III**

Measurement of trend: Moving average method by fitting Polynomials of 1<sup>st</sup> & 2<sup>nd</sup> degree to 'm'terms, Iterated averages and **Spencer's** 15- point and 21- point formula.

**UNIT-IV**

Measurement of seasonal fluctuations: Simple average, Ratio-to-trend, Ratio-to-moving average & Link relatives method.

**UNIT-V**

Measurement Cyclic component: Harmonic analysis. Measurement of irregular variation (variate difference method).

**PRACTICAL****DSE - I**Time : **3 Hours**

Full Mark : 30 Marks

1. Measurement of Trend and seasonal fluctuations
2. Problems on Spencer's 15- point and 21- point formula.

**BOOKSRECOMMENDED:**

1. Fundamentals of Applied Statistics by S.c. Gupta & V.K. Kapoor, Sultan Chand, 2012.
2. Fundamentals of Statistics, Voll-II, Gun, Gupta & Dasgupta, World Press, 2007.

**+3 THIRD YEAR FIFTH SEMESTER  
DSE - 2 - STATISTICS  
POPULATION STUDIES**

Time : **3 Hours**

Credit: **6**

End Semester Theory : **50** Marks

Mid-Semester : **20** Marks

**UNIT-I**

Measures of Population Change and Distribution: Introduction, rate of population change, doubling time for a population; population distribution: Population density, percentage distribution by rural-urban category, Lorentz curve and Gini concentration ratio.

**UNIT-II**

Analysis of Age Distribution: Percent distribution and percent change in distribution, index of relative difference and dissimilarity; Graphic representation of age data: Population pyramid, Measurement of ageing.

**UNIT-III**

Quality of Population Data: Introduction, Whipple's Index, Myer's Blended Index, UN Joint Index.

**UNIT-IV**

The Malthusian Theory of Population: The theory, criticisms, applicability, Neo-Malthusian theory. Optimum Theory of Population: Introduction, definition, assumptions, the theory, its superiority over the Malthusian theory its criticisms. Karl Marx's Theory of surplus population; Introduction, definition, its criticisms.

**UNIT-V**

Theory of Demographic Transition: Introduction, explanation, its criticisms. Nature of information collected in 1971, 1981, 1991 and 2001 census in 'India. National Family Health Survey's (NFHS-1 & NFHS-2) and Household Economic Behaviour.

**PRACTICAL**

**DSE - 2**

Time : **3 Hours**

Full Mark : 30 Marks

1. Construction of Lorentz curve and Gini concentration ratio.
2. Construction of population pyramid.
3. Computation of Whipple's index and Myre's Blended index.

**BOOKS RECOMMENDED:**

1. Techniques of Demographic Analysis By K.B. Pathak and F.Ram, Himalaya Publishing House, 2013.
  2. Basic Demographic Techniques and Application By K. Srinivasan, Sage Publication.
  3. Principles of Population studies - A. A Bhende and T. Kanitkar, Himalaya Publication
  4. Population Studies- B.D. Mishra
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**+3 THIRD YEAR SIXTH SEMESTER  
DSE - 3 - STATISTICS  
OPERATIONS RESEARCH**

Time : **3 Hours**  
Credit: **6**

End Semester Theory : **50 Marks**  
Mid-Semester : **20 Marks**

**UNIT-I**

Solution to Linear Programming Problems by simplex method, Big M-Method, Two- phase simplex method.

**UNIT-II**

Duality: Introduction, formulation, determination of dual, Primal to dual and vice-versa.

**UNIT-III**

Transportation Problems: Introduction and mathematical formulation definition of important terms initial basic feasible solution by north-west corner rule, least cost method and Vogel's approximation method.

**UNIT-IV**

Networking: Introduction, basic terms, rules of network construction, numbering the events, forward pass and backward pass computations. Critical Path Method(CPM), Floats & Slacks.

**UNIT-V**

Simulation; Types of simulation generation of random numbers by mid-square and congruential methods, Monte-Carlo simulation.

**PRACTICAL**

**DSE - 3**

Time : **3 Hours**

Full Mark : 30 Marks

1. Solution of LPP by simplex method, Big-M Method and two-phase method.
2. Finding out dual from primal and vice-versa.
3. Computation of initial basic feasible solution to a transportation problem by north-west corner rule, least cost and Vogel's approximation method.

**BOOKS RECOMMENDED:**

1. Operations Research By S.Kalavathy, Vikas Publication, 2013.
2. Operations Research By Pradip Kumar Tripathy, Kalyani Publisher, 2013.
3. Operations Research By Prem Kumar Gupta and D.S. Hira, S. Chand, 2014.

**+3 THIRD YEAR SIXTH SEMESTER  
DSE - 4 - STATISTICS**

Time : 3 Hours

Full Mark : 100 Marks

**PROJECT REPORT**

