

MASTER OF ARTS IN ANTHROPOLOGY

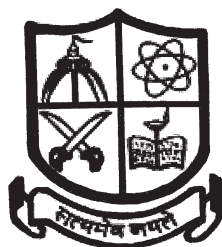
(SEMESTER PATTERN)

CHOICE BASED CREDIT SYSTEM SYLLABUS

TWO-YEAR FULL TIME PROGRAMME

COURSES OF STUDIES

(2023 -2024)



Buxi Jagabandhu Bidyadhar Autonomous College

Bhubaneswar - 751014

Accredited at the 'A' Level by

National Assessment and Accreditation Council (NAAC)

Telephone/Fax : 0674-2436971, Website : www.bjbccollege.ac.in

M.A. ANTHROPOLOGY

GENERAL REGULATION

Semester System course under the **Choice Based Credit System (CBCS)** will be effective from the academic year 2023 onwards.

- 1) Course offered and duration of the course: **Master of Anthropology (M.A.) Two Year**

Areas of Specialization:

1. Social-Cultural Anthropology
2. Biological Anthropology
2. M.A. (Anthropology) shall be spread over a period of Two Academic Years consisting of four semesters. The duration of each semester shall not be less than 16 weeks or more than 18 weeks.
3. Maximum period prescribed for completion of all the requirements for the award of the degree is two academic years from the date of admission failing which the candidate shall register afresh in the M.A. Programme.

CHOICE BASED CREDIT SYSTEM

Choice Based Credit System is introduced from the Academic year 2023 for M.A. Course in Anthropology. There are four categories of courses.

- (a) **Core Courses** means fundamental papers which the student admitted to a particular Post-graduate Programme should successfully complete to receive the Post Graduate Degree in the concerned subject and which cannot be substituted by any other course;
- (b) **Core Elective Courses** means advanced papers and departmental choices that students can opt as a special paper under a particular department only especially for students wanting to receive Degrees in those specialization areas;
- (c) **Allied Elective Courses** means a course offered by the Department for students of other Departments which are considered as 'allied' subjects/discipline. For anthropology, subjects that are considered as allied are; Sociology, Psychology, Philosophy, Political Science, Economics, Business Administration, Geography, Ancient Indian History, Culture & Archaeology (AIHCA), History, Biotechnology, Botany, Zoology, Geology, Chemistry, Mathematics and Statistics***.

Programme Outcome:

- (a) The students of Anthropology will learn the history, branches and scope of anthropology.
 - (b) They will comprehensively understand the concepts and theories of major branches of anthropology i.e. Biological, Social, Archaeological anthropology and linguistic Anthropology.
 - (c) Students will be familiar with approaches, techniques, methodologies and study designs commonly used in anthropological research.
 - (d) They will understand the distinction of conducting population based fieldwork independently and collecting useful qualitative and quantitative data pertaining to their research work.
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Semester	Paper Code	Paper Name	Marks		Full Marks	Credits
			Mid semester	End Semester		
I	C-101	Social and Cultural Anthropology	30	70	100	4
	C-102	Biological Anthropology	30	70	100	4
	C-103	Archaeological Anthropology	30	70	100	4
	C-104	Research Methodology and Statistics	30	70	100	4
	C-105	General Practical: Biological and Forensic Anthropology	100		100	4
		TOTAL			500	4X5 = 20
II	C-201	Indian Society and Applied Anthropology	30	70	100	4
	C-202	Ecological Anthropology	30	70	100	4
	C-203	Anthropological Thoughts	30	70	100	4
	C-204	Medical Anthropology	30	70	100	4
	C-205	General Practical: Prehistoric Archaeology And Museology	100		100	4
		TOTAL			500	4X5 = 20
III	C-301	Psychological Anthropology	30	70	100	4
	C-302	HUMAN BIOLOGY	30	70	100	4
	C-303	INDIAN ANTHROPOLOGY	30	70	100	4
	EC-304	PRINCIPLE IN POPULATION STUDIES	30	70	100	4
	C-305	PRACTICAL: ANALYSIS OF CENSUS, NFHS AND NSS DATA AND REPORT WRITING	100		100	4
		TOTAL			500	4X5 = 20
IV	C-401	TRIBES OF INDIA: THEIR PROBLEMS & DEVELOPMENTS	30	70	100	4
	C-402	FORENSIC ANTHROPOLOGY AND CRIMINOLOGY	30	70	100	4
	EC-403	LINGUISTIC ANTHROPOLOGY	30	70	100	4
	C-404	Seminar Presentation and Assignment	50+50		100	4
	C-405	Dissertation	100		100	4
		TOTAL			500	4X5 = 20

SEMESTER – I

CORE: 5 PAPERS = 20 CREDITS = 500 MARKS

Core - 101

SOCIAL AND CULTURAL ANTHROPOLOGY

Full Marks: 100 (MID SEM: 30, END SEM: 70)

Unit- I:

Aim and scope of Social and Cultural Anthropology, History and Development; Major areas of Interest: Ethnography, Ethnology, Folklore, Economic Anthropology, Political Anthropology, Psychological Anthropology, Linguistic Anthropology, Medical Anthropology, Urban Anthropology, Visual Anthropology, Applied and Action Anthropology.

Unit-II:

Culture: Concept, Definition; Nature of Culture, Characteristics of Culture; Culture Change: Innovation, Diffusion, Acculturation, Assimilation, Integration, Cultural Adaptation; Enculturation and Socialization, Transculturation; Culture Shock and Culture Conflict cultural relativism, Cultural Pluralism and World-View.

Religion: Concept, Origin, Functions; Types: Animism, Animatism, Bongaism, Fetishism, Totemism, Manaism, Magic, Witchcraft, Sorcery; Shamanism Taboo, Sacred and Profane.

Unit III:

Marriage Concept, function and Definition of Marriage; Types of Marriage: Endogamy, Exogamy, Polygamy and Monogamy, Polygeny and Polyandry, Preferential and Prescriptive Marriages, Levirate and Sorrorate, Cross-cousin. Marriage, Parallel Cousin Marriage, Uncle-Niece Marriage; Marriage Payments: Bride Wealth/Bride; Price and Dowry; Divorce; Couvade.

Concept and Definition of Family; Types of Family (by structure): Nuclear / Elementary/ Simple Family, Compound Family, Joint family, Extended Family, (by residence), Patrilocal Family, Matrilocal Family, Neolocal Family, Virilocal, Uxorilocal, Ambilocal, Amitolocal, Partipotestal Family, Stem Family; Household; Functions of Family.

Unit IV:

Kinship: Kin-group: Consanguinal, Affinal, Ambilateral, Unilateral, Bilateral, Agnatic, Uterine, Patrilateral, Matrilateral; Kin Terms: Classificatory, Descriptive; Descent: Unilineal, Bilateral, Double Descent, Filiations; Patri-sib, Matri sib, Patriclan, Matriclan, Patriarchy, Matriarchy; Ritual Kin, Fictitive Kin; Kinship Behavior: Avoidance, Joking, Teknonymy; Incest; Alliance Theory.

Unit V:

Economic Organization: Principles of production, distribution, consumption in hunting- gathering, pastoral, swidden / shifting, agricultural and Industrial communities; Reciprocity and Redistribution; Barter; Trade and Market, Ceremonial Exchange: Kula Ring and Potlatch, Usufruct Rights. Political Organization: Concept; State; Stateless Society; Band, Segmentary, Society; Primitive Government: Forms and Functions; Law and Justice; Customary Law; Social Control: Forms and Agencies; Social Sanction: Negative and Positive.

Course outcomes:

The students will be able to:

- i. Understand about the subject matter of Social Anthropology
 - ii. Find out the relationship of Social anthropology with other Social Sciences.
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- iii. Able to understand the growth and development of Economic Social and Political organization of the Society.
- iv. Understand about the historical and contemporary issues related to different social formation

Books Recommended:

1. Beattie, John.1966, *Other Cultures*, London: Routledge and Kegan Paul Ltd.
2. Balandier,George.1970,*Political Anthropology*, New York: Pantheon Books
3. Bohannan, Paul.1971, *Social Anthropology*, New York: Holt Rinehart & Winston.
4. Clifton, A.J.(ed.)1968, *Introduction to Cultural Anthropology*. Houghton Mifflin
5. Carol R. Ember, Melvin Ember, Peter N. Peregrine, 2010, *Anthropology*, N J: Prentice Hall.
6. Evans-Pritchard, E.E. and Fortes, M.1940, *African Political Systems*, London: Oxford University Press.
7. Evans-Pritchard, E. E.1979.*Social Anthropology*. London: Routledge and Kegan-Paul.
8. Firth,Raymond.1967, *Themes in Economic Anthropology*, London: Tavistock Publications
9. Fox, Robin.1984, *Kinship and Marriage: An Anthropological Perspective*, London: Cambridge University Press.
10. Gluckman,Max.1965, *Politics, law & Ritual in Tribal Society*, Oxford: Basil Blackwell
11. Goode,J.1982, *The Family*, New York: Prentice Hal
12. Havilland, W.A., Herald E. L. Prins, d.
13. Herskovits, M. J.1958,*Man and His Works*, New York: Alfred A. Knopf.
14. Kapadia,K.M.1966,*Marriage and Family in India*, London: Oxford University Press
15. Keesing and Keesing, 1971, *New Perspectives in Cultural Anthropology*, Holt: Rinehart and Winstn
16. Mair, Lucy.1972, *An Introduction to Social Anthropology*, London :Oxford University Press,
17. Mair, Lucy.1962,*Primitive Government*, Vigo Street: Penguin Books
18. Murdock, G.P. 1949, *Social Structure*, London: Macmillan Co.
19. Nash, Manning, 1966, *Primitive & Peasant Economic Systems*, Chandler Pub. And Co.
20. Nayak,P.K.1989, *Blood, Women and Territory*, New Delhi :Reliance Pub House
21. Needham R. (Ed.).1971, *Rethinking Kinship and Marriage*. London: Tavistock
22. Norbeck, E.1961. *Primitive Religion*. Longman Higher Education
23. Radcliffe–Brown, A.R. & Forde, D.(ed.)1950, *African Systems of Kinship and Marriage*, New York: Oxford University Press
24. Rivers, W.H.R. 1914, *Kinship and Social Organization*, London: Constable and Co. Ltd. 6

SEMESTER – I

Core - 102

BIOLOGICAL ANTHROPOLOGY

Full Marks: 100 (MID SEM: 30, END SEM: 70)

Unit-I

Aims and Scope of Biological Anthropology; Historical development, Emerging trends Biological Anthropology, Application of Biological Anthropology in the service of the Mankind.

Theories of organic evolution: Lamarckism, Darwinism, Synthetic theory; Principles of Evolution: Convergence, Divergence, parallelism, adaptive radiation, Speciation, irreversibility; Origins of Man: Theories of monogenesis and polygenesis, Multiregional vs. out of Africa evolution model.

Unit– II

Primatology: Living Primate: Characteristics, distribution, and classification of order primate; Primate Behaviour: Social and Reproductive behavior.

Earliest primates of Oligocene, Miocene and Pliocene: Aegyptopithecus, Propliopithecus, Dryopithecus and Proconsul;

Stages of Human evolution: Processes of hominization and emergence of hominids; Erect posture and Bi-pedalism. Characteristic features and cultural evidence of (a) Early hominoid: Ramapithecus, Australopithecine, Homo habilis; (b) Later hominids: Homoerectus (Asia, Europe and Africa), Homo-sapiens Neanderthalensis (Classic/Conservative), Homo-sapien-sapiens (Cro-Magnon, Chancelade, Grimaldi, Offnet,)

Unit– III

Human Diversity: Living Human Populations and Human Diversity: Concept of Race, Criteria for Racial Classifications: Metric, Non-metric, Dermatoglyphics and Genetic; Distribution and Characteristics of Major races of the world: Caucasoid; Negroid; Mongoloid; Racial classifications by Hooton; Coon, Garnand Birdsell; Racial classification of Indian Population by Risley, Guha and Sarkar; Relevance of race in 21 Century.

Unit-IV

Human Genetics: meaning and scope: Mendel's Law of Inheritance and its application to Man; Patterns of inheritance of Autosomal (dominant, recessive and co-dominant) and sex-linked traits, Lethal and sub-lethal genes; modifying genes, suppressor genes. Methods of studying heredity: Twin method, Pedigree method and Sib- pair method; Heritability estimate; Polygenic Inheritance in Man. Human Cytogenetic: Chromosome Karyotypes, Banding Techniques.

Unit-V

Population Genetics: Population Genetics: Hardy-Weinberg Law and its application, Genetic Polymorphism: Balanced and Transient; Natural Selection; Consanguinity and Inbreeding coefficient, Genetic Drift.

Genetic Variation: ABO blood group, Rh factor, MN blood group, Kel and Duffy blood group, ABH Secretor factor; Abnormal Haemoglobin: Sickle cell anemia, Thalassaemia; G6PD deficiency, Distribution of selected genetic traits in Indian Populations.

Course Outcomes:

- a. Exposed to the basic concept, meaning and scope of Biological Anthropology
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- b. Explain how human being acts as the central figure of Anthropology
- c. Basic knowledge about racial division, which is only biological
- d. To know how Man evolved in animal kingdom

Suggested Readings / Books Recommended:

1. Stein P.L. and B.M. Row. 1974. *Physical Anthropology*. McGraw-Hill Inc., USA.
 2. Jurmain, R.; H. Nelson, L. Kilgore and W. Trevathan. 2011. *Essentials of Physical Anthropology, Eighth Edition*. Wordsworth Cengage Learning, USA.
 3. Stern, C. 1960. *Principles of Human Genetics*. W. H Freeman and Co., San Francisco and London.
 4. Buettner Janusch, J. 1969. *Origins of Man: Physical Anthropology*. Wiley Eastern Pvt. Ltd., New Delhi.
 5. Buettner Janusch, J. 1973. *Physical Anthropology: A Perspective*. John Wiley & Sons, Inc., New York.
 6. Shukla B.R.K. & Rastogi, S. 1990. *Physical Anthropology & Human Genetics: An Introduction*. Plaka Prakashan. Delhi.
 7. Das B.M. 2008. *Outlines of Physical Anthropology*. Kitab Mahal, New Delhi.
 8. Sarkar, R.M. 2004. *Fundamentals of Physical Anthropology (New Edition)*. Book World. Kolkata.
 9. Cummings M.R. 2009. *Human Genetics*. Cengage Learning India Pvt. Ltd, New Delhi.
 10. Comas, J. 1960. *Manuals of Physical Anthropology*. Charles C. Thomas Publisher, Springfield, Illinois, USA.
 11. Darwin, C. 1871. *The Descent of Man*, 2 Volumes, John Murray, London.
 12. Boaz N.T. and A.J. Almquist. 1997. *Biological Anthropology—A Synthetic Approach to Human Evolution*. Prentice-Hall, New Jersey, USA.
 13. Lewis, B.; R. Jurmain and Lynn Kilgore. *Understanding Physical Anthropology & Archaeology*. Thomson Wadsworth, USA.
 14. Lasker, G.B. and R.N. Tyzzer. 1982. *Physical Anthropology, Third Edition*. C.B.S. College Publishing.
 15. Montague, M.F. Ashley. 1960. *An Introduction to Physical Anthropology*. Charles C. Thomas Publisher. Springfield, Illinois, U. S.A.
 16. Lewis, R. 2009. *Human Genetics: Concepts & Applications, 9th edition*. McGraw-Hill Primis, USA.
 17. Vogel, F. and Motulsky, A.G. 1997. *Human Genetics: Problems & Approaches, 3rd edition*. Springer-Verlag, Berlin.
 18. Cavalli-Sforza, L. L. & W. Bodmer. *Evolution, Genetics and Man*
 19. Conroy, G.C. 1997. *Reconstructing Human Origins: A Modern Synthesis*. W.W. Norton & Company, USA.
 20. Mascie-Taylor, C.G.N. and G.W. Lasker. 1991. *Application of biological anthropology of human affairs*. Cambridge University Press, Cambridge.
 21. Kothari, M.L.; L. A. Mehta and S. S. Roy choudhury. 2009. *Essentials of Human Genetics*,
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5th edition. Universities Press (India), Hyderabad.

22. Mc Kusick V.A. 1998. *Mendelian Inheritance in Man, 11th edition*. John Hopkins University Press, Baltimore.
23. Srivastava, R. P. 2009. *Morphology of the Primates and Human Evolution*. PHI Learning Private Limited, New Delhi.
24. Mandal, Sanjaya. 2007. *Fundamentals of Human Genetics*. New Central Book Agency (P) Ltd; Kolkata.
25. Mange, E.J. And A.P. Mange. 1994. *Basic Human Genetics*, Rostogi Publication, Meerut.

SEMESTER – I

Core - 103

ARCHAEOLOGICAL ANTHROPOLOGY

Full Marks: 100 (MID SEM: 30, END SEM: 70)

Unit-I

Archaeology as Anthropology: Definition and Scope of Archaeological Anthropology; Relationship of Archaeological Anthropology (Prehistoric Archaeology) with Natural and Biological Sciences.

Geological Framework: Major Geological Stages (Tertiary, Quaternary, Pleistocene and Holocene) Glacial and Interglacial periods of Europe and India.

Temporal framework: Concept of Chronology / Dating: Relative Dating Methods (Study of Stratigraphy, Pollen Analysis, And Palaeontology); Absolute Dating Methods (Radiocarbon, Potassium-Argon, Thermoluminescence).

Unit-II

Cultural framework: Concept of Three Age System (Stone, Copper/Bronze and Iron Ages): Stone Age Culture Chronology.

Lower Paleolithic Cultures of Africa and South Asia (India): Pebble tool Culture in Africa and India (evidences from Olduvai Gorge and Soan Valley); Acheulian Culture (evidences from Africa and Peninsular India).

Unit-III

Mesolithic Cultures of Europe and South Asia (India): Mesolithic Cultural traditions in Europe (Azilian, Tardenoisian, Maglemosian, Kitchen Midden); Mesolithic Cultures in India (Adamgarh, Bagor, Birbhanpur, Bhimbetka, Chopani Mando, Mahadaha, Sarai Nahar Rai, Tilwara).

Unit-IV

Neolithic Culture of West Asia and South Asia (India): Neolithic Culture of West Asia (evidences from Jericho; Jarmo, Catal Huyuk, Shanidar); Neolithic Culture of Indian Sub continent (evidences from major sites of Northern, Southern, Eastern and North eastern India)

Unit-V

Proto-historic Cultures of South Asia (India): Chalcolithic Cultures of India – Central Indian Chalcolithic; Deccan Chalcolithic; Indus/Harappan Civilization: Origin, Extent, Distribution, Salient

features, Causes of decline and Chronology of the Indus Civilization. Megalithic Cultures India: Concepts, Types of megaliths (Cairn Circle, Dolmen, Cist, Menhir, Sarcophagi, Topical)

Course Outcome:

Students will:

- a. Able to define archaeological anthropology and its branches
- b. Understand the geological timescale, tool typology and technology
- c. The Course will explain the basic concepts and terminology used in prehistoric archaeology
- d. Understand chronological and cultural determinants of Indian and European prehistory

Books Recommended:

1. Agarwal, D.P. 1984, *Archaeology of India*. New Delhi: Select Book Services Syndicate.
2. Agarwal, D.P. and M.G. Yadav 1995, *Dating the human Past*. Indian Society for Prehistoric Studies, Pune: Deccan College.
3. Allchin, Briget and Raymond Allchin, 1982, *The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press.
4. Allchin, B. and R. Allchin, 1997. *Origins of Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi. Viking by Penguin Books
5. Bhattacharya, D.K. 1978, *Emergence of Culture in Europe*. Delhi: B .R. Publishing Corporation.
6. Bhattacharya, D.K. 2001. *An Outline of Indian Prehistory*. Delhi: Palaka Prakashan.
7. Burkitt, M. C. 1985. *The Old Stone Age A Study of Palaeolithic Times*. New Delhi: Rupa & Co.
8. Chakrabarti, D. K. 2001. *India: An Archaeological History: Palaeolithic Beginning to Early Historic Foundation*. New Delhi: Oxford University press.
9. Champion, T., C. Gamble, S. Shennan, A. Whittle 1989. *Prehistoric Europe*. London: Academia Press.
10. Clark, Grahame, 1977, *World Prehistory: A New Outline*: Cambridge, England: The University Press.
11. Clark, J.G.D, 1936, *Mesolithic Settlement in Northern Europe*. London: Cambridge
12. Clark, J. D., 1956, *Prehistory of Southern Africa*. New York.
13. Cole, S. 1963, *Prehistory of East Africa*. Pelican Books.
14. Dikshit, K.N. (Ed.), 1985, *Archaeological Prospective of India since Independence*. New Delhi.
15. Fagan, Brian M. 1977, *People of the Earth: An Introduction to World Prehistory*. Boston, Toronto: Little Brown and Company.
16. Hole, F. and Robert F. Heizer, 1973, *An Introduction to Prehistoric Archaeology*. New York: Holt, Rinehart and Winston.
17. Jain, V. K. 2009, *Prehistory and Proto history of India*. New Delhi: D.K. Print world (P) Ltd.
18. Joukowsky, Martha 1986. *A Complete Manual of Field Archaeology: Tool and Techniques of Field Work for Archaeologists*. New York: Prentice Hall Press.
19. Lewis, B., R. Jurmain, L. Kilgore, 2007. *Understanding Physical I Anthropology and Archaeology*. United States of America: Thomson Wordsworth.
20. McIntosh, Jane 1999. *The Practical Archaeologist*, New York: Checkmark Books, Factson File, Inc.

21. Nautiyal, K.P.1989. *Proto historic India*. Delhi: A gamKala Prakashan.
22. Paddayya, K.(Ed.),2002, *Recent Studies in Indian Archaeology*. New Delhi.
23. PappuR.S.2001, *Aheulian Culture in Peninsular India—An Ecological Perspective*, New Delhi: D. K. Print world (P) Ltd.
24. Possehl, G. L.1999, *Indus Age: The Beginnings*. New Delhi: Oxford University Press.
25. Phillipson, David. W. 1990. *African Archaeology*. Cambridge: Cambridge University Press.
- 27.Rajan, K. 2002, *Archaeology: Principles and Methods*. Tanjavur, Tamilnadu: Manoo Pathippakam.
26. Rammi Reddy, V. 1987, *Elements of Prehistory*. New Delhi: Mittal Publications.
27. Rammi Reddy,V. 1989 ,*Palaeolithic and Mesolithic Cultures*. New Delhi: Mittal Publications.
28. Rammi Reddy, V.1991, *Neolithic and Post-Neolithic Cultures*. New Delhi: Mittal Publications.
29. Renfrew, C. and P. Bahn, 1991. *Archaeology: Theories, Methods and Practice*. USA: Thames and Hudson.
30. Sankalia, H. D.1974. *Prehistory and Proto history of India and Pakistan*. Pune: Deccan College.
31. Sankalia, H.D.1974. *Stone Age Tools: Their Techniques Names and Probable Functions*. Poona: Deccan College.
32. Settar, S. And R. Korisettar (Ed), 2001, *Indian Archaeology in Retrospect*, Vol. 1: Prehistory Archaeology of South Asia. New Delhi: Manohar in association with Indian Council of Historical Research.
33. Settar, S.and R. Korisettar (Ed), 2001, *Indian Archaeology in Retrospect, Vol. 2: PROTOHISTORY* Archaeology of South Asia. New Delhi: Manohar in association with Indian Council of Historical Research.
34. Singh, P.1976, *Neolithic Cultures of Western Asia*. New York: Seminar Press Ltd.
35. Thapar, B.K., 1985, *Recent Archaeological Discoveries in India*, Paris.
36. West, R.G.1977, *Pleistocene Geology and Biology*. London and New York; Longman
37. Wheeler, Sir, R.E.M.1968, *the Indus Civilization*. London: Longman Publication

SEMESTER – I

Core - 104

RESEARCH METHODOLOGY AND STATISTICS

Full Marks: 100 (MID SEM: 30, END SEM: 70)

Unit-I

An Appraisal of Methodological Perspectives in Anthropology;

- i. Holistic Approach in Anthropology
 - ii. Fieldwork and Fieldwork Traditions in Anthropology
 - iii. Comparative Method
 - iv. Synchronic and Diachronic Approaches in Anthropology
 - v. Ethno scientific method in Anthropology: a) Emic and b) Etic Approaches Understanding and Explanation in Social Anthropology; Anthropological Approaches to the study of Primitive Societies, Complex Societies and Civilizations.
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Unit-II

Concept, Hypothesis, Inductive and Deductive Logic, testing Hypothesis; Theory and Empiricism in Social Anthropological Research; Model-Building in Anthropology Research Design, Types: Exploratory, Descriptive, Experimental and Evaluative studies; Methods of Comparison in Anthropology: Illustrative Comparison, Complete Universe Comparison, Hologeistic Comparison by Statistical Sampling; Restudy in Anthropology; Monitoring and Evaluation, Report writing.

Unit-III

Survey Method in Anthropology: Design and Uses of Survey, Limitations. Types of Sampling: Random Sampling, Systematic Sampling, Purposive Sampling, Stratified and Multistage Sampling, Area and Quota Sampling.

Field Technique:

- i. Observation Technique: Participant and Non-participant;
- ii. Interview Technique: formal and Informal, Key-Informant Interview; Interview Guide,
- iii. Schedules and Questionnaires;
- iv. Life-History and Case Study Method and Extended Case-Studies;
- vi. Audio-Visual Recording, vii) Projective Techniques

Unit-IV

Rating and Ranking Scales–Bogardus Social Distance Scale, Sociometry and sociogram, Lickert Summated Scale and Guttman Scalogram Analysis; Techniques in Visual Anthropology; PRA & RRA techniques. Techniques of Analysis: Content analysis, Discourse analysis and Narratives.

Unit-V

Qualitative and Quantitative studies in Anthropology; Social and Bio-Statistics; Data analysis: Frequency Distribution and Graphical Representation: Frequency Polygon and Histogram;

Measurement of Central tendencies: Mean, Median and Mode, Measurement of Dispersion-Mean Deviation, Standard Deviation, Standard Error; Test of Significance: Chi-Square Test, T-test, Z-Test, ANOVA; Co-efficient of Correlation and Regression.

Course Outcomes:

- a. Clear understanding of various anthropological approaches and Fieldwork Tradition.
- b. Develop different tools and techniques used in Anthropological Research.
- c. Have the knowledge of application of statistical tools and its use in research.
- d. Have the special skill to develop and apply various research designs.

Suggested Readings/ Books Recommended:

1. Agar, M. 1980, *The professional stranger, an informal introduction to Ethnography*, New York: Academic Press.
 2. Bernard, H.R.1994, *Research Methods in Anthropology*. London: Sage Publication
 3. Brewar, J.D. 2000, *Ethnography*. Buckingham: OUP
 4. Coffey, A. *The Ethnographic Self: Field Work and the Representation of Identity*. London: Sage.
 5. Dey, I.1993, *Qualitative Data Analysis*, London: Routledge.
 6. Eller, R (ed). 1984. *Ethnographic Research: A Guide to General Conduct*. London: Academic Press.
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7. Fetterman, M. D., *Ethnography: Step by Step*. London: Sage, 1989.
 8. Hammersley, M. And Alkinson, P.1983, *Ethnography: Principles in Practice*. London: Tavistock.
 9. Mccracker, G.1989, *The long Interview*. London: Sage.
 10. Patton, M.Q.2002, *Qualitative Research and Evaluation Methods*. London: Sage.
 11. Silverman, D. 1993, *Interpreting Qualitative Data*. London: Sage.
 12. Stewart.A.1998, *The Ethnographer's Method*. London: Sage.
 13. Singha, K. 1993. "Participant Observation and In-depth Interviewing" in B.Y. Attig, et. Al (eds), *Qualitative Methods for Population and Health Research*. Bangkok: Mahidol University, pp 120- 128.
 14. Watson, C.W. (Ed).*Being There: Field work in Anthropology*. London: Pluto Press.
 15. Hamersley, M.1992, *What's wrong with Ethnography*. London: Routledge.
 16. Moser, C.A. and Kalton, G. 1971, *Survey Methods in Social Investigation*. London: Heinemann.
 17. Merton, R.K.1967.*On Theoretical Sociology*. New York: Free Press.
 18. Goode, W.J. and Hatt, P.K.1952, *Methods of Social Research*. New York: McGraw Hill.
 19. Silverman, D. (Eds).*Qualitative Research: The Methods and Practice*.2nd Edition; London: Sage.
 20. Bryman. A. and Liao. T.F (Ed). *The Sage Encyclopaedia of Social Science Research Methods*; 3 volumes; Thousand Oaks, Calif ; Sage2004.
 21. Bryman, A. 2008, *Social Research Methods*.3rd edition Oxford: OUP.
 22. Bryman, A. 1988. *Doing Research in organisation*. Routledge.
 23. Bryman, A.1989 .*Research Methods and organizational Studies*. London: Routledge.
 24. Hardy, M. and Bryman .A (eds).2004. *Handbook of Data Analysis*. London: Sage
 25. Bryman, A. 2008. *Qualitative Data Analysis with SPSS 15: A Guide for Social Science*, London Rout ledge. Bryman, A.and Burgess, R.G (Ed) 1999, *Qualitative Research*, London: Sage.
 26. Boulmer, M (Eds) *Social Research Methods*. Macmillan.1984.
 27. Jahoda, M., Deutsch, M, and Cook,S.W., *Research Methods in Social Relations*. New York: Dryde1951.
 28. Junker, B. 1960, *Field Work*, Chicago: University of Chicago Press.
 29. Hammersley, M. 1991, *Readings of Ethnographic Research: A Critical Guide*. London:Longman.
 30. Pelto, P.J. and Pelto, G.H. 1978. *Anthropological Research: The Structure of Inquiry*. New York. Cambridge University Press.
 31. Bernard, H.R. 2008. *Research Methods in Anthropology: Qualitative and Quantitative Approaches* (4th edition). Rawat Publication.
 32. Srivastava, V (Ed.). 2005. *Methodology and Fieldwork*, Oxford India Paperbacks, New Delhi.
 33. Srinivash, M. N. (Ed.), 1995, *Methods in Social Anthropology*. Hindustan Publishing Corporation, New Delhi.
 34. Krishnaswami, O.R. and Ranganatham, M.2009.*Methodology of Research in Social Sciences*. Himalaya Publishing House, Mumbai,
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SEMESTER – I

Core - 105

GENERAL PRACTICAL: BIOLOGICAL AND FORENSIC ANTHROPOLOGY

Full Marks: 100

1. **Data handling:** Analysis of demographic and health data from Household Census, NFHS etc. Construction of population pyramid and estimation of sex ratio etc. Preparation of Schedules.
 2. **(A) Osteology** Each student has to identify and draw with levelling different parts of the following human bones: a) Skull, b) Mandible, c) Clavicle, d) Scapula, e) Humerus, f) Radius & Ulna g) Femur, h) Tibia-fibula, I) Vertebra.
(B) Craniometry: Each student has to study two human crania / mandible and record the following measurement. The students are to be familiar with different landmarks of the skull and mandible, instruments and methods of taking measurement.
1) Maximum Cranial Length; 2) Nasion - inion Length; 3) Cranial Height; 4) Max Cranial breadth; 5) Nasion-Prosthion height; 6) Bio-zygomatic breadth; 7) Minimum frontal breadth; 8) Nasal Length 9) Nasal Breadth 10) Glabellainion Length 11) Palatal Breadth 12) Palatal Length 13) Breadth of Ramus 14) Length of Ramus 15) Angle of Mandible 16) Facial Angle.
Each student has to draw Sagital contour of 2 crania in F.H. Plane and construct: i) Facial Profile Angle ii) Quadrangle of Skull
 3. **Forensic Anthropology**
 - a. Determination of age and sex from skull and mandible
 - b. Examination of Blood Stain
 - c. Development of Latent print
 - d. Identification of finger ball patterns & determination of main-line formula (Both hands of 5 individuals) or Sole Print
 - e. DNA fingerprinting (Demonstration through photograph/drawing)
 4. **Nutritional Anthropology:** The students are to be taught on the following aspects of Nutritional Anthropology.
Determination of Nutritional Status:
 - a. Each Student is to record dietary intake of house hold members belonging to three households and calculate intake of different nutrients consumed.(24 hr recall /weighing method)
 - b. Nutritional Anthropometry (For assessment of Grades of Malnutrition)
(i) Wt for age (ii) Ht for age (iii) Wt/Ht (iv) Mid Arm Circumference
 - c. Calculation of Body Mass Index and Conicity Index
 - d. Calculation of Total Body Fat
 - e. Measurement of Sub- Cutaneous fat::Tricep, Bicep, .Sub-scapula
 5. **Somatotyping:** Each student has to take somatotype measurement of subjects as prescribed.
 6. **Serological, Hematological and Physiological test** The students are to perform the following serological and bio-chemical tests on five persons and record the results. They are to be familiar
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with details of each experiment such as aim of the experiment, apparatus required, chemicals needed, procedure, precaution and results of the experiment.

- i. ABO & Rh Blood group typing
- ii. Hemoglobin estimation (Sahali's method)
- iii. Blood Pressure
- iv. Blood Sugar estimation.
- v. Colour blindness test

7. **Viva-voice and Record** Maintaining proper **Laboratory Record** is compulsory. Each student has to submit a proper and complete laboratory record duly signed by the teacher who is assigned to teach this aspect. The students are required to submit their Laboratory Records at least five days before the conduct of practical examination. Defaulters of the same neither are allowed to appear the practical examination nor entitled to get the marks assigned to Practical Records.

Course Outcomes:

- a. good knowledge of food calories and nutritional assessment
- b. Knowledge of biological functions
- c. An exposure to different measurement of bones will help in comparison of man with other organisms.
- d. Learning of data handling will help in future research.

Suggested Readings/Books Recommended:

1. Weiner J.S. and J.A. Lourie. 1981. *Practical Human Biology*. Academic Press, New York.
 2. Singh I.P. and M.K. Bhasin. 1989. *A Laboratory Manual on Biological Anthropology: Anthropometry*. Kamal-Raj Enterprises, Delhi.
 3. Cummins, Hand C. Middle. 1943. *Finger Prints, Palms and Soles: An Introduction to Dermatoglyphics*. Blackistone Co., Philadelphia, USA.
 4. Ghoshmaulik, S. K. and B. Rath. 2000. *Techniques in Forensic and Physical Anthropology*. Mayur Publications, Bhubaneswar.
 5. Mukherjin D., D. Mukherjee and P. Bharti .2009. *Laboratory Manual for Biological Anthropology*. Asian Books Pvt. Ltd., New Delhi.
 6. Carter, J. and B.H. Heath. 1990. *Somatotyping—Development and Application*. Cambridge University Press, Cambridge.
 7. Das, B.M. and R. Deka. 1998. *Physical Anthropology Practical*. Kitab Mahal, Allahabad.
 8. Nath, S. 1996. *Forensic Anthropology*. Astham Prakashan, Delhi.
 9. Rao, V.K. (Ed.) 1996. *Biostatistics: A Manual of Statistical Methods for use in Health, Nutrition and Anthropology*. Jaypee Brothers Medical Publishers (P) Ltd., New Delhi.
 10. Grey, H. 1958. *Anatomy – Descriptive and Applied*. Edited by T.B. Johnson, D.V. Devis and F. Devis, Longman, London.
 11. Lohman, T.G.; A. F. Roche and R. Martorell. 1988. *Anthropometric Standardization Reference Manual*. Human Kinetics Books, Champaign, IL.
 12. Gopalan C, Ramasastri BV, Balasubramanian SC. 1999. *Nutritive values of Indian foods*. Revised and updated by Rao et al. National Institute of Nutrition, Indian Council of Medical Research, New Delhi.
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13. World Health Organization. 1995. *Physical Status: The Use and Interpretation of Anthropometry. Report of a WHO expert committee. Technical Report series 854*. Geneva. Switzerland.
14. Lasker, G. W. and C. G. N. Mascie-Taylor (Ed.). 1993. *Research strategies in Human Biology: field and survey studies*. Cambridge University Press, Cambridge.
15. Ulijaszek, S. J. and C. G. N. Mascie-Taylor(Ed.). 1994. *Anthropometry: the Individual and Population*. Cambridge University Press, Cambridge.
16. Buikstra E. J and D. J. Ubelaker. 1994. *STANDARDS: For Data Collection From Human Skeletal Remains*. Arkansas Archaeological Survey Research Series No.44.

SEMESTER - II

CORE: 5 PAPERS=20 CREDITS = 500 MARKS

Core - 201

INDIAN SOCIETY AND APPLIED ANTHROPOLOGY

Full Marks: 100 (MID SEM: 30, END SEM: 70)

Unit I:

Approaches to study Indian Civilization Composition of Indian society: geographic, Linguistic and religious, ethnic and racial Divisions. Social stratification (Caste, Scheduled Caste, Scheduled Tribe, Denotified tribes, nomadic and semi nomadic tribes and castes, religious minorities, P VTGs), Caste system in India;

Unit II:

Early Indian Anthropologists and their contributions to the study of Indian Civilization: Mc Kim Marriot, Milton Singer, Verrier Elwin, M. N Srinivas, L.P. Vidyarthi; N.K. Bose S.C. Dube ,D.N. Majumdar, G.S. Ghurye.

Unit III:

Village Communities – their Types, Integration and Extension; Urban Communities: Structure and Types; Cultural Role of cities; Concept of Jajmani System, Dominant Caste, Folk-Urban and Tribe Caste contrast and continuum, Sacred Complex, Nature-Man-Spirit Complex; Little and Great Traditions; Universalisation, and Parochialisation, Social and Cultural change in modern India –Sanskritization, Modernization, Westernization, Urbanization and Industrialization, Globalization;

Unit IV:

Unresolved Issues and problems of Development of STs (Forest, land alienation, Indebtedness, Poverty, Illiteracy), Displacement, Role of Anthropology in Tribal and Rural Development, Constitutional provisions and safe guard measures for SCs and STs.

Unit-V:

Development Strategies, Policies, Plans and Programmes for Tribal Development. Community Development Programmes in India; Tribal Movements in India, Mandal Commission; Dhebar Commission, Bhuria Committee Report; P E SAAct.

Course Outcomes:

The students will have

- a. Thorough understanding on the contribution of pioneer anthropologists of India.
- b. Learn various approaches will provide knowledge on how to analyse Indian society.
- c. Proper understanding of caste system in India.
- d. Knowledge on village system in India with different dimension.

Suggested Readings /Books Recommended:

1. Bailey, F.G. 1960. *Tribe, Caste and Nation: A Study of Political Activity and Political Change in High land Orissa*, UK: Manchester University Press.
2. Beteille, Andre.1969, *Castes: Old & New, Essays in Social Structure and Social Stratification*, Bombay: Asia Publishing House
3. Bose, N.K.,1967, *Culture and Society in India*, Bombay: Asia Publishing House
4. Cohn,B.S.1971,*India: The Social Anthropology of a Civilization*,New Jersey:Englewood Cliffs
5. Desai, A.R.,1961, *Rural Sociology in India*, Bombay: The Indian Society of Agricultural Economics.
6. Dube, S.C. 1958, *India's Changing Villages: Human Factors in Community Development*. London: Cornell University Press
7. Epstein, T. 1967, *The Craft of Social Anthropology*, London: Tavistock Publication.
8. Foster ,G.M., Traditional Culture and Impact of Technological Change
9. Ghurye,G.S.1959,*The Scheduled Tribe*, Bombay :Popular Prakashan
10. Hutton, J.N. 1951,*Caste in India*, Bombay: Oxford University Press
11. Karve,I,1953, *Hindu Society: An Interpretation*, Poona :Singam Publications
12. Kothari, Rajni (ed.), 1985. *Caste in Indian Politics*. Orient Longman,
13. Kroeber,A.L.1948, *Anthropology*, Bombay: G.G Harrap and Co
14. Mahapatra , L.K., Tribal Development Myth and Reality
15. Marriott , Mckim,(ed)1955,*Village India*, Chigaco: Chigaco University Press
16. Mason, Philip(ed.), *India and Ceylon: Unity & Diversity*
17. Mandelbaum, D.G., 1970, *Society in India*, Berkeley: University of California Press
18. Rao , M.S.A., *Urbanisation & Social Change*
19. Redfield, Robert, *Peasant Society and Culture*, Chigaco :Chicago University Press
20. Singer M.1975, *Traditional India: Structure & Change* ,Chigaco: Chicago University
21. Singer,M and B.S.Cohn (Eds.)1968,*Structure and Change in India Society*, Chicago: Aldine Publishing Company
22. Singh,Y.1994, *Modernization of Indian Tradition*, Jaipur: Rawat Publications
23. Singh, S.N.1996, *Reservation Policy for backward Classes*, New Delhi:Rawat Publications.
24. Srinivas, M.N.1962(b),*Caste in Modern India & Other Essays*, Bombay: Asia Publishing House
25. Srinivas, M.N. 1955,*India's Villages* ,Calcutta: Asia Publishing House
26. Vidyarthi, L.P.1968, *Applied Anthropology in India*, Allahabad: Kitab Mahal

SEMESTER - II

Core - 202

ECOLOGICAL ANTHROPOLOGY

Full Marks: 100 (MID SEM: 30, END SEM: 70)

UNIT-I

Ecological Anthropology: Definition and Scope; History and Development of Ecological Anthropology; Current approaches and Perspectives in Ecological Anthropology: Cultural Ecology, Population Ecology, Systems Ecology, Ethno Ecology, Palaeo Ecology, Social Ecology and Ecology and Evolution, political ecology, Historical ecology, Landscape ecology.

UNIT-II

Ecology and Ecosystem: Definition of Ecology; Ecosystem: Concept, meaning, types and components; Adaptation and Evolution: Bio-Cultural Adaptation of Man to Heat, Cold and High Altitude; Eco-niche; Energetic and Human Society: Sources of Energy, Nutritional Value of Foods, Food Chain and Web, Flow of Energy. Concept of Carrying Capacity; Ecological Equilibrium, Ecological Factors influencing Population Growth and Regulation, Population Growth and Environmental Degradation

UNIT-III

Culture Environment Relationship; Environmental Determinism and Environmental Possibilism, Concept of Culture Core and Cultural Area, Cultural Ecology and Concept of Ecosystem; Culture as a Master Variable; Ecological Ethnography of Hunter-Gatherers, Nomads and pastoral, agricultural Communities; Application of Ecosystem in Anthropology

UNIT-IV

Concept of Ecologically/Environmentally Sustainable Development and Common property Resources; Environmentalism: Environmental Movements, Effects of Development Projects and Processes on Environment.

UNIT-V

Indigenous Environmental Knowledge Systems and Development, Environmental Policy in India; Conservation Strategies: JFM and MFP

Course Outcome:

Students will know

- a. Various approaches to study Ecological anthropology
- b. Ways of adapting to various ecosystems
- c. Role of eco system, in pursuance of economy.
- d. About different projects for protection of environment

Suggested Readings / Books Recommended:

1. Bennet, J.W. The Ecological Transition
 2. Bhss, L.C, Heal, Tundra Ecosystem O.W. Moore, J.
 3. Bresser Human Ecology
 4. Butzer, Karl Archaeology as Human Ecology
 5. Chapple, D.(ed) Biological Foundation of Individuality and Culture
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6. Brock, T.H. Primate Ecology
7. Eckstein Food, People and Nutrition
8. Eckstein, P.R. & Ehrlick, Avne, Holdren, J.P. Human Ecology
9. Greenwood & Edwards Human Environments & Natural Systems
10. O. Hardesty, D Ecological Anthropology
11. J. Owen Jones, and Paul Rogers Human Ecology and the Development of Settlements
Jorgenson, J.G. Biology and Culture in Modern Perspective
12. Kafman, P.B./J.D. Lacroix Plant, People, Environment
13. Krebs, C.J. Ecology (Latest edition)
14. Mortwitz, H.J. Foundations of Bio-energetics
15. Odum, O.P. Ecology
16. Odum, E.P. Fundamentals of Ecology
17. Solomon Katz (ed) Biological anthropology (Scientific American)
18. Sussman, R.W Primate Ecology
19. Watts Johnston & Lasker Bio-social Interrelation in Population Adaptation
20. Yadab, C.S. Contemporary City Ecology
21. Weiner, J. Harrisson, G.A, Barricndt, Tanner, J.M., Human Biology

SEMESTER - II

Core - 203

ANTHROPOLOGICAL THOUGHT

Full Marks: 100 (MID SEM: 30, END SEM: 70)

UNIT-I

Emergence of Anthropology as an Empirical Discipline; Anthropology as a Social Science; Natural Science and Natural History in Anthropology; Scientific and Historical Methods in Anthropology
Man's Place in Nature; Biological Versus Cultural Evolution: Nature versus Nurture; Primate Kin and Human Kinship; Anthropology and the Concept of Race

UNIT-II

Co-operation and conflict in Social Evolution: Social Darwinism and Marxism; Unilinear, Multilinear and Differential Evolution; Energy and Evolution; Evolutionism

UNIT-III

Diffusionism; Functional, Structural and Neo-Structural approaches in Anthropology, Post-Structuralism and Post Modernism

UNIT-IV

Language, Thought and Culture; Culture Dynamics: Language and System, Socio-Linguistics, Language and Social Structure, Substantive and Formalistic Approaches; Ecological factors influencing population growth and regulation, Population growth and Environmental degradation

UNIT-V

Individual, Culture and Society; Personality and Culture; Personality and Social Structure; Configuration of Culture; Methods in Culture and Personality Research

Course Outcome:

- a. A clear understanding of the scientific and humanistic perspective in Anthropology.
- b. Knowledge as theoretical approaches to study society and culture.
- c. Understanding the philosophies of various thinkers in anthropology
- d. Knowledge on methods of personality and culture research

Suggested Readings /Books Recommended:

1. Montagu.M.F.Ashley, 1957, *Anthropology and Human Nature*, Boston
 2. Manners, Robert A. and Kaplan David, 1969, *Theory in Anthropology*, London: Routledge and Kegan Paul
 3. M.F. Ashley Mantagu, 1974, *Frontiers of Anthropology*
 4. W. La. Barre *The Human Animal*
 5. N.A. Chagam &W. Irons (eds) *Evolutionary Biology and Human Social Behaviour*
 6. C. Darwin *The Descent of Man*
 7. E.E. Evans, Pritchard, 1951, *Social Anthropology*, Glencoe
 8. R. Fox *Biosocial Anthropology*
 9. A.C. Haddon *Theoretical Anthropology*
 10. L. Hodder *Reading the Past*
 11. Frederick S. Hulse *Man and Nature: Studies in the Evolution of Human Species*
 12. C. Kramer *Ethno-archaeology*
 13. Annemariiede Wail, Malefjt *Images of Man*
 14. Malthus, Hxley Osborn *The Essays on Production*
 15. T.K. Penninman *One Hundred Years of Anthropology*
 16. T.S. Slotkin *Readings in Early Anthropology*
 17. G.W.Stocking(Jr.) *Race, Culture and Evolution*
 18. F.W.Voget *History of Ethnology*
 19. R.A. Watson & P.J. Watson *Man and Nature: An Anthropological Essay in Human Ecology*
 20. J.Wilson *Social Biology*
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SEMESTER - II

Core - 204

MEDICAL ANTHROPOLOGY

Full Marks: 100 (MID SEM: 30, END SEM: 70)

UNIT-I

Medical Anthropology: Central concepts, Historical development and Scope; Theoretical perspectives in Medical Anthropology – Medical ecological theory, Cultural interpretive theory and Critical Medical Anthropological theory

UNIT-II

Medical Systems and Medical Syncretism: Medical systems in Indigenous and Precapitalist State Societies; Ethno-medicine and medical pluralism; Biomedical hegemony in the context of medical pluralism.

UNIT-III

An outline of different medical systems in India; Ethno-biology and Ethno-pharmacology, Disease Transition; Epidemiology of common communicable and non-communicable diseases in World and India, National Health Policy -2017, National Health Mission.

UNIT-IV

National Nutrition Policy, Occupational health problems, Problems of the Aged, Effects of environmental hazards on human health

UNIT-V

Social body and health; Stress, and disease; Social and ethical issues medical biotechnology and new reproductive technology, other advances in science & technology, Medical anthropology of Pharmaceuticals; Medical anthropology and Public Health.

Course Outcome:

The course gives a basic understanding of

- a. Social and cultural aspects in analysis of health, illness and medicine.
- b. Get an understanding of concepts that are used in medical anthropology,
- c. Will have an understanding of the field of 'global health', including topics such as Cancer, HIV/AIDS,
- d. The students will understand various health policies such as maternal & child health policy, National health policy.

Suggested Readings/Books Recommended:

1. Foster G.M. and B.G. Anderson .1978. *Medical Anthropology*. New York: John Wiley and Sons.
 2. Good Byron.1994. *Medicine, Rationality and Experience*. Cambridge, England: Cambridge University Press.
 3. Mc Elroy, A. and P.K. Townsend. 1979. *Medical Anthropology in Ecological Perspective*. Boulder, CO: Westview Press.
 4. Singer M. and H.A. Baer.1995.*Critical Medical Anthropology*. Amityville, NY: Baywood Press.
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5. Joshi P.C. and A. Mahajan. 1990. *Studies in Medical Anthropology* (eds.). New Delhi: Reliance Publishing House.
6. Nichter M. and M.Lock.2002. *New Horizons in Medical Anthropology–Essays in Honour of Charles Leslie*. London: Routledge.
7. Hahn R.1995. *Sickness and Healing–An Anthropological Perspectives*. New Haven and London: Yale University Press.
8. Pool R. and W.Geissler.2005. *Medical Anthropology*. London: Open University Press.
9. Park and Park. 2009. *Community Health and Social Medicine*. M/s Banarasidas Bhanot Publishers, Jabalpur.
10. Hancock P., B. Hughes, E. Jagger, K. Peterson, R. Russell, E. Tulle-Winton and M. Tyler. 2000. *The Body, Culture and Society –An Introduction*. Buckingham, Philadelphia: Open University Press.

SEMESTER - II

Core - 205

GENERAL PRACTICAL: PREHISTORIC ARCHAEOLOGY AND MUSEOLOGY

Full Marks: 100

The general practical shall include the following components with distribution of marks indicated against each section:

SECTION (A): PREHISTORICARCHAEOLOGY

1. 1:1drawinganddescriptionofgiven Prehistoriclithic tools / artifacts
2. One elective question from Prehistoric Archaeology pertaining to stone tool technologies and major typologies of stone tools.
3. Identification of 5 types of tools / artifacts and their probable functions
4. Practical Records

SECTION (B): MUSEOLOGY

1. Not to scale drawing, labeling, description and conservation of given museum specimens
2. One elective question from Museology pertaining to perspectives of Museology and the basic principles of museum.
3. Identification and function /use of the given museum specimens
4. Practical Records:
5. Viva-Voce

PREHISTORIC ARCHAEOLOGY:

The students are to be taught on the following aspects of

Prehistoric Archaeology pertaining to stone tool technologies and typologies of tools of early human industries as:

- (a) Prehistoric Technology: Manufacturing techniques Palaeolithic, Mesolithic and Neolithic industries.

- (b) Tool Typology of Early man: Study of major stone tool types of the Palaeolithic, Mesolithic and Neolithic industries.

Each student has to answer one elective question of **15marks** from the above aspects

Prehistoric Archaeology:

The students are required to identify, draw and undertake metrical analysis of lithic artifacts belonging to different cultural periods. They are to describe the nature of (core /flake / blades) tool types, manufacturing techniques, (flaking, retouching, grinding, polishing etc.), probable functions, effect of rolling, weather effect and patina, condition of the working edges, etc using the **Attribute Analysis Form** supplied by the Department.

Each student has to study:

- a. Palaeolithic tool - 05numbers (Choppers, Handaxes, Cleavers and Scrapers).
- b. Mesolithic tool - 10 numbers (Non-geometric and Geometric microliths).
- c. Neolithic tool - 05numbers (Axe, Adze, Chisel, Ring stones)

Maintaining proper **Laboratory Record** is compulsory. Each student has to submit a proper and complete laboratory record duly signed by the teacher who is assigned to teach this aspect. The students are required to submit their Laboratory Records at least five days before the conduct of practical examination. Defaulters of the same neither are allowed to appear the practical examination nor entitled to get the marks assigned to Practical Records.

MUSEOLOGY:

The students are to be taught on the following aspects of **Museology** pertaining to perspectives of Museology and the basic principles of museum:

- (a) **Museology:** Meaning and scope; History and development of museums in World; Types of Museums; Role of Anthropological and Archaeological museums in education.
- (b) **Museum Administration:** Modes and ways of acquisition of museum specimens; Principles of display and arrangement in museum; Conservation and preservation of museum materials and antiquities.

Each student has to answer one elective question of **15 marks** from the above aspects of Museology.

The students are required to learn the basic principles of museum, documentation, labeling, and display of museum specimens. They are to learn the techniques of conservation and preservation of museum specimens. Each student has to apply the above methods, whichever is applicable, on specimens of following materials.

Composition:

- a. Plant remains: Wood, Bamboo,
- b. Fibre: Cloth / Linen.
- c. Metals: iron, brass, copper, silvers.
- d. Animal remains: Bone, antler, horn, leather / hide

Maintaining proper **Laboratory Record** is compulsory. Each student has to submit a proper and complete laboratory record duly signed by the teacher who is assigned to teach this aspect. The students are required to submit their Laboratory Records at least five days before the conduct of practical examination. Defaulters of the same are neither allowed to appear the practical examination nor entitled to get the marks assigned to Practical Records.

Course Outcomes:

- a. Equipped with knowledge of making tools and techniques used by men on a historical perspective.
- b. Gain knowledge on various conservation methods of various tools made up of different materials.
- c. Different modes to acquire museum specimen.
- d. Proper ways regarding arrangement of museum specimen

Suggested Readings/ Books Recommended:

1. Aiyappan, A. and S.T. Satyamurti (Ed), 1960, Handbook of Museum Technique, Government Museum, Madras.
 2. Banerjee N.R. *Museum and Cultural Heritage in India*
 3. Basa K.K. Md.Rehan, R.K.Gupta 2007, *Museology A Comprehensive Bibliography and Webliography*, Serial Publications, New Delhi.
 4. Behera, B.K. and S.K. Mohanty, 2007 *Museology and Museum Management in India*, Mayur Publications, Bhubaneswar, Orissa.
 5. Bhattacharya, D.K. *An Introduction to Prehistoric Archaeology*
 6. Bhattacharya, D.K., *The Old Stone Age Tools*
 7. Bhatnagar, A. 1999, *Museum, Museology and New Museology*, Sandeep Prakashan, New Delhi.
 8. Burkitt, M.C. *The Old Stone Age*
 9. Diwvedi, V.P. and G.N.Pant (Ed) 1980, *Museum and Museology: New Horizon*, Agam Kala Prakashan, New Delhi.
 10. Ghosh maulik, and S.K.Mishra 1987, *Practical Anthropology*, SAAS, Orissa.
 11. Ghoshmaulik, S.K. and. K.Basa (Ed) 2001, *Understanding Heritage: Role of Museum, Academic staff Collage*, Utkal University, Bhubaneswar, India.
 12. Joukowsky, Martha *Field Archaeology: Tool and Techniques of Field Work for Archaeologists*.
 13. Nair, S. M., *Bio-Deteriorations of Museum Materials*, Agam Kala Prakashan, New Delhi.
 14. Nigam, M. L., 1985 *Fundamentals of Museology*, Deva Publications, Hyderabad.
 15. Oakley, K.P. 1975, *Man the Tool-maker, Trustees of British Museum (Natural History)*, London
 16. Rammi Reddy, V. *Elements of Prehistory*
 17. Renfrew, C. and P. Bahn *Archaeology: Theories, Methods and Practice*
 18. Shankalia, H.D. *Stone Age Tools and Techniques*, Deccan Collage Poona. India
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SEMESTER –III

TOTAL: 5 PAPERS = 20 CREDITS = 500 MARKS

Core - 301

PSYCHOLOGICAL ANTHROPOLOGY

Full Marks: 100 (MID SEM: 30, END SEM: 70)

UNIT-1

Concept and Scope of Psychological Anthropology; Psychological Anthropology and Other Behavioural Sciences; History and Development of Psychological Anthropology; Major Approaches in Psychological Anthropology: Ethno psychology, Psychoanalytic and Psychiatric Anthropology.

UNIT-II

Individual, Society and Culture; Personality and Culture; Personality Formation and Determinants; Swaddling, Enculturation and Socialization Construct: Basic Personality Structure, Model Personality, Status Personality, Overt and Covert Personality, Ideal and Manifest personality.

UNIT-III

Personality and Human Nature; Functions of Personality, Methods in Culture Personality Research; Gestalt psychology and Configuration of Culture; Ethos, Eidos, Genius, Themes, CounterThemes, Values and World Views, National Character and Culture Pattern Studies

UNIT-IV

Psychology of Culture Change; Diachronic and Synchronic Study of Culture and Personality; Personality as an Explanatory Concept in Social and Cultural System Approaches to Childhood, Socialization and Cultural Context, Cross Cultural practices of Child Rearing, Socialization for deviance and conformity, Collective Child Rearing, Later Life Socialization, Rites de Passage, Ego Development and Super ego-control

UNIT-V

Inter generational Change in Group and Social Character; Psychology of Revitalization of Culture Movements; Cultural psychiatry: Illness, Ecology and Epidemiology; Defence against stress, social causes of Suicide.

Course Outcome:

- a. Helpful in understanding relationship of psychological anthropology with other behavioural sciences.
- b. Influence of culture on personality of a person
- c. Psychological factors in culture learning and expression
- d. Different ways of socialization, from child rearing to later life socialization.

Suggested Readings /Books Recommended:

1. Benedict, R. Patterns of cultures
 2. Benedict, R. The Chrysanthemum and the Sword
 3. Carstair, M. The Twice Born
 4. Du Bois, C The People of Alore
 5. Erikson, E. Childhood and Society
 6. Goere, G. The Himalayan Village
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7. Halowell,A.T. Culture and Experience
8. Honigmann,J.J. Culture and Personality
9. Hsu,FL.K Psychological Anthology
10. Kaplan,D.K(ed) Studying Personality Cross Culturally
11. Kardiner,A(ed) Psychological Frontiers of society
12. Kluckhohn, Personality in Nature, Culture and SocietyC.Etal(eds.)
13. Kroeber,A.L(ed) Anthropology Today
14. Linton,R. The Cultural Background of Personality
15. Meadand The Study of Culture at a Distance
16. Wallace,AFC Culture and Personality
17. Shweder,R.A Thinking Through Cultures
18. Honigmann, J. J Personality in Culture
19. Bock, PhilipK. Communities in Psychological Anthropology

SEMESTER –III

Core - 302 HUMAN BIOLOGY

Full Marks: 100 (MID SEM: 30, END SEM: 70)

Unit-I

Human Biology: Meaning and Scope; Structure and Function of Human Cell; Cell Cycle. Perspectives on Nutritional Anthropology, Nutritional Requirement in Man: Carbohydrate, Protein, Fat, Minerals and Vitamins; Carbohydrate and Lipid Metabolism in Man; Digestive system.

Unit-II

Human Anatomy in Connection to Evolution: Skeletal and Muscular System; Human Physiology in Connection to Evolution: Composition and Function of Blood; Cardiovascular System; Respiratory System, Nervous System; Senses, Endocrine System and Reproductive System.

Unit-III

Concept of Human Growth; Stages of Human Growth: Prenatal (Fertilization, stages of embryonic and fetal development), Infancy, Childhood, Adolescence; Methods of studying Growth – Longitudinal, Cross-sectional, Mixed longitudinal; Growth Curve; Secular Trends in Growth; Senescence.

UNIT-IV

Factors affecting Growth: Genetic, Hormonal & Environmental, Analysis of Human Physique and Body Composition-Sheldon, Parnell and Heath-Carter methods of Somatotyping. Human Population Biology and the IBP Programme

Unit-V

Human Adaptation: Human Adaptation to Heat, Cold, High altitudes and Nutrition Bio-chemical Variation in Human Population: Serum Proteins- Haptoglobins, Transferin, Immunologist; Red cell enzymes-G6PD, Phosphoglucomutase, Lactate dehydrogenase

Course Outcome:

- a. Students will have fundamental understanding of stages of human growth.
- b. Study of human anatomy will be beneficial to understand one's own body.
- c. Study of genetic and environmental factors affecting growth will be beneficial.
- d. Understanding of biochemical variation of human population will help to study genetic diseases.

Suggested Readings/Books Recommended:

1. Bogin, B. 1988. *Patterns of Human Growth*. Cambridge University Press, Cambridge.
 2. Mader, S.S. (6th Ed.). 2000. *Human Biology*. Mc Graw Hill, New Delhi.
 3. Campbell, N. A., J. B. Reece and E. J. Simon (2nd Ed.) S. 2010, *Essential Biology with Physiology*. Pearsons, New Delhi.
 4. Harrison, G.A., J. S. Weiner, J.M. Tanner and N.A. Barnicot. 1964. *Human Biology: An Introduction of Human Evolution, Variation and Growth*. Clarendon Press, Oxford.
 5. Jobling M.A., M.E. Hurles and C. Tyler-Smith. 2004. *Human Evolutionary Genetics: Origins, Peoples & Disease*. Garland Science. New York.
 6. Yong J. Z. 1971. *Introduction to the Study of Man*. The English Language Book Society and Oxford University Press, Oxford.
 7. Malina, R. M.; C. Bouchard and O. Bar-Or. 2004. *Growth, maturation & physical activity*. Damon A. (Ed.). 1975. *Physiological anthropology*. Oxford University Press, London.
 8. Shephard, R.J. 1991. *Body composition in biological anthropology*. Cambridge University Press, Cambridge.
 9. Champe, P.C. And R.A. Harvey (3rd Ed). 2005. *Lippincott's Illustrated Reviews: Biochemistry*, Lippincott Williams & Wilkins, Philadelphia.
 10. Nelson, D. Land M. M. Cox. 2008. *Lehninger Principles of Biochemistry*, Fifth Edition. W.H. Freeman Company, New York.
 11. Harlin, J.; G. Bertoni, L.J. Kleinsmith (8th Ed.). 2012. *Becker's World of the Cell*. Pearson Benjamin Cummings, San Francisco.
 12. Tanner, J.M. 1978. *Growth at Adolescence*. Blackwell Science Ltd. London.
 13. Carter, J. and B.H. Heath. 1990. *Somatotyping—Development and Application*. Cambridge University Press, Cambridge.
 14. Vogel, F. and Motulsky, G. *Human Genetics: Problems & Approaches*, 3rd edition. Springer-Verlag, Berlin.
 15. Lewis, R. 2009. *Human Genetics: Concepts & Applications*, 9th edition. McGraw-Hill Primis, USA
 16. Lasker, G.W. and C. G. N. Mascie-Taylor (Ed.). 1993. *Research strategies in human biology: field and survey studies*. Cambridge University Press, Cambridge.
 17. Weiss, M. 1993. *Genetic variation and human disease: Principles and evolutionary approaches*. Cambridge University Press, Cambridge.
 18. Mascie-Taylor, C. G. N. and G. W. Lasker. 1991. *Application of biological anthropology to human affairs*. Cambridge University Press, Cambridge.
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SEMESTER –III

Core - 303

INDIAN ANTHROPOLOGY

Full Marks: 100 (MID SEM: 30, END SEM: 70)

Unit-I

Scheduled Tribes and Scheduled Castes in India; Definition and Characteristics of a Tribe; Classification: Racial, linguistics and economy; Geographical Distribution; Growth of Indian Anthropology; Tribal Problems and welfare. Scheduled Caste in India: Their Strength and Degradation, Crimes against Scheduled Caste; Ameliorative and welfare Programmes, Development Strategy, Reservation Policy for ST and SC, Other Backward Castes in India and their status.

Unit-II

Rural and Urban life in India; Characteristics of village community; Relevance of village studies, structure of village community, Jajamani System; Distinction between Rural and Urban community

UNIT -III

Structural and Cultural concept of caste; caste system: characteristics; Theories of origin of caste; caste mobility: Changing structure of caste and its future; Functions of caste; Merits and Demerits of caste system. Caste and politics;

Unit-IV

Indian Tradition and Social Structure; Great tradition and little tradition; Universalization and Parochialization; Sacred complex; Nature-man-spirit-complex; Tribe-caste continuum; Dominant caste Social Structure of Indian Society: Approaches to the Study of Indian Society and Civilization

Unit-V

Processes of Social Change in India; The Concept of social change; Approaches to the study of social change in India; Sanskritization; Westernization; Industrialization; Secularization and Modernization; Social Change and Economic Development; Problems of Economic Development.

Course Outcome:

- a. This paper will give a good understanding of development of Indian Anthropology.
- b. Students will clearly understand tribes and their problems
- c. Knowledge regarding caste and politics will be helpful for an in-depth analysis.
- d. Enrich students with knowledge of different processes like modernization, westernization, industrialization etc that are bringing changes in Indian Society.

Suggested Readings / Books Recommended:

1. Ahuja, Ram Indian Social System
 2. Srinivas, M.N. Indian Social Structure.
 3. Hasnain, Nadeem Indian Anthropology
 4. Marriot, Mckim Village India
 5. Dube, S.C. India's Changing Villages
 6. Dube, S.C. Social Change
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7. Singh, Yoginder Modernization in India Tradition
8. Saran, Gopal Anthropology of Indian Civilization (Journal of India Anthropology Society, Vol.5, 1978)
9. Sachchidan and Cultural Change in Tribal Bihar
10. Cohn, B.S India: Social Anthropology of A Civilization
11. Mohapatra, L.K Transformation of Tribal Society In India
12. Majumdar, D.N Races and Cultures of India.
13. Hutton, J.H. Caste in India.
14. Dumont Lowis Hindu-Hierarchicus: The Caste and Its Implications
15. Baily, F.G. Tribe, Caste and Nation

SEMESTER –III

EC - 304

PRINCIPLE IN POPULATION STUDIES

Full Marks: 100 (MID SEM: 30, END SEM:70)

Unit-I

Definition, Meaning, and Scope of Demography; Relevance of Demography; History and Development of Demography/Population Studies; Relation of Demography with other Disciplines: Sociology, Human Ecology, Economics, Geography; Anthropology.

Unit-II

Population Growth: Concepts, Definition and Theories (Biological, Social and Economic); Stages of Population Growth (Population Transition); Concepts of Stable Population, Optimum Population, Population Explosion, Threshold Population and Population Threshold.

Unit-III

Sources of Demographic Data: Census- History of Census; Significant features of Census; Problems connected with Census; Census techniques – de facto and de jure methods; Census in India.

Registration of Vital Events, Sample Registration system; Dual Report System, National Sample Survey, Population Registers, National and International Publications;

Unit IV

Methods of Collection of Demographic Information, Techniques of Population Analysis: Estimation of Mid-year Population and Person Year; Population Growth Rate, Age-sex structure, Sex-Ratio, Dependency Ratio, Age at Marriage, Literacy rate, life expectancy.

UNIT – V

Measurements of fertility, mortality and migration; Crude-Birth Rate; General Fertility Rate; Total fertility Rate; Age-Specific Fertility Rate; Gross-Reproductive Rate; Total Fertility Rate Child-Women Ratio, Couple Protection Rate, Crude-Death Rate, Agespecific Death Rate, Infant and Child Mortality Rate, Maternal Mortality Rate, Migration Rate, Population Projection.

Course Outcome:

The students will understand:

- a. Current trends of demographic dynamics of different population groups.
- b. The basic components of population change and the factors affecting these changes in populations.
- c. The different ways of estimation of demographic characteristics.
- d. The role of various national and health policies relevant to demographic changes.

Suggested Readings/Books Recommended:

1. Barclay, G.W.-Techniques of Population Analysis
2. Bhende A, T. Kanitkar- Principles of population studies
3. Bouge Donald, J.W.-Principles of Demography
4. Cox, Peter. R. -Demography
5. Dak, T.M.-Sociology of health in India
6. Hauser, P. & Duncan, D.- The Study of Population
7. Jain, Anrudh, K. –Infant Mortality in India
8. Mathur, R.N.- Population Analysis and Studies
9. Mishra, B.D.-Population Analysis
10. Park, D.-Preventive and Social Medicine
11. Premi, M.K.-Society and Population
12. Raj. Hans- Fundamentals of Demography
13. Sinha, V.C. & Zacharia, E. -Elements of Demography
14. Spiegelman, M.-Introduction to Demography.
15. Srivastava, O.S.-Demography
16. Visaria, Pravin- Differentials and Determinants of Fertility

SEMESTER –III

Core - 305

PRACTICAL:

ANALYSIS OF CENSUS, NFHS AND NSS DATA AND REPORT WRITING

Full Marks: 100

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

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

5. The students will visit a NGO or corporate office or census office in Odisha and its adjoining areas and write principal observations on the same
6. Write a project on the demographic profile from secondary data
7. Collect data on bio-social problem and design counselling and give the analysis and interpretation

Course Outcome:

- a. Understand preparation of schedules for demographic data collection.
- b. Analytical skills of data collection, interpretation, compilation, presentation & pictorial comparison from the secondary sources.
- c. Paper will encourage students to confront different people at the time of data collection and counsel them for various diseases.
- d. Learn to analyze census and prepare demographic profile.

Suggested Books

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

TOTAL: 5 PAPERS = 20 CREDITS = 500 MARKS

Core - 401

TRIBES IN INDIA: THEIR PROBLEMS AND DEVELOPMENT

Full Marks: 100 (MID SEM: 30, END SEM: 70)

Unit-I

Evolution, nature and scope of tribal Studies in India, Conceptualizing Scheduled Tribe, Social Organization, Economic Organization, Political and Religious Organization, and Language among the Tribes. Folklore, Art and Crafts, Gender and Class Stratification of the an Tribal Society

Unit-II

Concept of Difference and Inequality, Tribal Self Image and Identity; Patterns of Inter-Tribal Relations; the World View of Indian Tribes; Tribe-Caste Contrast Versus Continue, Ethnic Relation, Conflict and Change.

Unit-III

Tribal Problems in India and their remedial measures, Barriers and Stimulants to Tribal Development; Tribal Administrations: 5th and 6th Schedules, Scheduled Area and Tribal Area.

UNIT –IV

Constitutional Provisions and Safeguards for the Scheduled Tribes, Role of NGOs, Government and Anthropologist in Tribal Development

Unit-V

Over view of Tribes of East India, South India, Central India, North and North East Regions of India, Western India and Andaman and Nicobar Regions Clear understanding of various basis of tribal ethnic formation

Course Outcome:

- a. Clear understanding of various basis of tribal ethnic formation
- b. Have the knowledge on why tribal movement in India taking place.
- c. Knowledge on how indigenous knowledge system plays a very important role in tribal society.
- d. Students will be benefitted from the knowledge of constitutional provisions of scheduled tribes.

Suggested Readings / Books

1. Mathur, Hari Mohan (Ed.) Anthropology in Development Process
 2. Foster, G.M Traditional culture and impact of technological Change
 3. Singh. K.S. Tribal Situation in India
 4. Upadhyay, V.S. Tribal development in India: A critical Appraisal and Pandey, Gaya
 5. Bhandari, J.S. & Channa, S, M.(Ed.) Tribes and Government policies
 6. Pati, R.N. & Dash, J (Ed.) Tribes and Indigenous People of India: Problems and Prospects.
 7. Cochrane, Glyn Development Anthropology
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8. Schumacher, E.F. Small is Beautiful.
9. Vidyarthi, L.P. Applied Anthropology in India
10. Sharma, B.D. Planning for Tribal development
11. Dube, S.C. Tribal Heritage of India

SEMESTER –IV

Core - 402

FORENSIC ANTHROPOLOGY AND CRIMINOLOGY

Full Marks: 100 (MID SEM: 30, END SEM: 70)

Unit-I

Definition, Scope and methods of Forensic Anthropology, Criminology: Concept and meaning. Theories of crime, types and definitions of crime, causes and correlates of crime, Anthropological criminology.

Unit-II

Basics of Human Osteology and Odontology: Study of Skeletal Material: Human and animal remains. The study of bone fragments, attributes of sex, estimation of age and reconstruction of stature from the skeletal remains and their medico-legal implication.

Forensic Odontology: tooth structure and growth, estimation of age in young and adult. Population difference in size and morphology. Bite marks. Individualization of tooth pulp.

Unit-III

Establishment of partial and complete identity of skeletal material and dead bodies, Morphometric techniques.

Personal identification of living persons: Identification through somatometric and somatoscopic observations, nails, occupation marks, scars, tattoo marks and deformities; handwriting and mannerism.

Fingerprints: Identification of living and dead through partial and complete prints. Classification of fingerprints for criminal record purposes, Chance Prints, Various methods of latent print development, Sole prints.

Unit-IV

Forensic Haemogenetics: Pattern of blood splashes, Identification of blood stains and determination of species of origin. Individualization of blood stains: Determination of blood group, sex, age and racial origin from dried blood stains. Identification and individualization of body fluids like semen, saliva and urine.

Unit-V

DNA profiling and individualization, disputed parentage: role of Anthropological traits in solving such cases. Forensic Anthropologist's as an expert witness under section 45 of the Indian Evidence Act, Ethical responsibilities in Forensic Science.

Course Outcomes:

- a. Study of DNA profiling, is interesting and knowledge of it will be a great help.
- b. Identification techniques of fingerprints and latent prints will increase interests of students.
- c. Identification through blood stains, age, sex, blood group, DNA matching,
- d. Forensic Anthropology students will be of great help.
- e. Students will be aware of ethics and ethical responsibility

Suggested Readings/Books Recommended:

1. Sharma B.R. *Forensic Science in Criminal Investigation & Trials* (4th Edition) universal Law publishing Co. Pvt. Ltd 2003.
2. Byere S. N. *Anthropology to Forensic Anthropology-A Textbook* (2nd Edition) Pearson New York. 2005.
3. Chatterjee S.K. *Finger, Palmand Sole Print*. Calcutta, 17. Lake Avenue.1967.
4. NathS; *An Introduction to Forensic Anthropology*, Gain Publishing House, New Delhi, 1989.
5. Bask R. *Fundamentals of Forensic Medicine and Toxicology* (2nd Edition) Books and Allied Pvt. Ltd. Kolkata. 2009.
6. Treadwell, James. *Criminology*. Sage Publicashing Ltd. London.2006.
7. Freell J, Hayward K, Morrison W, Presee, M.C. *Cultural Criminology*. The Glass House Press, London. 2004.
8. Klepinger L .L. *Fundamentals in Forensic Anthropology*. Wiley–Liss.2006.
9. Buikstra E. J and D.J. Ubelaker. 1994. *STANDARDS: For Data Collection from Human Skeletal Remains*. Arkansas Archaeological Survey Research Series No.44.
10. Weiner J.S. and J.A. Louri. 1981. *Practical Human Biology*. Academic Press, New York.

SEMESTER –IV

EC - 403

LINGUISTIC ANTHROPOLOGY

Full Marks: 100 (MID SEM: 30, END SEM: 70)

UNIT-I

Concept and Scope of Linguistic Anthropology; Linguistic Anthropology and other Behavioural Sciences; Universals of Language, Types: Descriptive and Historical Linguistic; Origin and Evolution of Language.

Language, Dialect and Idiolects: Definitions and Interrelations; Ethno linguistics, Socio- Linguistics; Language and the Brain. Linguistic Variations: Distinct Languages, Dialects and Pidgins and Creoles.

UNIT-II

Language as a System: Phonetic Sub System, Morphophonemic Sub System, Syntactic Sub System and Semantic Sub System; Generalization Linguistic Methodology; Comparative Method and historical Linguistics

UNIT – III

Language and Culture: Cultural Influence on Language and Linguistic Influence on Culture Sapir–Whorf Hypothesis; Linguistic and Culture Change; taxonomy of languages and cultures. Socio-cultural contexts of linguistic acculturation

UNIT-IV

Classification of Languages: Typological and Genealogical; Synchronic and Diachronic study of Languages; Functional study of Languages; Glottochronology India as a Linguistic Area; Standard languages and Nationalism; speech variation and the study of Indian civilization; study and sacred language.

UNIT-V

Languages and the Analysis of Social Laws; Language and Social Structure; Structural Analysis in Linguistics and Anthropology; Linguistics and Ethnology

Language and Communication: Verbal and Non-Verbal (Signs and Symbols); Communication and Sociability; Language and Speech; Linguistic Contact: Patterns of Contacts, Diaglosia and Multilingualism; Ethnography of Speaking; speech and personality; Communication and functions speech; literate and illiterate speech.

Course Outcome:

- a. Student can able to understand concept, scope, and relations between linguistic anthropology to other behavioural sciences
- b. To understand linguistic variations, dialect and Idiolects.
- c. Able to understand language as a system, language and culture, classification of languages.
- d. Study of language will help to understand variation in civilization.

Suggested Readings / Books Recommended:

1. Ardver ,E.(ed) Social Anthropology and Language
 2. Bloomfield, L. Language
 3. Bright, W. Socio-linguistics
 4. Burling, R. Man's Many voices-Language in its Cultural Context
 5. Gleason, H.A. An Introduction to Descriptive Linguistics
 6. Gumperz and The Ethnography of Communication Hymas(eds.)
 7. Hockett,C.F. A Course in Modern Linguistics
 8. Hoijer, H. (ed) Language in Culture
 9. Hymes, D.(ed) Language in Culture and Society
 10. Kroeber, A.L. (ed) Anthropology Today
 11. Lehmann, H.P. Historical Linguistics
 12. Levi Strauss,C. Structural Anthropology (Selected chapters)
 13. Mishra, K.K. Anthropological Linguistics
 14. Sapir, E. Language
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SEMESTER – IV

Core - 404

SEMINAR PRESENTATION AND ASSIGNMENT

Full Marks: 50+50 = 10

SEMESTER – IV

Core - 405

IELDWORK AND DISSERTATION

Full Marks: 100

Course Outcomes:

Students will learn:

- a. The skill of preparing study tools
- b. The skill of rapport making.
- c. The skill of data tabulations, data processing and data analysis.
- d. The skill of writing dissertation / reports, scientific paper and evaluation of reports.



SYLLABUS
for
M. A. in Economics
Admission Batch 2023



Department of Economics
BJB AUTONOMOUS COLLEGE
Bhubaneswar, Odisha, India

Master of Arts in Economics Programme

Eligibility: Bachelor's Degree in 10+2+3 or other equivalent modes

Intake Capacity: 32

Selection criteria: Visit SAMS, ODISHA P.G. Admission Website.

Programme Description and Objectives:

The Masters programme in Economics is initiated in 2023 as an effort to provide Economics education to students of Odisha aspiring for a career in economics and public policy. Currently, the programme operates in a Choice Based Credit system (CBCS) mode of 100 credits of 2000 marks spread out in four semesters consisting of 20 paper 100 (Mid-Sem 30+ End-Sem 70) marks. The course composition includes analytical courses termed as Hard-Core Economics courses such as Microeconomics, Macroeconomics, Quantitative Methods, Public Economics, Indian Economy and Basic Econometrics. These courses are designed to provide a core understanding of the subject. There are also applied courses termed as Core Electives and Allied Electives which are designed to enrich understanding on application of economics in various fields influencing economic and social life of human beings. A detailed description of these courses is given in the syllabus. In order to make the course more interdisciplinary and to respect the spirit of choice-based system of education, there are also courses called free electives offered to any student of the college irrespective of their discipline. These courses include International Finance, Environmental Economics, Health Economics and Economic Development. The courses are revised in regular intervals to incorporate new knowledge in economic sciences and their application. In order to promote research aptitude and orientation, which can help our students in their higher studies in economics, the programme also includes a five-credit course that requires students to undertake a guided research work and write a dissertation reporting their findings.

Expected Outcomes of the M.A. Programme

The students who successfully complete the programme are expected to have:

1. Exposure to social realities through study tours, data collection through fieldwork and regular interaction with experts in student seminars.
2. Better employability through skill building in quantitative research.
3. Better writing skills through their engagement in dissertation writing, term papers and concurrent evaluation activities.

Attentions

FOR General Instructions, Model Regulations, Grading System, Mark Distribution, SGPA - Semester Grade Point Average, CGPA - Cumulative Grade Point Average, Repeat Examination, Hard Case Rule, Question Pattern, etc. details, please visit SYLLABUS Arts (P.G) tab of the College website.

Course Structure for M.A. in Economics**Course Structure for M.A in Economics**

Semester	Paper Code	Paper Name	Mid-Semester/ Seminar	End Semester/ Project	Full Marks	Credits
I	C101	Microeconomics-I	30	70	100	5
	C102	Macroeconomics-I	30	70	100	5
	C103	Quantitative Methods-I	30	70	100	5
	C104	Public Economics	30	70	100	5
	C105	Indian Economy	30	70	100	5
II	C201	Microeconomics-II	30	70	100	5
	C202	Macroeconomics-II	30	70	100	5
	C203	Quantitative methods-II	30	70	100	5
	C204	Economics of Growth and development	30	70	100	5
	C205	Agricultural Economics	30	70	100	5
III	C301	Basic Econometrics	30	70	100	5
	C302	International Economics	30	70	100	5
	C303	Environmental Economics	30	70	100	5
	EC304	Financial Institutions and market	30	70	100	5
	C305	Rural Economics	30	70	100	5
IV	C401	International Finance	30	70	100	5
	C402	Economics of Gender & Development	30	70	100	5
	EC403	Mathematical Economics	30	70	100	5
	C404	Seminar and assignment	50	50	100	5
	C405	Project/Dissertation /Field study			100	5
Total	20 papers				2000	100

Course Objectives

- a. To have a theoretical understanding of consumer behaviour and decision-making
- b. To get acquainted with recent advances in microeconomic theory and acquire the skills to apply the theoretical knowledge in research
- c. To learn about theory of demand, Utility Functions - types and properties; Consumers' choice involving risk and uncertainty; Production function – types and properties; Theories of Cost and general equilibrium theory – An overview.

Course Outcomes:

On successful completion of this course students will be able to:

1. have an understanding of the basic reasoning of Economics and understand the consumption; production and cost concepts in an analytical way;
2. apply mathematical tools and techniques to study behaviour of economic agents;
3. understand the basic principles of General equilibrium theory

Module I

Theory of demand, Utility function Ordinary and Compensated Demand Functions, Lexicographic Ordering, Slutsky Theorem, Revealed Preference Theory.

Module II

Consumers' choice involving Risk and Uncertainty: N – M Utility Function, Utility – Expenditure duality, Indirect Utility function, Intertemporal consumption, Consumer's surplus.

Module III

The production function, Elasticity of substitution, C-D and CES Production function and their properties, Multiproduct firm and its equilibrium.

Module IV

Theories of cost and pricing: various types of short-run and long-run costs; full cost, average cost and Marginal cost pricing theories. Limit pricing theory of Bain.

Module V

Partial and General Equilibrium – Walrasian System, Excess Demand Approach, Existence, Stability and Uniqueness of equilibrium

Basic Reading List

1. Henderson, J. M. & Quandt, R.E. (1980), Micro Economic Theory – A Mathematical Approach, Mc Graw Hill Co.
2. Varian, H. R. (1992), Micro Economic Analysis, WW Norton & Co., New York.
3. Gravelle, H & Rees, R (1992) Micro Economics, Pearson Education U.K.

4. Snyder, C & Nicholson, W (2008), Fundamentals of Micro Economics, Cengage learning, New Delhi.
5. Maddala, G.S. & Miller, E (2004), Micro Economics: Theory and Application, Tata Mc Graw Hill, New Delhi.

Semester I

Paper C102

Macroeconomic Analysis I

Learning Objectives:

1. To analyse and establish the functional relationship between economy level/aggregates.
2. To have a proper understanding of macroeconomic theoretical structure.
3. To educate the students on different terms and concepts in macroeconomics like national income accounting, Circular flows, consumption function, investment function, supply and demand for money etc.

Learning Outcomes:

On successful completion of this course students will be able to:

1. Apply the subject knowledge in understanding the working of the economy as well as the macroeconomic issues and policies.
2. Understand systemic facts and theoretical developments

Module I

Circular Flow of Income in two, three and four sector economy; National Income and different forms of national income accounts –social accounting, input-output accounting, flow of funds accounting and balance of payments accounting.

Module II

Theory of Income determination: Classical and Keynes, consumption function, Keynes' psychological law – implications of the law; short-run and long-run consumption function; empirical evidence on consumption function; income-consumption relationship – absolute income, relative income, life cycle and permanent income hypotheses.

Module III

Investment behavior, Marginal efficiency of capital and investment – long run and short run; the accelerator and investment behavior – impact of inflation; Influence of policy measures on investment.

Module IV

Financial intermediation – a mechanistic model of bank deposit determination; A behavioral model of money supply determination, a demand determined money supply process; RBI approach to money supply; money supply and open economy; control of money supply.

Module V

Classical approach to demand for money–Quantity theory approach, Fisher’s equation, Cambridge quantity theory, Keynes’s liquidity preference approach, Derivation of LM curve. Post-Keynesian approaches to demand for money–Patinkin and the Real Balance Effect. Approaches of Baumol and Tobin; Friedman and the modern quantity theory.

Basic Reading List:

1. Macro Economics - An Introduction to Keynesian-Neo-Classical Controversies: R. Levacic and A Rebmann.
2. Macroeconomics: Dorn Busch, Fisher
3. Macroeconomics: Theory and Policies: Richard, T. Froyen
4. Macroeconomics Analysis: E. Shapiro
5. Macroeconomics: N.G. Manikiw

**Paper C103
Quantitative Methods I**

Course Objectives

1. To train the students to use the techniques of mathematical and statistical analysis, which are commonly applied to understand and analyze economic problems.
2. To emphasize the mathematical methods rather than learning mathematics itself, which are usually used for understanding economic concepts.
3. To learn about the classical techniques involving functions and calculus.
4. To gain knowledge about the elements of Game Theory as applicable to real life economic analysis.

Course Outcome

On completion of this course, a student should be able to

1. express relationship between economic variables mathematically, analyze, optimize and interpret them;
2. use appropriate techniques to solve problems with calculus and linear algebra.
3. understand the basics of Game theory to resolve economic issues.

Module I

Functions: Types of functions, Limit, Continuity and derivatives- Rules of differentiation: Revenue, Cost demand and Supply functions; Elasticities, Multivariable functions – Production functions; Partial derivatives; Total differential; Total derivatives; Jacobian and functional dependence.

Module II

Matrix – Types of matrices, Algebra of matrices- Transposition, Inversion, Rank of a matrix; Determinants – their properties; Solution of a system of equations; Vector space and linear independence of vectors; Eigen values and eigen vectors; Introduction to Input – output Analysis.

Module III

Quadratic forms; Optimization – Hessian and constrained optimization – bordered hessian- Economic applications; Linear programming – Graphical solution to a linear programming.

Module IV

Integration – Rules of integration; Application to consumer's surplus and producer's surplus; growth rates; Difference equations – Solution of first and second order difference equations; Domar's growth model and Lagged market equilibrium models; Differential equations – Solution to first order linear differential equation, Dynamics of market price; Non-linear differential equation of first order & first degree.

Module V

Game theory - Concept of Game, Types of Game, Two-persons-zero sum game, Nash Equilibrium, Prisoner's dilemma. Maximin - minimax principle; Saddle point solution, Dominant Strategy, Mixed Strategies;
Graphical solution of 2 x n and m x 2 Games

Basic Reading List

1. Chiang, A. C. (1986): Fundamental Methods of Mathematical Economics, McGraw Hill.
2. Gupta, S. C. (1993): Fundamental Methods of Applied Statistics, S. Chand & Sons.
3. Speigel, M. R. (1992): Theory & Problems of Statistics, McGraw Hill Book Co
4. Yamane, Taro (1975): Mathematics for Economists, Prentice Hall of India, New Delhi.
5. Mukherji & Guha (2011): Mathematical Methods & Economic Theory, Oxford University Press.

Semester I
Paper C104
Public Economics

Course Objectives:

1. To provide the students with thorough analytical understanding to analyze public goods, externalities, market failures; economics of government expenditure, taxation and public borrowing;
2. To critically analyze fiscal policies/finance and its implication in Indian Economy.

Course Outcomes

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

1. have conceptual clarity on the theories of public goods, public expenditure, public revenue and public borrowing
2. apply the principles of public economics in analyzing various government policies

Module I: Role of Government

Role of government and fiscal functions-Allocation, Distribution and Stabilization branch; Private goods, public goods and merit goods; Externalities, Market failure and public goods, Private and public mechanism for allocating resources; Problems for allocating resources.

Arrow's impossibility theorem; Theory of club goods, Tiebout model.

Module II Public Revenue

Sources and classification of public revenue- tax and non-tax revenue, direct and indirect taxes, effects of tax on production, distribution and economic activities; Principles of tax equity– Benefit principle of taxation, Ability to pay principle, Efficiency of taxation- Excess burden and deadweight loss, Incidence of taxation- incidence under perfect competition- partial and general equilibrium analysis, incidence under monopoly.

Module III Public Expenditure

Growth of public expenditure, Wagner's law of increasing state activities; Wiseman– Peacock hypothesis; effects of public expenditure on production, distribution and economic activities; public sector pricing policy-average cost and marginal cost pricing, Criteria for public investment- Social cost benefit analysis.

Module IV Public Debt and Budget

Sources of public borrowing, effects of public debt, burden of public debt- classical, Ricardian and others, shifting of debt burden, intergenerational shifting, methods of debt redemption; Budget: Basic concepts, balanced vs. unbalanced budget, budgetary deficits and their limitations, budget as an instrument of Economic policy.

Module V: Fiscal federalism

Principles of multi-unit finance; Fiscal federalism in India- Vertical and horizontal fiscal imbalances, corrective measures; Constitutional provisions; Finance Commission, Devolution of resources and grants; Resource transfer from Union to States – Criteria for transfer of resources; Theory of Grants- matching vs non matching grant, general vs earmarked grants.

Basic Reading List

1. Cullis, J. & Jones, P. (2009): Public Finance and Public Choice. Oxford University Press.
2. Musgrave, R. A. & Musgrave, P. B. (2004): Public Finance in Theory and Practice. Tata McGraw-Hill
3. Herber, B. P. (1967): Modern Public Finance. Richard D. Irwin, Homewood.
4. Stiglitz, J. E (2000) Economics of the Public Sector. W W Norton
5. Rangarajan, C. and D. K. Srivastava (2011) 'Federalism and Fiscal Transfers in India'. Oxford University Press, New Delhi.

Semester I
Paper C105
Indian Economy

Course Objectives

1. To critically understand the economic growth trajectory, economic policies, and institutional reforms of modern India
2. To understand four major economics challenges of Indian Economy, i.e. Poverty, Inequality, Unemployment and inflation

3. To have an in-depth analysis of the sectoral contributions of agriculture, industry and service sector in India
4. To examine the operation and implementation of fiscal and monetary policy in India

Course Outcomes

On successful completion of this course students will be able to:

1. have a clear picture of the economic growth trajectory, economic policies, and institutional reforms in India;
2. understand four major economics challenges of Indian Economy, i.e. Poverty, Inequality, Unemployment and inflation;
3. have an in-depth analysis of the sectoral contributions of agriculture, industry and service sector in India and
4. understand the nitty-gritty of fiscal and monetary policy.

Module I: Growth and Economic Reforms I

Phase I (1951–65)-Take off under a Liberal Regime: era of liberal trade and foreign investment policies, a restrictive industrial policy regime, agriculture; Phase II (1965–81)-Socialism Strikes with a Vengeance: the political context, the crisis and failed liberalization episode, strangulation of industry, foreign trade, factor market regulation-land and labour, nationalization of banks, agriculture, insurance, savings and investment

Module II: Growth and Economic Reforms I

Phase III (1981–88) - Liberalization by Stealth: Political Context, Deregulation of Industry, Trade Liberalization, and other Reforms; Phase III (1988 onwards) - Triumph of Liberalization: Political Context, Shifting of Consensus, Growth and BOP Crisis, New Industrial Policy, Trade Liberalization

Module III: Major Economic Problems

Poverty: estimations – old and new method, phase I and II – good intentions but poor performance, phase III and IV – liberalizing reforms and significant decline in poverty, expenditure growth - the NAS and NSS, farmers suicide; Inequality: forms, inequality at national level, regional inequality, urban – rural inequality; Unemployment: measurement, trends and patterns, rural and urban, gender aspect of unemployment, jobless growth, green jobs and growth; Inflation: trend and pattern, inflation and growth debate, sources of inflationary pressure, food price inflation

Module IV: Sectoral Growth in India

Agricultural Sector: performance, food security, input market, public investment in agriculture, agriculture and environment; Secondary Sector: output and employment pattern, productivity, privatization, regional aspects; Tertiary Sector: what explains rapid service growth, is it sustainable, Education – infrastructure and outcome, Health – infrastructure and outcome

Module V: Fiscal and Monetary Policies in India

Fiscal Policy of India: fiscal consolidation in India, tax reform, FRBM Act 2003; Monetary Policy: role of financial sector in economic growth, financial sector reform, money and banking in pre- and post-1991, capital market

Basic Reading List

1. Panagariya, Arvind (2008): India: The Emerging Giant, Oxford University Press, New York
2. Acharya, S. and Mohan, R. (Eds.) (2010): India's Economy: Performance and Challenges, Oxford University Press, New Delhi.
3. Ahluwalia, I. J. and Little, I. M. D. (Eds.) (1998): India's Economic Reforms and Development: Essays for Manmohan Singh, Oxford University Press, New Delhi.
4. Rakshit, M. (2009): Macroeconomics of Post-reform India, Oxford University Press, New Delhi.

SEMESTER-II

Semester II

Paper C201

Microeconomic Analysis II

Course Objectives:

1. To impart theoretical knowledge on decision making under market imperfections.
2. To impart theoretical knowledge on distribution.

Course Outcomes:

After completing the course, the students are expected to have;

1. Deeper knowledge on decision making under different market imperfections
2. Deeper knowledge about the broad paradigm of neo-classical economics.
3. Deeper knowledge about distributional and welfare aspects of economic activities.

Module I

Price and output determination under Monopoly; Price discrimination and dumping aspects, Bilateral monopoly. Monopolistic competition – product differentiation, Selling costs and excess capacity – effects of free entry and price competition.

Module II

Non-collusive oligopoly models: Cournot, Bertrand, Stackelberg, Sweezy, Chamberlin, Collusive oligopoly models: Cartels, price leadership and basing point price systems.

Module III

Critical evaluation of marginal Analysis: Baumol's sales Revenue maximization, Williamson's model of managerial discretion, Marris model of managerial enterprise.

Module IV

Neo-classical Approach, Product exhaustion theorem, Euler's theorem, distribution theories in imperfect product and Factor markets.

Module V

Pareto optimal conditions; B-S Social welfare function, Compensation criteria, optimum welfare under market imperfections and externality.

Basic Reading List

1. Henderson, J. M. & Quandt, R.E. (1980): Micro Economic Theory – A Mathematical

Approach, McGraw Hill Co.

2. Mankiw, (2006): Principles of Micro Economics, Cengage Learning India, New Delhi
3. Landsburg, S. E. (2008), Pricing, Cengage Learning India, New Delhi
4. Baumol, W. J. (1977): Economic Theory & Operation Analysis, Prentice – Hall of India, New Delhi.
5. Bilas, R. A. (1985): Micro Economic Theory, McGraw Hill Publishers.

Semester II

Paper C -202

Macroeconomic Analysis II

Learning Objectives:

1. To make the students understand the different terms and concepts in macroeconomics like Money market and real market, inflation in developing countries, causes of occurrence of business cycle in a market economy and ways to control them.
2. To expose the students to open economy macroeconomics and the dynamics there in.

Learning Outcomes:

On successful completion of this course students will be able to:

1. Apply the subject knowledge in understanding the macroeconomic dynamics both in a closed and an open economy.
2. Understand the functioning of a market economy and the ways and means to keep such an economy functioning properly.

Module I

Keynesian views on interest. The IS-LM model; Change in general Equilibrium: a change in investment, a change in the money supply, Extension of IS-LM model with government sector (government spending, taxation); Relative effectiveness of monetary and fiscal policies; Extension of IS-LM models with flexible wage and flexible prices, Wage-Price flexible with Pigou Effect and other effects.

Module II

Trade Cycle and its different phases; Theories of Trade cycle: Schumpeter, Kaldor, Samuelson, Hicks, Goodwin's model of Trade Cycle, Control of business cycle.

Module III

Classical, Keynesian and Monetarist approaches to inflation' Structuralist theory of inflation; Philips curve analysis – short run and long run Philips curve; the natural rate of unemployment hypothesis; Solow and Tobin's modified Philips curve.

Module IV

The new classical critique of micro foundations, the new classical approach; Policy implications of new classical approach – empirical evidence.

Module V

The open Economy Macro Economics: International Monetary System- Exchange Rate and market for foreign exchange; Current exchange rate system; Experience with floating exchange rates. Monetary and Fiscal Policy in the Open Economy - The Mundell-Fleming

Model; Monetary and Fiscal Policy under Imperfect and Perfect Capital Mobility- Under fixed and Flexible Exchange Rate.

Basic Reading List

1. Macro Economics - An Introduction to Keynesian-Neo-Classical Controversies: R. Levacic and A Rebmann.
2. Macroeconomics: Dorn Busch, Fisher
3. Macroeconomics: Theory and Policies: Richard, T. Froyen
4. Macroeconomics Analysis: E. Shapiro
5. Macroeconomics: N.G. Manikiw

Semester II Paper C-203 Quantitative Methods II

Course Objectives

1. To train the students to use the techniques of probability theory and statistical analysis, which are commonly applied to understand and analyze economic problems
2. To deals with simple tools and techniques, which will help in sampling theory and designs, data collection, analysis, theory of estimation and hypothesis testing
3. To initiates the correlation analysis - simple, multiple and partial, and regression analysis - linear and nonlinear.

Course Outcomes

On completion of this course, a student should be able to

1. have fair idea about probability theory which forms the foundation of inferential statistics;
2. understand theoretical distributions and their significance;
3. understand sampling and sampling designs, theory of estimation and hypothesis testing procedure
4. and fit a linear and some commonly used non-linear curves.

Module I

Deterministic and non-deterministic experiments; Sample space; Addition rule and complementation rule, Conditional probability, Multiplication rule, Independence of events; Bayes theorem and problems; Random variable and its probability distribution, probability mass function and probability density function, expectation and variance of a random variable, laws of expectation and variance.

Module II

Theoretical probability distributions: Binomial, Poisson and Normal probability distributions and their properties; Normal approximation to Binomial; Joint, marginal and conditional probability distributions, independence of random variables, covariance, results on expectation and variance.

Module III

Basic concepts of sampling, random and non-random sampling; simple random sampling, stratified random sampling and p.p.s. sampling; concept of an estimator and its sampling distribution; desirable properties of an estimator.

Module IV

Interval estimation; statistical hypotheses- null and alternative; Type I and Type II errors; power of a test, confidence intervals and hypothesis testing based on z, t, χ^2 (chi-square) and F-distributions.

Module V

Correlation and regression analysis; correlation coefficient and its properties, rank correlation co-efficient, concept of least squares and the lines of regression; standard error of estimates; partial and multiple correlation and regression (applications only)' methods of estimation of non-linear equations: parabolic, exponential, modified exponential, Gompertz and logistic relationships.

Basic Reading List

1. Chiang, A. C. (1986): Fundamental Methods of Mathematical Economics", McGraw Hill.
2. Gupta, S. C. (1993): Fundamental Methods of Applied Statistics, S. Chand & Sons.
3. Spiegel, M.R. (1992): Theory & Problems of Statistics, McGraw Hill Book Co
4. Yamane, Taro (1975): Mathematics for Economists, Prentice Hall of India, New Delhi.
5. Mukherji & Guha (2011): Mathematical Methods & Economic Theory, Oxford University Press.

Semester II

Paper C-204

Economics of Growth and Development

Course Objectives:

1. To learn neoclassical growth models of Solow; Meade; Robinson; Kaldor and Pasinetti
2. To discuss about Cambridge criticism over measurement of capital
3. To understand the importance of endogenous growth theories which highlight on human capital as an essential component for a country like India
4. To analyse the investment decisions through investment criterion along with its merits and demerits

Course Outcomes:

On completion of this course, a student should be able to gain knowledge about recent developments in growth and development, and in particular dynamic growth theories focusing, among other issues, on labour market distortions, pollution and the cost benefit of projects to be undertaken.

Module I

Theories of Economic Growth: Neo-Classical Growth Models of Solow and Meade; Mrs. Joan Robinson's Growth Model; Cambridge Criticism of Neo-Classical Analysis of Growth – Controversy on the Measurement of Capital.

Module II

Growth Models of Kaldor and Pasinetti; Technological Progress – Embodied and Disembodied; Hicks- Harrod Neutrality Approach.

Module III

Production Function Approach to Economic Growth; Total Factor Productivity; Growth Accounting; Transitional Dynamics; Convergence Hypothesis; Golden Rule of Capital Accumulation.

Module IV

Endogenous Growth, Intellectual Capital, Role of Learning, Education and Research, Optimal Savings and Ramsay Model, Two Sector Growth Model of Ujawa.

Module V

Need for Investment Criteria in Developing Countries, Alternative Investment Criteria; Cost – Benefit Analysis, Shadow Prices, Project Evaluation and UNIDO Guidelines

Basic Reading List

1. Todaro, M. P. (1994): Economic Development, Longman Publishing, New York.
2. Acemoglu, D. (1995): Introduction to Modern Economic Growth, Princeton University Press.
3. Jones, C. I. (2001): Introduction to Economic Growth, W. W. Norton & Company, New York.
4. Thirwal, A.P. (2003): Growth and Development: With special reference to Developing Economies, Palgrave MacMillan, New York.
5. Jones, H. G. (1984): Economic Growth, V. N. Reinhold Company, Ltd. England.
6. Barro, R. J. & Sala – I – Martin, X. (2004): Economic Growth, PHI, New Delhi.
7. Vanden – Burg, H. (2001): Economic Growth and Development, Mc Graw Hill, New York.

Semester II Paper C-205 Agricultural Economics

Course Objectives:

1. To impart knowledge on applications of economic theories in agricultural sector,
2. To make students understand the linkage between agriculture and other sectors of the economy.
3. To impart knowledge on new developments in the policy paradigms related to agricultural sector.

Course Outcomes:

After completing the course, the students are expected to have;

1. Deeper knowledge on different theories related to economic development and the agricultural sector.
2. Increased interest to undertake research activities related to aspects of agricultural sector in India and Odisha.

Module I

General Models of agricultural development: Frontier model, Conservation model, Urban-industrial Impact model, Diffusion model, High payoff input model.

Module II

Schultz model of Agricultural Development, Mellor Theory of Agricultural development, Boserup model of Agricultural development, Lewis & Ranis- Fei Model. Types of farming & Farm organization.

Module III

Agricultural production and productivity – measures of farm efficiency Production function analysis – Factor use and resource substitution, Size of farms and productivity – theoretical and empirical issues. Tenancy & share cropping – Efficiency & equity issues.

Module IV

Labour supply in agriculture & inter-locking of factor markets, Agricultural wage: Determinants & implications, marginalization of rural labour, Role of technology in agriculture – technical efficiency and labour absorption. Agriculture and environment – Sustainability issues in agriculture.

Module V

Agriculture price policy – objectives, product price & factor price – issue of subsidies in agriculture, terms of trade between agricultural and industry – implications and Indian experiences. Agricultural marketing and measures to improve efficiency in agricultural marketing in India. Instability in agriculture - Price instability & cob-web model. Agricultural Credit Risk & uncertainty in farming and crop insurance – Indian experience.

Basic Reading List

1. Bhaduri, A. (1984): The Economic Structure of Backward Agriculture, Macmillan, Delhi.
2. Gulati. A. and T. Kelly (1999): Trade Liberalization and Indian Agriculture, Oxford University Press, New Delhi.
3. Rao. C. H. Hanumanatha (1975): Agricultural Growth, Rural Poverty and Environmental Degradation in India, oxford University Press, New Delhi.

SEMESTER-III

Semester III

Paper C-301

Basic Econometrics

Course Objectives

1. To introduce the relevant econometric theory and explaining the theory with examples
2. To understand Classical Linear Regression Models and regression diagnostics
3. To develop an intuitive understanding of the material that will allow these econometric tools to be utilized effectively and creatively.

Course Outcomes

On successful completion of this Course, students will be able to:

Semester III
Paper C-301
Basic Econometrics

Course Objectives

4. To introduce the relevant econometric theory and explaining the theory with examples
5. To understand Classical Linear Regression Models and regression diagnostics
6. To develop an intuitive understanding of the material that will allow these econometric tools to be utilized effectively and creatively.

Course Outcomes

On successful completion of this Course, students will be able to:

1. learn various basic econometric methods, estimation methods and related econometric theories
2. apply these methods to data or econometric modelling techniques.

Module I

Meaning and scope of econometrics; Two variable linear regression model – its assumptions, estimation of parameters and properties of estimators; Gauss Markov Theorem, Coefficient of determination; Analysis of Variance of two variable LRM.

Module II

K – Variable LRM: Estimation of parameters, properties of estimators, Gauss – Markov theorem; Testing of significance of single co-efficient, Subset of Coefficients: ANOVA; Adjusted coefficient of determination.

Module III

Prediction in two – variable and K – Variable LRM; Multicollinearity - Nature, detection, consequences and remedy. Specification Errors and Measurement errors.

Module IV

Heteroscedasticity - Meaning, Consequences, detection and remedy; Generalized Least square and weighted least square estimation; Autocorrelation: Meaning, Detection, Consequences and remedy.

Module V

Dummy variable models: Estimation; Testing the structural stability of regression models; Interaction effects; Seasonal analysis; Piecewise Linear regression

Basic Reading List:

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

Semester III
Paper C-302
International Economics

Course Objectives:

To provide the students with thorough analytical understanding of

1. the theories of international trade, gains from trade and its distribution;
2. effects of trade policy and regional trading blocs;
3. BOPs and its adjustments.

Course Outcomes

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

analyse and apply the trade theories and theories of tariff; apply and analyze the different policies for BOPs adjustments of developing countries like India
comment critically on and participate in current debates on international economic policy.

Module I: Pure Theories of International Trade

Introduction to the International Economics, Trade Based on Absolute Advantage, Comparative Advantage and Opportunity Costs, Modern Trade Theories: Heckscher-Ohlin theory of trade. Factor Price Equalization theory, Stolper-Samuelson Theory, Empirical test of the H-O model: The Leontief paradox, the gains from trade.

Module II: New Theories of International Trade:

The Specific factors model, economies of scale, Imperfect Competition and international trade, Intra-Industry Trade, Effect of changes in tastes, per capita income and technology on Trade. Kravis Theory of Availability, Trade based on dynamic technological changes: Technological Gap theory and Product Life Cycle theory.

Module III: Economic Growth and International trade

Growth of factors of production: The Rybczynski theorem, Effect of growth on trade, Economic growth and trade in small country and in large country case, Technical Progress and International trade, trade as an engine of growth, the immiserising growth.

Module IV: The Theory of Interventions

Tariffs: Partial and General Equilibrium analysis, Effective Rate of Protection and optimum tariff, non-tariff trade barriers: Import Quotas, Voluntary Export restraints, Export subsidies; Economic Integration: The Customs Union.

Module V: Balance of Payments and its adjustments

The Balance of Payments: components of balance of payments; Equilibrium and disequilibrium, deficit and surplus in the balance of payments, balance of payments adjustments: Automatic process, expenditure-reducing, expenditure-switching policies and direct controls, Elasticity estimates and the J-curve, Policies for achieving internal and external equilibrium

Basic Reading List

1. Chacholiades, M. (1990), The Pure Theory of International Trade, McGraw Hill.
2. Krugman P. R., Obstfeld Maurice and Melitz. International Economics, Pearson Education

3. Batra, R. N. (1975), The Pure Theory of International Trade under Uncertainty, The Macmillan Press.
4. Bhagwati, J. (Ed.) (1981), International Trade: Selected Readings, Cambridge University Press.
5. Dana, M.S. (2000), International Economics: Study, Guide and Work Book, Routledge Publishers.
6. Dunn, R. M. and Mutti, J. H. (2000), International Economics, Routledge Publishers, London.
7. Gandolfo Giancarlo, International Trade Theory and Policy, Springer.
8. Haberler, G. (1937), The Theory of International Trade, Macmillan & Co.
9. Heller, H. R. (1968), International Monetary Economics,

Semester III
Paper C-303
Economics of Environment

Course Objectives:

The objectives of this course are to provide the students with thorough analytical understanding in the

1. application of economic theories for environmental issues; global environmental externalities and climatic change
2. valuation of environmental goods; economics natural resources.

Course Outcomes

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

1. apply economic principles for applied environmental issues
2. select and apply appropriate economic techniques to solve environmental problems and measure value of environmental goods.

Module 1: The Theory of Externalities

Pareto optimality and competitive equilibrium; public goods and externalities, public goods and bads, efficient provision of public goods and bads, pricing of public goods and bads; Environmental externalities-Pigouvian taxes and subsidies, property rights and externalities, Coase's bargaining solution and collective action.

Module 2: The Economics Pollution

Pollution charges and abatement costs, Marketable pollution permits, The theory of marketable permits, The advantages of marketable permits, Types of permit system, Permit trading in practice. Tradable pollution permits vs international carbon tax.

Informal regulation and the new model of pollution control. Environmental institutions and grass root movements; Cooperative Solution to Common Property resources.

Module 3: Measurement of Environmental Values

The concept of total economic value: Use values; Option values and non-use values; Monetary Valuation techniques – use of market prices, The Hedonic pricing approach, The contingent valuation method, the travel cost methods; the non-monetary valuation techniques;

Module 4: Natural Resource Economics

A resource taxonomy, theories of optimal use of exhaustible and renewable resources; Environmental Kuznet Curve and its critique. Environment and development, The concept of sustainable development; strong and weak sustainability; the concept of green GDP

Module 5: Environment Regulation and Policies

Mechanism for environment regulation in India; environmental laws and their implementation; Policy instruments for controlling water and air pollution and forestry policy; People's participation in the management of common and forest lands. The institutions of joint forest management and the joint protected area management; social forestry-rationale and benefits

Basic Reading List

1. Kolstad, C. D. (2010): Environmental Economics. OUP.
2. Bhattacharya, R. (2001): Environmental Economics: An Indian Perspective. OUP
3. Samuelson, P. A. (1995): Diagrammatic Exposition of a Theory of Public Expenditure. *The Review of Economics and Statistics*, 37(4): 350-356.
4. Bator, F. M. (1958): The Anatomy of Market Failure, *The Quarterly Journal of Economics*, 72(3): 351-379.
5. Buchanan, J. M. & Stubblebine, C. W. (1962): Externality, *Economics. New Series*, 29(116), November, 371-384.
6. Mishan, J. E. (1971): The Postwar Literature on Externalities: An Interpretative Essay, *Journal of Economic Literature*, 9(1): 128.
7. Baumol, W. J. & Oates, W. E. (1988). *The Theory of Environmental Policy*, Second Edition, Cambridge University Press, Cambridge.
8. Coase, R. H. (1960): The Problem of Social Cost, *Journal of Law and Economics*, 3: 1-44.
9. Markandya, A. & Richardson, J. (ed.) (2005): *Environmental Economics*, Earthscan Publications, London.
10. Ostrom, E. (1997): *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University, Cambridge.
11. Shiva, V. et. Al. (1997): *The Enclosure and Recovery of the Commons*. Research Foundation for Science, Technology and Ecology, New Delhi.
12. Grossman, G. M. & Krueger, A. B. (1994): *Economic Growth and the Environment*, NBER Working paper 4634.
13. Baland, J. & Platteau, J. (1996): *Halting Degradation of Natural Resources: Is there a Role for Rural Communities?* Published by Food and Agriculture Organization of the United Nations
14. Dasgupta, P. & Maler, K. (1997): *The Environment and Emerging Development Issues*. Clarendon Press.

Semester III
Paper EC-304
Financial Institutions and Market

Learning Objectives:

1. To educate the students on different terms and concepts in financial institutions and market like commercial and central bank, monetary policy, money and capital market.
2. To enhance the understanding of the students about organisation, operation and growth of financial systems.

Learning Outcomes:

On successful completion of this Course, students will be able to:

1. understand the financial system: its structure and functions and equilibrium.
2. understand the way the different rates of interests are determined.
3. appreciate the functioning and importance of different banking and non-banking financial institutions and their role in a developing economy.
4. explain the role and structure of money and capital markets

Module I

The structure of the financial system- Functions of the financial sector. Indicators of financial development-Equilibrium in Financial Markets, Financial System and Economic Development. The Concept of Risk and Return - its type, Risk and financial assets, Risk and return on assets, Risk-Return trade off-Valuation of Securities.

Module II

Theories of interest rate determination-Level of interest rates-long period and short period rates- Term Structure of Interest rates: Administered interest rates- Appropriate interest rate policy. Development banks- role and functions, Merchant banking; financial sector reforms in India.

Module III

Functions of Central Bank- the aims and objectives of the monetary policy in developing countries-Instruments and effectiveness of monetary policy. Proliferation of banking - Credit creation and its control; Balance Sheet Analysis, Profitability and efficiency of banks. Role of commercial banks in money market.

Module IV

Role and structure of money market and capital market, Primary and secondary market for securities. SEBI; its impact on the working of capital market in India; Non-banking financial institutions- Their growth and impact on India's economic development.

Module V

Non-Banking Financial Companies: concept and role in financial market Regulation and functions of leasing, Hire purchase and Housing Finance Companies-Venture Capital Companies. Insurance Sector: Objectives, functions, changing role, IRDA and its role and functions in financial markets.

Basic Reading List

1. Khan, M. Y. (): Indian Financial System, Tata McGraw Hill, New Delhi.

2. Bhole, L. M. (): Financial institutions and Market, Tata McGraw hill, New Delhi.
3. Gorden & Natrajan (): Financial Market and institutions, Himalaya Publishing house.
4. Gupta, S. B. (): Monetary Economics.
5. Mishkin, F. S. & Eakins S. G (): Financial Market and institutions, PE, New Delhi.

Semester III
Paper C-305
Rural Economics

Course Objectives:

The objectives of this course are to provide the students with thorough analytical understanding of the

1. basic concepts, elements, determinants and theories of rural development
2. policies and strategies for rural development

Course Outcomes

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

1. explain and analyse the concepts of rural development
2. critically comment on and participate in current debates on rural development issues in India.

Module I: Concepts and Rural Economy of India

Concepts of rural development; Basic elements of rural development; Need for rural development; Dilemmas in rural development; Size and structure of rural economy of India; Characteristics of rural sector of India; Role of agricultural and non-agricultural sub-sectors in rural economy of India; Challenges and opportunities.

Module II: Paradigms and Determinants of Rural Development

Paradigms of rural development-Theory of Modernization, Theory of Dependency, Theory of World-Systems, Theory of Globalization, Myrdal's thesis of 'spread and backwash' effects, Gandhian model of rural development; Determinants of rural development-output, natural resources, human resources, capital, technology.

Module III: Policies and Strategies for Rural Development

Freedom, control and public policy; Need for and goals of rural development policy; Hierarchy of policy goals; Globalization and rural development; Sustainable development strategy for rural development; Policy instruments of rural development.

Module IV: Rural Development Programs in India

Equity-oriented programs; Growth-oriented Programs; Poverty and unemployment eradication Programs; Social welfare-oriented programs, Infrastructure Development Programs

Module V: Planning and Organizing for Rural Development

Planning for rural development- functions of planning, decentralization of planning, micro-level planning, block- and district-level planning; Organizing for rural development-government organizations, Panchayati Raj Institutions, cooperatives, voluntary

organizations/NGOs, corporations; World Bank and rural development; Financing rural development- sources, issues, challenges.

Basic Reading List

1. Katar Singh (2009): Rural Development Principles, Policies and Management, Sage Publication India, New Delhi.
2. Vasant Desai (2015): Rural Development in India, HPH, Bombay.
3. Hunter, G., Bunting, A. H. and Bottrall, A. (1978): Policy and Practice in Rural Development, English Language Book Society, London.
4. Vasant Desai (1986): Rural Development Programs and Strategies, HPH, Bombay.
5. Vasant Desai (1988): Rural Development Experiments in Rural Development, HPH, Bombay.
6. Vasant Desai (1988): Rural Development Rural Development through the Plans, HPH, Bombay.
7. Chambers, R. (1985): Rural Development: Putting the Last First, Longman, London.

SEMESTER-IV

Semester IV

Paper C 401

International Finance

Learning Objectives:

1. To educate the students on different terms and concepts in international finance like exchange rate and interest rate determination and forecasting, different forms of derivatives and its uses, different financial risk in international market,
2. To enhance the skill of the student to understand the activities in international market.

Learning Outcomes:

On successful completion of this Course, students will be able to:

1. appreciate the functioning of the international financial markets and its management and the determination of different exchange rates.
2. understand the way the foreign exchange market and the derivatives markets and the capital market's function using futures, options and swaps

Module I

The International Finance: International Business and its modes, Nature, scope and Importance of International Finance; International Financial Markets and Instruments, Exchange rate mechanism: Exchange rate quotes, Nominal, real and effective exchange rates, factors influencing exchange rates, exchange rate determination in spot and forward market.

Module II

Market for foreign exchange and derivatives: Spot and forward market; Forward Market: Features, Arbitrage, Hedging and Speculation, Futures Market: Features, Hedging and Speculation, Options Market: Features, Hedging and Speculation, Currency swap and interest swap.

Module III

Exchange rate determination: Mint Parity theory, Purchasing Power Parity, Monetary Models of Exchange Rate Determination; the Portfolio Balance Model. International Investment decision: FDI: theories, cost and benefits of FDI and strategy, capital budgeting: Evaluation criteria and computation of the cash flow, political risk: meaning and forms, evaluation and management of political risk, international portfolio investment: benefits, problems and modes.

Module IV

Foreign Exchange Exposure and its management: Exchange rate forecasting: need and techniques, Foreign Exchange Exposure: transaction, real operating and translation, Management of Foreign Exchange Exposure: need, hedging of transaction and real operating exposure;

Module V

Management of short-term funds: working capital policy; managing cash and near cash assets, management of receivables and management of inventory. Financing foreign trade: Foreign trade documentation, modes of payment in international trade, methods of trade financing.

Basic Reading List

1. Apte, P.G. (1995): International Finance Management, Tata McGraw-Hill Publishing. Co. Ltd, New Delhi.
2. Levi, M.D. (1990): International Finance, McGraw-Hill Publishing Company.
3. Levi, M.D. (1996): International Finance, McGraw-Hill, Inc, New Delhi.
4. Kevin, S. (2009): Fundamentals of International Financial Management” PHI, Learning Pvt. Ltd, New Delhi.
5. Click, R. W. & Coval, J. D. (): The Theory and Practice of International Financial Management” Pearson Education.
6. Avadhani, V.A. (): International Financial Management” Himalayan Publishing House.
7. Pibeam, K. (1998): International Financial, McMillan Press Ltd. London.
8. Shapiro, A.C. (1995): Multinational Financial Management, Prentice. Hall of India Pvt. Ltd.

Semester IV
Paper C-402
Economics of Gender and Development

Course Objectives

1. To provide a critical overview of economic theories, methods and economic policy-debates from a gender perspective.
2. To cover major debates in gender economics relevant to developed and developing countries.
3. To analyse orthodox economic theory and provides students with a gender-critique.
4. To explore alternative feminist economic theory and apply these different theoretical understandings to concrete examples in the real world.

Course Outcomes

On successful completion of the course, a student should be able to demonstrate the ability to:

1. demonstrate a general understanding of the theoretical debates surrounding the construction of gender and gender relations in the discipline of economics;
2. critically examine and assess mainstream and heterodox economic theories and policies from a gender perspective;
3. evaluate the ways in which current economic realities in developed and developing countries have different effects on men and women; and
4. identify the connections between feminist economic theory and feminist economic reality in developed and developing countries.

Module I

Gender and Development-Concepts, Patriarchy, Caste, Kinship and implications on gender, Gender in mainstream Economics- WID, WAD and GAD approach in development- Basic Needs and Capability Approach. HDI, GDI and GEM, Empowerment of women: concept and implications.

Module II

Demography and female population- Age structure and sex ratio, Mortality and fertility rates and declining sex ratio with special reference to India. Gender in ownership and access to resources, intra household distribution and decision making; Property rights and land rights for women and implications, Historical trends, land reforms and current provisions; Women and environment: WED and Eco feminism, Climate change, women and sustainable development.

Module III

Women and work - concepts and valuation: visible and invisible, productive and unproductive, paid and unpaid work; Economic participation of women in pre-industrial and industrial societies. Women in labour market-supply and demand for female labour, female work participation developing countries with special reference to India, agricultural and non-agricultural activities. Women in formal and informal sector; Gender wage differential- Theories of wage discrimination and differentials and use of time- use survey.

Module IV

Gender Issues in Poverty - Women and poverty, feminization of poverty, Inclusive growth and development, Gender inequalities: Access to education, health and other public services; Social security and Insurance, entitlements and social justice; Women and access to finance: Micro finance and self-help groups; Women empowerment – concept and indicators; Development, Migration and women, Technology and women: ownership, access and implications on gender inequality.

Module V

Globalization and Gender in Neo Liberal economics, Smart Economics and Women in Development Institution framework - engendering development, Women and macroeconomic policies, Decentralization of governance and empowerment of women in India; Gender budgeting with special reference to India.

Basic Reading List

1. Boserup, E (1970): Women's Role in Economic Development, George Allen and Unwin, London
2. Seth, M. (2000): Women and Development: The Indian Experience, Sage Publications, New Delhi.
3. Venkateswaran, S. (1995): Environment, Development and Gender Gap, Sage Publications, New Delhi.
4. Kabeer, N. (1994): Reversed Realities: Gender Hierarchies in Development Thought, Kali for Women, New Delhi.
5. Nussbaum, M. (2000): Capability Approach and Human Development, Cambridge University Press.
6. Mies, M. (1998): Patriarchy and Accumulation on a World Scale: Women in the International Division of labour, Zed Book, London.
7. Agnihotri, S. B. (2000): Sex ratio in Indian Population: A Fresh Exploration, Sage Publications, New Delhi.
8. Agarwal, B. (1994): A Field of One's Own: Gender and Land Rights in South Asia, Cambridge University Press
9. Sen, A. K. (1990): Gender and Cooperative Conflicts, in Tinker (Ed) 'Persistent Inequalities: Women and World Development', Oxford University Press, New York.
10. Amsden, A. H. (Ed.) (1980): The Economics of Women and Work, Penguin Publications.
11. ILO (1998): Women's Participation in the Economic Activity of Asian Countries, Geneva.
12. Papola, T. S. and A. N. Sharma (Eds.) (1999): Gender and Employment in India, Vikas Publishing House, New Delhi.

Schultz, T. P. (1988): Education Investments and Returns, in Chenry, H. B. and T. N. Srinivasan, Handbook of Development Economies North Hollnad, New York

Semester IV
Paper EC-403
Mathematical Economics

Course Objectives:

1. To impart skills in using mathematics as a language of communication and expression for economic analysis.
2. To build capacity of students for applying different mathematical tools such as game theory, linear/non-linear programming and general equilibrium models in economics research.

Course Outcomes:

On successful completion of this Course, students will be able to:

1. increased use of quantitative and mathematical tools in research activities
2. increased employability of students in organisations engaged in economic research.

Module I

Utility Function – Direct and Indirect, Roy's Identity, N-M Utility Function. Concept of elasticities, separable and additive utility function, homogeneous and homothetic utility function, Linear Expenditure system, Index Number.

Module II

CES and VES Production Function, Shephard's Lemma, Input demand function, Adding up theorem, technical progress through Production function, Empirical uses of production function analysis.

Module III

Single market equilibrium – Marshallian and Walrasian equilibrium condition, lagged market equilibrium, multimarket equilibrium General equilibrium system of Walras and Debreu, Stability of the conditions of equilibrium.

Module IV

Linear Programming – Primal and dual problems, Duality Theorems, Simplex method and Revised simplex method; parametric linear programming; Linear Fractional programming; Non-Liner Programming & Khun – Tucker Condition (KTC).

Module V

Dominance property; Arithmetic method for nxn Games; General solution of mxn rectangular games, co-operative & non-cooperative games

Basic Reading List

1. Silberberg, E & Suen, W (2001): The Structure of Economics: A Mathematical Approach, Mc Graw Hill Co., New York.
2. Chiang, A. C. & Wainwright, K (2005): Fundamental Methods of Mathematical Economics, Mc Graw Hill Co., New York.
3. Sydsaeter, K & Hammond, P. J (1995): Mathematics for Economic Analysis, Pearson Education.
4. Kundu K. B. (1971): Welfare Economics; An Introductory Analysis, Nababharat Publishers, Kolkata.

Semester IV
Paper C-404
Seminar And
Assignment

Seminar Presentation: 50 Marks and
Hardcopy of assignment: 50 Marks

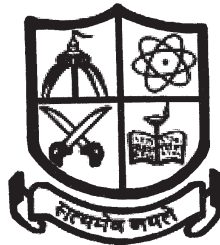
Semester-IV
Paper C-405
Project & Dissertation/Field Study-100
Marks-100

MASTER OF ARTS IN ECONOMICS

(SEMESTER PATTERN)

CHOICE BASED CREDIT SYSTEM SYLLABUS
TWO-YEAR FULL TIME PROGRAMME

COURSES OF STUDIES (2023 -2024)



Buxi Jagabandhu Bidyadhar Autonomous College

Bhubaneswar - 751014

Accredited at the 'A' Level by

National Assessment and Accreditation Council (NAAC)

Telephone/Fax : 0674-2436971, Website : www.bjbcollge.ac.in

M. A. ECONOMICS

Eligibility: Bachelor's Degree in 10+2+3 or other equivalent modes

Intake Capacity: 32

Selection criteria: Visit SAMS, ODISHA P.G. Admission Website.

Programme Description and Objectives:

The Masters programme in Economics is initiated in 2023 as an effort to provide Economics education to students of Odisha aspiring for a career in economics and public policy. Currently, the programme operates in a Choice Based Credit system (CBCS) mode of 100 credits of 2000 marks spread out in four semesters consisting of 20 paper 100 (Mid-Sem 30+ End-Sem 70) marks. The course composition includes analytical courses termed as Hard-Core Economics courses such as Microeconomics, Macroeconomics, Quantitative Methods, Public Economics, Indian Economy and Basic Econometrics. These courses are designed to provide a core understanding of the subject. There are also applied courses termed as Core Electives and Allied Electives which are designed to enrich understanding on application of economics in various fields influencing economic and social life of human beings. A detailed description of these courses is given in the syllabus. In order to make the course more interdisciplinary and to respect the spirit of choice-based system of education, there are also courses called free electives offered to any student of the college irrespective of their discipline. These courses include International Finance, Environmental Economics, Health Economics and Economic Development. The courses are revised in regular intervals to incorporate new knowledge in economic sciences and their application. In order to promote research aptitude and orientation, which can help our students in their higher studies in economics, the programme also includes a five-credit course that requires students to undertake a guided research work and write a dissertation reporting their findings.

Expected Outcomes of the M.A. Programme

The students who successfully complete the programme are expected to have:

1. Exposure to social realities through study tours, data collection through fieldwork and regular interaction with experts in student seminars.
2. Better employability through skill building in quantitative research.
3. Better writing skills through their engagement in dissertation writing, term papers and concurrent evaluation activities.

Attentions

FOR General Instructions, Model Regulations, Grading System, Mark Distribution, SGPA - Semester Grade Point Average, CGPA- Cumulative Grade Point Average, Repeat Examination, Hard Case Rule, Question Pattern, etc. details, please visit SYLLABUS Arts (P.G) tab of the College website.

Course Structure for M.A. in Economics

SEMESTER I

Paper Code	Nature of Paper	Paper Name	Credit	Marks
HCE1.1	Hard Core	Microeconomics - I	05	100(30+70)
HCE1.2		Macroeconomics - I	05	100(30+70)
HCE1.3		Quantitative Methods - I	05	100(30+70)
HCE1.4		Public Economics	05	100(30+70)
HCE1.5		Indian Economy	05	100(30+70)

SEMESTER II

Paper Code	Nature of Paper	Paper Name	Credit	Marks
HCE2.1	Hard Core	Microeconomics - II	05	100(30+70)
HCE2.2		Macroeconomics - II	05	100(30+70)
HCE2.3		Quantitative Methods - II	05	100(30+70)
HCE2.4		Economics of Growth and Development	05	100(30+70)
CEE2.1	Core Elective	Core Elective I (Agro. Eco.)	05	100(30+70)

SEMESTER III

Paper Code	Nature of Paper	Paper Name	Credit	Marks
HCE3.1	Hard Core	Basic Econometrics	05	100(30+70)
CEE3.1/3.2	Core Elective	Core Elective II	05	100(30+70)
AEE3.1	Allied Elective	Allied Elective I (Env. Eco.)	05	100(30+70)
FEE3.1	Free Elective	Free Elective I (FIM)	05	100(30+70)
FEE3.2		Free Elective II (Rural Eco)	05	100(30+70)

SEMESTER IV

Paper Code	Nature of Paper	Paper Name	Credit	Marks
CEE4.1	Core Elective	Core Elective III (Int. Eco.)	05	100(30+70)
CEE4.2		Core Elective IV (Project)	05	100
AEE4.1	Allied Elective	Allied Elective II (Eco. Math.)	05	100(30+70)
AEE4.2		Allied Elective III (Eco. Health)	05	100(30+70)
AEE4.3		Allied Elective IV (Gender economics)	05	100(30+70)
		Total Credit	100	2000(600+1400)

SEMESTER - I

Paper HCE 1.1

Microeconomic Analysis - I

Course Objectives

- To have a theoretical understanding of consumer behaviour and decision-making
- To get acquainted with recent advances in microeconomic theory and acquire the skills to apply the theoretical knowledge in research
- To learn about theory of demand, Utility Functions - types and properties; Consumers' choice involving risk and uncertainty; Production function – types and properties; Theories of Cost and general equilibrium theory – An overview.

Course Outcomes:

On successful completion of this course students will be able to:

- Have an understanding of the basic reasoning of Economics and understand the consumption; production and cost concepts in an analytical way;
- Apply mathematical tools and techniques to study behaviour of economic agents;
- Understand the basic principles of General equilibrium theory

Module I

Theory of demand, Utility function Ordinary and Compensated Demand Functions, Lexicographic Ordering, Slutsky Theorem, Revealed Preference Theory.

Module II

Consumers' choice involving Risk and Uncertainty: $N - M$ Utility Function, Utility – Expenditure duality, Indirect Utility function, Intertemporal consumption, Consumer's surplus.

Module III

The production function, Elasticity of substitution, C-D and CES Production function and their properties, Multiproduct firm and its equilibrium.

Module IV

Theories of cost and pricing: various types of short-run and long-run costs; full cost, average cost and Marginal cost pricing theories. Limit pricing theory of Bain.

Module V

Partial and General Equilibrium – Walrasian System, Excess Demand Approach, Existence, Stability and Uniqueness of equilibrium

Basic Reading List

- Henderson, J. M. & Quandt, R.E. (1980), Micro Economic Theory – A Mathematical Approach, Mc Graw Hill Co.
 - Varian, H. R. (1992), Micro Economic Analysis, WW Norton & Co., New York.
 - Gravelle, H & Rees, R (1992) Micro Economics, Pearson Education U.K.
 - Snyder, C & Nicholson, W (2008), Fundamentals of Micro Economics, Cengage learning, New Delhi.
 - Maddala, G.S. & Miller, E (2004), Micro Economics: Theory and Application, Tata Mc Graw Hill, New Delhi.
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Paper HCE 1.2

Macroeconomic Analysis - I

Learning Objectives:

1. To analyse and establish the functional relationship between economy level/aggregates.
2. To have a proper understanding of macroeconomic theoretical structure.
3. To educate the students on different terms and concepts in macroeconomics like national income accounting, Circular flows, consumption function, investment function, supply and demand for money etc.

Learning Outcomes:

On successful completion of this course students will be able to:

1. Apply the subject knowledge in understanding the working of the economy as well as the macroeconomic issues and policies.
2. Understand systemic facts and theoretical developments

Module I

Circular Flow of Income in two, three and four sector economy; National Income and different forms of national income accounts –social accounting, input-output accounting, flow of funds accounting and balance of payments accounting.

Module II

Theory of Income determination: Classical and Keynes, consumption function, Keynes' psychological law – implications of the law; short-run and long-run consumption function; empirical evidence on consumption function; income-consumption relationship – absolute income, relative income, life cycle and permanent income hypotheses.

Module III

Investment behavior, Marginal efficiency of capital and investment – long run and short run; the accelerator and investment behavior – impact of inflation; Influence of policy measures on investment.

Module IV

Financial intermediation – a mechanistic model of bank deposit determination; A behavioral model of money supply determination, a demand determined money supply process; RBI approach to money supply; money supply and open economy; control of money supply.

Module V

Classical approach to demand for money–Quantity theory approach, Fisher's equation, Cambridge quantity theory, Keynes's liquidity preference approach, Derivation of LM curve. Post-Keynesian approaches to demand for money–Patinkin and the Real Balance Effect. Approaches of Baumol and Tobin; Friedman and the modern quantity theory.

Basic Reading List:

1. Macro Economics - An Introduction to Keynesian-Neo-Classical Controversies: R. Levacic and A Rebmann.
 2. Macroeconomics: Dorn Busch, Fisher
 3. Macroeconomics: Theory and Policies: Richard, T. Froyen
 4. Macroeconomics Analysis: E. Shapiro
 5. Macroeconomics: N.G. Manikiw
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Paper HCE 1.3

Quantitative Methods - I

Course Objectives

1. To train the students to use the techniques of mathematical and statistical analysis, which are commonly applied to understand and analyze economic problems.
2. To emphasize the mathematical methods rather than learning mathematics itself, which are usually used for understanding economic concepts.
3. To learn about the classical techniques involving functions and calculus.
4. To gain knowledge about the elements of Game Theory as applicable to real life economic analysis.

Course Outcome

On completion of this course, a student should be able to

1. Express relationship between economic variables mathematically, analyze, optimize and interpret them;
2. Use appropriate techniques to solve problems with calculus and linear algebra.
3. Understand the basics of Game theory to resolve economic issues.

Module I

Functions: Types of functions, Limit, Continuity and derivatives- Rules of differentiation: Revenue, Cost demand and Supply functions; Elasticities, Multivariable functions – Production functions; Partial derivatives; Total differential; Total derivatives; Jacobian and functional dependence.

Module II

Matrix – Types of matrices, Algebra of matrices- Transposition, Inversion, Rank of a matrix; Determinants – their properties; Solution of a system of equations; Vector space and linear independence of vectors; Eigen values and eigen vectors; Introduction to Input – Output Analysis.

Module III

Quadratic forms; Optimization – Hessian and constrained optimization – bordered hessian- Economic applications; Linear programming – Graphical solution to a linear programming.

module IV

Integration - Rules of integration; Application to consumer's surplus and producer's surplus; growth rates; Difference equations – Solution of first and second order difference equations; Domar's growth model and Lagged market equilibrium models; Differential equations – Solution to first order linear differential equation, Dynamics of market price; Non-linear differential equation of first order & first degree.

Module V

Game theory - Concept of Game, Types of Game, Two-persons-zero sum game, Nash Equilibrium, Prisoner's dilemma. Maximin - minimax principle; Saddle point solution, Dominant Strategy, Mixed Strategies; Graphical solution of $2 \times n$ and $m \times 2$ Games

Basic Reading List

1. Chiang, A. C. (1986): Fundamental Methods of Mathematical Economics, McGraw Hill.
 2. Gupta, S. C. (1993): Fundamental Methods of Applied Statistics, S. Chand & Sons.
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3. Spiegel, M. R. (1992): Theory & Problems of Statistics, McGraw Hill Book Co
4. Yamane, Taro (1975): Mathematics for Economists, Prentice Hall of India, New Delhi.
5. Mukherji & Guha (2011): Mathematical Methods & Economic Theory, Oxford University Press.

Paper HCE 1.4 Public Economics

Course Objectives:

1. To provide the students with thorough analytical understanding to analyze public goods, externalities, market failures; economics of government expenditure, taxation and public borrowing;
2. To critically analyze fiscal policies/finance and its implication in Indian Economy.

Course Outcomes

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

1. Have conceptual clarity on the theories of public goods, public expenditure, public revenue and public borrowing
2. Apply the principles of public economics in analyzing various government policies

Module I: Role of Government

Role of government and fiscal functions-Allocation, Distribution and Stabilization branch; Private goods, public goods and merit goods; Externalities, Market failure and public goods, Private and public mechanism for allocating resources; Problems for allocating resources, Arrow's impossibility theorem; Theory of club goods, Tiebout model.

Module II Public Revenue

Sources and classification of public revenue- tax and non-tax revenue, direct and indirect taxes, effects of tax on production, distribution and economic activities; Principles of tax equity- Benefit principle of taxation, Ability to pay principle, Efficiency of taxation- Excess burden and deadweight loss, Incidence of taxation- incidence under perfect competition- partial and general equilibrium analysis, incidence under monopoly.

Module III Public Expenditure

Growth of public expenditure, Wagner's law of increasing state activities; Wiseman Peacock hypothesis; effects of public expenditure on production, distribution and economic activities; public sector pricing policy-average cost and marginal cost pricing, Criteria for public investment- Social cost benefit analysis.

Module IV Public Debt and Budget

Sources of public borrowing, effects of public debt, burden of public debt- classical, Ricardian and others, shifting of debt burden, intergenerational shifting, methods of debt redemption; Budget: Basic concepts, balanced vs. unbalanced budget, budgetary deficits and their limitations, budget as an instrument of Economic policy.

Module V: Fiscal federalism

Principles of multi-unit finance; Fiscal federalism in India- Vertical and horizontal fiscal imbalances, corrective measures; Constitutional provisions; Finance Commission, Devolution of resources

and grants; Resource transfer from Union to States – Criteria for transfer of resources; Theory of Grants- matching vs non matching grant, general vs earmarked grants.

Basic Reading List

1. Cullis J & Jones, P. (2009): Public Finance and Public Choice. Oxford University Press.
2. Musgrave, R. A. & Musgrave, P. B. (2004): Public Finance in Theory and Practice. Tata McGraw-Hill
3. Herber, B. P. (1967): Modern Public Finance. Richard D. Irwin, Homewood.
4. Stiglitz, J. E (2000) Economics of the Public Sector. W W Norton
5. Rangarajan, C. and D. K. Srivastava (2011) 'Federalism and Fiscal Transfers in India'. Oxford University Press, New Delhi.

Paper HCE 1.5 Indian Economy

Course Objectives

1. To critically understand the economic growth trajectory, economic policies, and institutional reforms of modern India
2. To understand four major economics challenges of Indian Economy, i.e. Poverty, Inequality, Unemployment and inflation
3. To have an in-depth analysis of the sectoral contributions of agriculture, industry and service sector in India
4. To examine the operation and implementation of fiscal and monetary policy in India

Course Outcomes

On successful completion of this course students will be able to:

1. Have a clear picture of the economic growth trajectory, economic policies, and institutional reforms in India;
2. Understand four major economics challenges of Indian Economy, i.e. Poverty, Inequality, Unemployment and inflation;
3. Have an in-depth analysis of the sectoral contributions of agriculture, industry and service sector in India and
4. Understand the nitty-gritty of fiscal and monetary policy.

Module I: Growth and Economic Reforms I

Phase I (1951–65)-Take off under a Liberal Regime: era of liberal trade and foreign investment policies, a restrictive industrial policy regime, agriculture; Phase II (1965–81)Socialism Strikes with a Vengeance: the political context, the crisis and failed liberalization episode, strangulation of industry, foreign trade, factor market regulation-land and labour, nationalization of banks, agriculture, insurance, savings and investment

Module II: Growth and Economic Reforms I

Phase III (1981–88) - Liberalization by Stealth: Political Context, Deregulation of Industry, Trade Liberalization, and other Reforms; Phase III (1988 onwards) - Triumph of Liberalization: Political Context, Shifting of Consensus, Growth and BOP Crisis, New Industrial Policy, Trade Liberalization

Module III: Major Economic Problems

Poverty: estimations – old and new method, phase I and II – good intentions but poor performance, phase III and IV – liberalizing reforms and significant decline in poverty, expenditure growth - the NAS and NSS, farmers suicide; Inequality: forms, inequality at national level, regional inequality, urban – rural inequality; Unemployment: measurement, trends and patterns, rural and urban, gender aspect of unemployment, jobless growth, green jobs and growth; Inflation: trend and pattern, inflation and growth debate, sources of inflationary pressure, food price inflation

Module IV: Sectoral Growth in India

Agricultural Sector: performance, food security, input market, public investment in agriculture, agriculture and environment; Secondary Sector: output and employment pattern, productivity, privatization, regional aspects; Tertiary Sector: what explains rapid service growth, is it sustainable, Education – infrastructure and outcome, Health infrastructure and outcome

Module V: Fiscal and Monetary Policies in India

Fiscal Policy of India: fiscal consolidation in India, tax reform, FRBM Act 2003; Monetary Policy: role of financial sector in economic growth, financial sector reform, money and banking in pre- and post-1991, capital market

Basic Reading List

1. Panagariya, Arvind (2008): India: The Emerging Giant, Oxford University Press, New York
 2. Acharya, S. and Mohan, R. (Eds.) (2010): India's Economy: Performance and Challenges, Oxford University Press, New Delhi.
 3. Ahluwalia, I. J. and Little, I. M. D. (Eds.) (1998): India's Economic Reforms and Development: Essays for Manmohan Singh, Oxford University Press, New Delhi.
 4. Rakshit, M. (2009): Macroeconomics of Post-reform India, Oxford University Press, New Delhi.
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SEMESTER - II

Paper HCE 2.1

Microeconomic Analysis II

Course Objectives:

1. To impart theoretical knowledge on decision making under market imperfections.
2. To impart theoretical knowledge on distribution.

Course Outcomes:

After completing the course, the students are expected to have;

1. Deeper knowledge on decision making under different market imperfections
2. Deeper knowledge about the broad paradigm of neo-classical economics.
3. Deeper knowledge about distributional and welfare aspects of economic activities.

Module I

Price and output determination under Monopoly; Price discrimination and dumping aspects, Bilateral monopoly. Monopolistic competition – product differentiation, Selling costs and excess capacity – effects of free entry and price competition.

Module II

Non-collusive oligopoly models: Cournot, Bertrand, Stackelberg, Sweezy, Chamberlin, Collusive oligopoly models: Cartels, price leadership and basing point price systems.

Module III

Critical evaluation of marginal Analysis: Baumol's sales Revenue maximization, Williamson's model of managerial discretion, Marris model of managerial enterprise.

Module IV

Neo-classical Approach, Product exhaustion theorem, Euler's theorem, distribution theories in imperfect product and Factor markets.

Module V

Pareto optimal conditions; B-S Social welfare function, Compensation criteria, optimum welfare under market imperfections and externality.

Basic Reading List

1. Henderson, J. M. & Quandt, R.E. (1980): Micro Economic Theory – A Mathematical Approach, McGraw Hill Co.
 2. Mankiw, (2006): Principles of Micro Economics, Cengage Learning India, New Delhi
 3. Landsburg, S. E. (2008), Pricing, Cengage Learning India, New Delhi
 4. Baumol, W. J. (1977): Economic Theory & Operation Analysis, Prentice – Hall of India, New Delhi.
 5. Bilas, R. A. (1985): Micro Economic Theory, McGraw Hill Publishers.
-

Paper HCE 2.2

Macroeconomic Analysis - II

Learning Objectives:

1. To make the students understand the different terms and concepts in macroeconomics like Money market and real market, inflation in developing countries, causes of occurrence of business cycle in a market economy and ways to control them.
2. To expose the students to open economy macroeconomics and the dynamics there in.

Learning Outcomes:

On successful completion of this course students will be able to:

1. Apply the subject knowledge in understanding the macroeconomic dynamics both in a closed and an open economy.
2. Understand the functioning of a market economy and the ways and means to keep such an economy functioning properly.

Module I

Keynesian views on interest. The IS-LM model; Change in general Equilibrium: a change in investment, a change in the money supply, Extension of IS-LM model with government sector (government spending, taxation); Relative effectiveness of monetary and fiscal policies; Extension of IS-LM models with flexible wage and flexible prices, Wage-Price flexible with Pigou Effect and other effects.

Module II

Trade Cycle and its different phases; Theories of Trade cycle: Schumpeter, Kaldor, Samuelson, Hicks, Goodwin's model of Trade Cycle, Control of business cycle.

Module III

Classical, Keynesian and Monetarist approaches to inflation' Structuralist theory of inflation; Philips curve analysis – short run and long run Philips curve; the natural rate of unemployment hypothesis; Solow and Tobin's modified Philips curve.

Module IV

The new classical critique of micro foundations, the new classical approach; Policy implications of new classical approach – empirical evidence.

Module V

The open Economy Macro Economics: International Monetary System- Exchange Rate and market for foreign exchange; Current exchange rate system; Experience with floating exchange rates. Monetary and Fiscal Policy in the Open Economy - The Mundell-Fleming Model; Monetary and Fiscal Policy under Imperfect and Perfect Capital Mobility- Under fixed and Flexible Exchange Rate.

Basic Reading List

1. Macro Economics - An Introduction to Keynesian-Neo-Classical Controversies: R. Levacic and A Rebmann.
 2. Macroeconomics: Dorn Busch, Fisher
 3. Macroeconomics: Theory and Policies: Richard, T. Froyen
 4. Macroeconomics Analysis: E. Shapiro
 5. Macroeconomics: N.G. Manikiw
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Paper HCE 2.3

Quantitative Methods - II

Course Objectives

1. To train the students to use the techniques of probability theory and statistical analysis, which are commonly applied to understand and analyze economic problems
2. To deals with simple tools and techniques, which will help in sampling theory and designs, data collection, analysis, theory of estimation and hypothesis testing
3. To initiates the correlation analysis - simple, multiple and partial, and regression analysis - linear and nonlinear.

Course Outcomes

On completion of this course, a student should be able to

1. Have fair idea about probability theory which forms the foundation of inferential statistics;
2. Understand theoretical distributions and their significance;
3. Understand sampling and sampling designs, theory of estimation and hypothesis testing procedure
4. and fit a linear and some commonly used non-linear curves.

Module I

Deterministic and non-deterministic experiments; Sample space; Addition rule and complementation rule, Conditional probability, Multiplication rule, Independence of events; Bayes theorem and problems; Random variable and its probability distribution, probability mass function and probability density function, expectation and variance of a random variable, laws of expectation and variance.

Module II

Theoretical probability distributions: Binomial, Poisson and Normal probability distributions and their properties; Normal approximation to Binomial; Joint, marginal and conditional probability distributions, independence of random variables, covariance, results on expectation and variance.

Module III

Basic concepts of sampling, random and non-random sampling; simple random sampling, stratified random sampling and p.p.s. sampling; concept of an estimator and its sampling distribution; desirable properties of an estimator.

Module IV

Interval estimation; statistical hypothesis- null and alternative; Type I and Type II errors; power of a test, confidence intervals and hypothesis testing based on z, t, χ^2 (chi-square) and F-distributions.

Module V

Correlation and regression analysis; correlation coefficient and its properties, rank correlation co-efficient, concept of least squares and the lines of regression; standard error of estimates; partial and multiple correlation and regression (applications only) methods of estimation of non-linear equations: parabolic, exponential, modified exponential, Gompertz and logistic relationships.

Basic Reading List

1. Chiang, A. C. (1986): Fundamental Methods of Mathematical Economics", McGraw Hill.
 2. Gupta, S. C. (1993): Fundamental Methods of Applied Statistics, S. Chand & Sons.
 3. Spiegel, M.R. (1992): Theory & Problems of Statistics, McGraw Hill Book Co
 4. Yamane, Taro (1975): Mathematics for Economists, Prentice Hall of India, New Delhi.
 5. Mukherji & Guha (2011): Mathematical Methods & Economic Theory, Oxford University Press.
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Paper HCE 2.4

Economics of Growth and Development

Course Objectives:

1. To learn neoclassical growth models of Solow; Meade; Robinson; Kaldor and Pasinetti
2. To discuss about Cambridge criticism over measurement of capital
3. To understand the importance of endogenous growth theories which highlight on human capital as an essential component for a country like India
4. To analyse the investment decisions through investment criterion along with its merits and demerits

Course Outcomes:

On completion of this course, a student should be able to gain knowledge about recent developments in growth and development, and in particular dynamic growth theories focusing, among other issues, on labour market distortions, pollution and the cost benefit of projects to be undertaken.

Module I

Theories of Economic Growth: Neo-Classical Growth Models of Solow and Meade; Mrs. Joan Robinson's Growth Model; Cambridge Criticism of Neo-Classical Analysis of Growth Controversy on the Measurement of Capital.

Module II

Growth Models of Kaldor and Pasinetti; Technological Progress – Embodied and Disembodied; Hicks- Harrod Neutrality Approach.

Module III

Production Function Approach to Economic Growth; Total Factor Productivity; Growth Accounting; Transitional Dynamics; Convergence Hypothesis; Golden Rule of Capital Accumulation.

Module IV

Endogenous Growth, Intellectual Capital, Role of Learning, Education and Research, Optimal Savings and Ramsay Model, Two Sector Growth Model of Ujawa.

Module V

Need for Investment Criteria in Developing Countries, Alternative Investment Criteria; Cost – Benefit Analysis, Shadow Prices, Project Evaluation and UNIDO Guidelines

Basic Reading List

1. Todaro, M. P. (1994): Economic Development, Longman Publishing, New York.
 2. Acemoglu, D. (1995): Introduction to Modern Economic Growth, Princeton University Press.
 3. Jones, C. I. (2001): Introduction to Economic Growth, W. W. Norton & Company, New York.
 4. Thirwal, A.P. (2003): Growth and Development: With special reference to Developing Economies, Palgrave MacMillan, New York.
 5. Jones, H. G. (1984): Economic Growth, V. N. Reinhold Company, Ltd. England.
 6. Barro, R. J. & Sala – I – Martin, X. (2004): Economic Growth, PHI, New Delhi.
 7. Vanden – Burg, H. (2001): Economic Growth and Development, Mc Graw Hill, New York.
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Paper CEE 2.1

Agricultural Economics

Course Objectives:

1. To impart knowledge on applications of economic theories in agricultural sector,
2. To make students understand the linkage between agriculture and other sectors of the economy.
3. To impart knowledge on new developments in the policy paradigms related to agricultural sector.

Course Outcomes:

After completing the course, the students are expected to have;

1. Deeper knowledge on different theories related to economic development and the agricultural sector.
2. Increased interest to undertake research activities related to aspects of agricultural sector in India and Odisha.

Module I

General Models of agricultural development: Frontier model, Conservation model, Urban industrial Impact model, Diffusion model, High payoff input model.

Module II

Schultz model of Agricultural Development, Mellor Theory of Agricultural development, Boserup model of Agricultural development, Lewis & Ranis- Fei Model. Types of farming & Farm organization.

Module III

Agricultural production and productivity – measures of farm efficiency Production function analysis – Factor use and resource substitution, Size of farms and productivity – theoretical and empirical issues. Tenancy & share cropping – Efficiency & equity issues.

Module IV

Labour supply in agriculture & inter-locking of factor markets, Agricultural wage: Determinants & implications, marginalization of rural labour, Role of technology in agriculture – technical efficiency and labour absorption. Agriculture and environment – Sustainability issues in agriculture.

Module V

Agriculture price policy – objectives, product price & factor price – issue of subsidies in agriculture, terms of trade between agricultural and industry – implications and Indian experiences. Agricultural marketing and measures to improve efficiency in agricultural marketing in India. Instability in agriculture - Price instability & cob-web model. Agricultural Credit Risk & uncertainty in farming and crop insurance – Indian experience.

Basic Reading List

1. Bhaduri, A. (1984): The Economic Structure of Backward Agriculture, Macmillan, Delhi.
 2. Gulati. A. and T. Kelly (1999): Trade Liberalization and Indian Agriculture, Oxford University Press, New Delhi.
 3. Rao. C. H. Hanumanatha (1975): Agricultural Growth, Rural Poverty and Environmental Degradation in India, oxford University Press, New Delhi.
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SEMESTER - III

Paper HCE 3.1

Basic Econometrics

Course Objectives

1. To introduce the relevant econometric theory and explaining the theory with examples
2. To understand Classical Linear Regression Models and regression diagnostics
3. To develop an intuitive understanding of the material that will allow these econometric tools to be utilized effectively and creatively.

Course Outcomes

On successful completion of this Course, students will be able to:

1. learn various basic econometric methods, estimation methods and related econometric theories
2. apply these methods to data or econometric modelling techniques.

Module I

Meaning and scope of econometrics; Two variable linear regression model – its assumptions, estimation of parameters and properties of estimators; Gauss Markov Theorem, Coefficient of determination; Analysis of Variance of two variable LRM.

Module II

K – Variable LRM: Estimation of parameters, properties of estimators, Gauss – Markov theorem; Testing of significance of single co-efficient, Subset of Coefficients: ANOVA; Adjusted coefficient of determination.

Module III

Prediction in two – variable and K – Variable LRM; Multicollinearity - Nature, detection, consequences and remedy. Specification Errors and Measurement errors.

Module IV

Heteroscedasticity - Meaning, Consequences, detection and remedy; Generalized Least square and weighted least square estimation; Autocorrelation: Meaning, Detection, Consequences and remedy.

Module V

Dummy variable models: Estimation; Testing the structural stability of regression models; Interaction effects; Seasonal analysis; Piecewise Linear regression

Basic Reading List:

1. Johnston (1991): Econometric Methods, Mc Graw Hill Book Co.
 2. Koutsoyiannis, A. (1992): Introduction to Econometrics, OUP
 3. Dougherty, C. (1992): Introduction to Econometrics, OUP.
 4. Kmenta, J. (1997): Elements of Econometrics, University of Michigan Press
 5. Gujarati, D & Sangeetha (2007): Basic Econometrics, Mc Graw Hill Book Co.
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Paper CEE 3.1

International Economics

Course Objectives:

To provide the students with thorough analytical understanding of

1. the theories of international trade, gains from trade and its distribution;
2. effects of trade policy and regional trading blocs;
3. BOPs and its adjustments.

Course Outcomes

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

1. Analyse and apply the trade theories and theories of tariff; apply and analyze the different policies for BOPs adjustments of developing countries like India
2. Comment critically on and participate in current debates on international economic policy.

Module I: Pure Theories of International Trade

Introduction to the International Economics, Trade Based on Absolute Advantage, Comparative Advantage and Opportunity Costs, Modern Trade Theories: Heckscher-Ohlin theory of trade. Factor Price Equalization theory, Stolper-Samuelson Theory, Empirical test of the H-O model: The Leontief paradox, the gains from trade.

Module II: New Theories of International Trade:

The Specific factors model, economies of scale, Imperfect Competition and international trade, Intra-Industry Trade, Effect of changes in tastes, per capita income and technology on Trade. Kravis Theory of Availability, Trade based on dynamic technological changes: Technological Gap theory and Product Life Cycle theory.

Module III: Economic Growth and International trade

Growth of factors of production: The Rybczynski theorem, Effect of growth on trade, Economic growth and trade in small country and in large country case, Technical Progress and International trade, trade as an engine of growth, the immiserising growth.

Module IV: The Theory of Interventions

Tariffs: Partial and General Equilibrium analysis, Effective Rate of Protection and optimum tariff, non-tariff trade barriers: Import Quotas, Voluntary Export restraints, Export subsidies; Economic Integration: The Customs Union.

Module V: Balance of Payments and its adjustments

The Balance of Payments: components of balance of payments; Equilibrium and disequilibrium, deficit and surplus in the balance of payments, balance of payments adjustments: Automatic process, expenditure-reducing, expenditure-switching policies and direct controls, Elasticity estimates and the J-curve, Policies for achieving internal and external equilibrium

Basic Reading List

1. Chacholiades, M. (1990), The Pure Theory of International Trade, McGraw Hill.
 2. Krugman P. R., Obstfeld Maurice and Melitz. International Economics, Pearson Education
 3. Batra, R. N. (1975), The Pure Theory of International Trade under Uncertainty, The Macmillan Press.
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4. Bhagwati, J. (Ed.) (1981), International Trade: Selected Readings, Cambridge University Press.
5. Dana, M.S. (2000), International Economics: Study, Guide and Work Book, Routledge Publishers.
6. Dunn, R. M. and Mutti, J. H. (2000), International Economics, Routledge Publishers, London.
7. Gandolfo Giancarlo, International Trade Theory and Policy, Springer.
8. Haberler, G. (1937), The Theory of International Trade, Macmillan & Co.
9. Heller, H. R. (1968), International Monetary Economics, Prentice-Hall of India.
10. Kenen, P. B. (1989). The International Economy, Prentice-Hall of India Pvt. Ltd.
11. Kindleberger, C.P. (1977). International Economics, D.B. Taraporevala Sons & Co.
12. Meade, J. E. (1952). A Geometry of International Trade, George Allen and Unwin.
13. Neihans, J. (1984). International Monetary Economics, John Hopkins University Press.
14. Roy, P. N. (1986). International Trade: Theory and Practice, Wiley Eastern.
15. Salvatore, D. (1997). International Economics, Prentice Hall
16. Sodersten, BO (1991). International Economics, The Macmillan Press.

Paper CEE 3.2

Central Banking: Theory and Practice

Course Objectives

1. To establish a link between theory and practice as regards central banking.
2. To provide global best practices on modern central banking.
3. To focus on live cases regarding the implementation of monetary policy in India and abroad.

Course Outcomes

1. To take the students beyond the text books.
2. Improve employability.
3. Increase skill to undertake empirical research on macroeconomics and monetary management.

Module I:

Money-Output-Price Relationship - Theories of money; Demand for money (Term Paper) and its stability property; Supply of money; New monetary aggregates in India.

Module 2:

Market Clearing *versus* Market Intervention Hypotheses - Classical, neo-classical, monetarist, new-classical schools; Keynesian, neo-Keynesian, New-Keynesian schools and their policy advocacy.

Module 3:

Frameworks of Monetary Policy - Monetary targeting; Interest rate targeting; Inflation targeting; Operating procedure of monetary policy; Institutional arrangements; Liquidity management; Choice of instruments; Communication policy.

Module 4:

Monetary Policy Transmission - Channels of monetary policy transmission; Case studies on relative effectiveness of alternative channels; Impossible Trinity; Exchange market pressure and exchange rate pass-through.

Module 5:

Co-ordination between Monetary Policy and Fiscal Policy - Fiscal policy and inflation; Central bank independence; Areas of coordination; Impact of coordination failure.

Basic Readings:

1. *Handbook of Monetary Economics*, edited by Benjamin M. Friedman and Michael Woodford, Elsevier, North-Holland, selected topics.
2. Brian Snowdon and Howard R. Vane, (2005). *Modern Macroeconomics: Its Origin, Development and Current State*, Edward Elgar Publishing Limited.
3. *Critique of the New Consensus Macroeconomics and Implications for India*, (2018) Dr. Dillip M. Nachane, Springer (India) Pvt. Ltd.
4. *Report of the Expert Committee to Revise and Strengthen the Monetary Policy Framework* (Chairman: Urjit R. Patel) (January 2014), Reserve Bank of India, Mumbai
5. Clarida, Gali, and Gertler (1999), 'The Science of Monetary Policy: A New Keynesian Perspective', *Journal of Economic Literature*, 37, 1661-1707.
6. Hammond, G. (2012), *State of the art inflation targeting*, CCBS Handbook No. 29, Bank of England, ISSN: 1756-7270, available online.
7. Barro, Robert J., (1995). Inflation and Economic Growth, NBER Working Paper No. 5326, October.

Paper AEE 3.1 Economics of Environment

Course Objectives:

The objectives of this course are to provide the students with thorough analytical understanding in the

1. application of economic theories for environmental issues; global environmental externalities and climatic change
2. valuation of environmental goods; economics natural resources.

Course Outcomes

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

1. Apply economic principles for applied environmental issues
2. Select and apply appropriate economic techniques to solve environmental problems and measure value of environmental goods.

Module 1: The Theory of Externalities

Pareto optimality and competitive equilibrium; public goods and externalities, public goods and bads, efficient provision of public goods and bads, pricing of public goods and bads; Environmental externalities-Pigouvian taxes and subsidies, property rights and externalities, Coase's bargaining solution and collective action.

Module 2: The Economics Pollution

Pollution charges and abatement costs, Marketable pollution permits, The theory of marketable permits, The advantages of marketable permits, Types of permit system, Permit trading in practice. Tradable pollution permits vs international carbon tax.

Informal regulation and the new model of pollution control. Environmental institutions and grass root movements; Cooperative Solution to Common Property resources.

Module 3: Measurement of Environmental Values

The concept of total economic value: Use values; Option values and non-use values; Monetary Valuation techniques – use of market prices, The Hedonic pricing approach, The contingent valuation method, the travel cost methods; the non-monetary valuation techniques;

Module 4: Natural Resource Economics

A resource taxonomy, theories of optimal use of exhaustible and renewable resources; Environmental Kuznet Curve and its critique. Environment and development, The concept of sustainable development; strong and weak sustainability; the concept of green GDP

Module 5: Environment Regulation and Policies

Mechanism for environment regulation in India; environmental laws and their implementation; Policy instruments for controlling water and air pollution and forestry policy; People's participation in the management of common and forest lands. The institutions of joint forest management and the joint protected area management; social forestry-rationale and benefits

Basic Reading List

1. Kolstad, C. D. (2010): Environmental Economics. OUP.
 2. Bhattacharya, R. (2001): Environmental Economics: An Indian Perspective. OUP
 3. Samuelson, P. A. (1995): Diagrammatic Exposition of a Theory of Public Expenditure. *The Review of Economics and Statistics*, 37(4): 350-356.
 4. Bator, F. M. (1958): The Anatomy of Market Failure, *The Quarterly Journal of Economics*, 72(3): 351-379.
 5. Buchanan, J. M. & Stubblebine, C. W. (1962): Externality, Economics. New Series, 29(116), November, 371-384.
 6. Mishan, J. E. (1971): The Postwar Literature on Externalities: An Interpretative Essay, *Journal of Economic Literature*, 9(1): 128.
 7. Baumol, W. J. & Oates, W. E. (1988). The Theory of Environmental Policy, Second Edition, Cambridge University Press, Cambridge.
 8. Coase, R. H. (1960): The Problem of Social Cost, *Journal of Law and Economics*, 3: 1-44.
 9. Markandya, A. & Richardson, J. (ed.) (2005): Environmental Economics, Earthscan Publications, London.
 10. Ostrom, E. (1997): Governing the Commons: The Evolution of Institutions for Collective Action, Cambridge University, Cambridge.
 11. Shiva, V. et. Al. (1997): The Enclosure and Recovery of the Commons. Research Foundation for Science, Technology and Ecology, New Delhi.
 12. Grossman, G. M. & Krueger, A. B. (1994): Economic Growth and the Environment, NBER Working paper 4634.
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13. Baland, J. & Platteau, J. (1996): Halting Degradation of Natural Resources: *Is there a Role for Rural Communities?* Published by Food and Agriculture Organization of the United Nations
14. Dasgupta, P. & Maler, K. (1997): The Environment and Emerging Development Issues. Clarendon Press.

Paper FEE 3.1

Financial Institutions and Market

Learning Objectives:

1. To educate the students on different terms and concepts in financial institutions and market like commercial and central bank, monetary policy, money and capital market.
2. To enhance the understanding of the students about organisation, operation and growth of financial systems.

Learning Outcomes:

On successful completion of this Course, students will be able to:

1. Understand the financial system: its structure and functions and equilibrium.
2. Understand the way the different rates of interests are determined.
3. Appreciate the functioning and importance of different banking and non-banking financial institutions and their role in a developing economy.
4. Explain the role and structure of money and capital markets

Module I

The structure of the financial system- Functions of the financial sector. Indicators of financial development-Equilibrium in Financial Markets, Financial System and Economic Development. The Concept of Risk and Return - its type, Risk and financial assets, Risk and return on assets, Risk-Return trade off-Valuation of Securities.

Module II

Theories of interest rate determination-Level of interest rates-long period and short period rates-Term Structure of Interest rates: Administered interest rates- Appropriate interest rate policy. Development banks- role and functions, Merchant banking; financial sector reforms in India.

Module III

Functions of Central Bank- the aims and objectives of the monetary policy in developing countries-Instruments and effectiveness of monetary policy. Proliferation of banking Credit creation and its control; Balance Sheet Analysis, Profitability and efficiency of banks. Role of commercial banks in money market.

Module IV

Role and structure of money market and capital market, Primary and secondary market for securities. SEBI; its impact on the working of capital market in India; Non-banking financial institutions- Their growth and impact on India's economic development.

Module V

Non-Banking Financial Companies: concept and role in financial market Regulation and functions of leasing, Hire purchase and Housing Finance Companies-Venture Capital Companies. Insurance Sector: Objectives, functions, changing role, IRDA and its role and functions in financial markets.

Basic Reading List

1. Khan, M. Y. (): Indian Financial System, Tata McGraw Hill, New Delhi.
2. Bhole, L. M. (): Financial institutions and Market, Tata McGraw hill, New Delhi.
3. Gorden & Natrajan (): Financial Market and institutions, Himalaya Publishing house.
4. Gupta, S. B. (): Monetary Economics.
5. Mishkin, F. S. & Eakins S. G (): Financial Market and institutions, PE, New Delhi.

Paper FEE 3.2

Rural Economics

Course Objectives:

The objectives of this course are to provide the students with thorough analytical understanding of the

1. basic concepts, elements, determinants and theories of rural development
2. policies and strategies for rural development

Course Outcomes

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

1. Explain and analyse the concepts of rural development
2. Critically comment on and participate in current debates on rural development issues in India.

Module I: Concepts and Rural Economy of India

Concepts of rural development; Basic elements of rural development; Need for rural development; Dilemmas in rural development; Size and structure of rural economy of India; Characteristics of rural sector of India; Role of agricultural and non-agricultural subsectors in rural economy of India; Challenges and opportunities.

Module II: Paradigms and Determinants of Rural Development

Paradigms of rural development-Theory of Modernization, Theory of Dependency, Theory of World-Systems, Theory of Globalization, Myrdal's thesis of 'spread and backwash' effects, Gandhian model of rural development; Determinants of rural development- output, natural resources, human resources, capital, technology.

Module III: Policies and Strategies for Rural Development

Freedom, control and public policy; Need for and goals of rural development policy; Hierarchy of policy goals; Globalization and rural development; Sustainable development strategy for rural development; Policy instruments of rural development.

Module IV: Rural Development Programs in India

Equity-oriented programs; Growth-oriented Programs; Poverty and unemployment eradication Programs; Social welfare-oriented programs, Infrastructure Development Programs

Module V: Planning and Organizing for Rural Development

Planning for rural development- functions of planning, decentralization of planning, micro-level planning, block- and district-level planning; Organizing for rural development- government

organizations, Panchayati Raj Institutions, cooperatives, voluntary organizations/NGOs, corporations; World Bank and rural development; Financing rural development- sources, issues, challenges.

Basic Reading List

1. Katar Singh (2009): Rural Development Principles, Policies and Management, Sage Publication India, New Delhi.
2. Vasant Desai (2015): Rural Development in India, HPH, Bombay.
3. Hunter, G., Bunting, A. H. and Bottrall, A. (1978): Policy and Practice in Rural Development, English Language Book Society, London.
4. Vasant Desai (1986): Rural Development Programs and Strategies, HPH, Bombay.
5. Vasant Desai (1988): Rural Development Experiments in Rural Development, HPH, Bombay.
6. Vasant Desai (1988): Rural Development Rural Development through the Plans, HPH, Bombay.
7. Chambers, R. (1985): Rural Development: Putting the Last First, Longman, London.

SEMESTER - IV

Paper CEE 4.1

International Finance

Learning Objectives:

1. To educate the students on different terms and concepts in international finance like exchange rate and interest rate determination and forecasting, different forms of derivatives and its uses, different financial risk in international market,
2. To enhance the skill of the student to understand the activities in international market.

Learning Outcomes:

On successful completion of this Course, students will be able to:

1. Appreciate the functioning of the international financial markets and its management and the determination of different exchange rates.
2. Understand the way the foreign exchange market and the derivatives markets and the capital market's function using futures, options and swaps

Module I

The International Finance: International Business and its modes, Nature, scope and Importance of International Finance; International Financial Markets and Instruments, Exchange rate mechanism: Exchange rate quotes, Nominal, real and effective exchange rates, factors influencing exchange rates, exchange rate determination in spot and forward market.

Module II

Market for foreign exchange and derivatives: Spot and forward market; Forward Market: Features, Arbitrage, Hedging and Speculation, Futures Market: Features, Hedging and Speculation, Options Market: Features, Hedging and Speculation, Currency swap and interest swap.

Module III

Exchange rate determination: Mint Parity theory, Purchasing Power Parity, Monetary Models of Exchange Rate Determination; the Portfolio Balance Model. International Investment decision:

FDI: theories, cost and benefits of FDI and strategy, capital budgeting: Evaluation criteria and computation of the cash flow, political risk: meaning and forms, evaluation and management of political risk, international portfolio investment: benefits, problems and modes.

Module IV

Foreign Exchange Exposure and its management: Exchange rate forecasting: need and techniques, Foreign Exchange Exposure: transaction, real operating and translation, Management of Foreign Exchange Exposure: need, hedging of transaction and real operating exposure.

Module V

Management of short-term funds: working capital policy; managing cash and near cash assets, management of receivables and management of inventory. Financing foreign trade: Foreign trade documentation, modes of payment in international trade, methods of trade financing.

Basic Reading List

1. Apte, P.G. (1995): International Finance Management, Tata McGraw-Hill Publishing. Co. Ltd, New Delhi.
2. Levi, M.D. (1990): International Finance, McGraw-Hill Publishing Company.
3. Levi, M.D. (1996): International Finance, McGraw-Hill, Inc, New Delhi.
4. Kevin, S. (2009): Fundamentals of International Financial Management" PHI, Learning Pvt. Ltd, New Delhi.
5. Click, R. W. & Coval, J. D. (): The Theory and Practice of International Financial Management" Pearson Education.
6. Avadhani, V.A. (): International Financial Management" Himalayan Publishing House.
7. Pibeam, K. (1998): International Financial, McMillan Press Ltd. London.
8. Shapiro, A.C. (1995): Multinational Financial Management, Prentice. Hall of India Pvt. Ltd.

Paper CEE 4.2 Dissertation

Dissertation Presentation: 50 Marks and

Hardcopy of Dissertation: 50 Marks

Paper AEE 4.1 Mathematical Economics

Course Objectives:

1. To impart skills in using mathematics as a language of communication and expression for economic analysis.
2. To build capacity of students for applying different mathematical tools such as game theory, linear/non-linear programming and general equilibrium models in economics research.

Course Outcomes:

On successful completion of this Course, students will be able to:

1. increased use of quantitative and mathematical tools in research activities
 2. increased employability of students in organisations engaged in economic research.
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Module I

Utility Function – Direct and Indirect, Roy's Identity, N-M Utility Function. Concept of elasticities, separable and additive utility function, homogeneous and homothetic utility function, Linear Expenditure system, Index Number.

Module II

CES and VES Production Function, Shephard's Lemma, Input demand function, Adding up theorem, technical progress through Production function, Empirical uses of production function analysis.

Module III

Single market equilibrium – Marshallian and Walrasian equilibrium condition, lagged market equilibrium, multimarket equilibrium General equilibrium system of Walras and Debreu, Stability of the conditions of equilibrium.

Module IV

Linear Programming – Primal and dual problems, Duality Theorems, Simplex method and Revised simplex method; parametric linear programming; Linear Fractional programming; Non-Linear Programming & Khun – Tucker Condition (KTC).

Module V

Dominance property; Arithmetic method for nxn Games; General solution of mxn rectangular games, co-operative & non-cooperative games

Basic Reading List

1. Silberberg, E & Suen, W (2001): The Structure of Economics: A Mathematical Approach, Mc Graw Hill Co., New York.
2. Chiang, A. C. & Wainwright, K (2005): Fundamental Methods of Mathematical Economics, Mc Graw Hill Co., New York.
3. Sydsaeter, K & Hammond, P. J (1995): Mathematics for Economic Analysis, Pearson Education.
4. Kundu K. B. (1971): Welfare Economics; An Introductory Analysis, Nababharat Publishers, Kolkata.

Paper AEE 4.2

Health Economics

Course Objectives

To introduce relevant theory of microeconomics and demonstrate its applicability to health care issues

1. To outline key principles of health economics including efficiency and equity
2. To provides a foundation for and rationale for performing economic evaluation

Course Outcomes:

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

1. Gain knowledge of the key analytical reasoning and tools of health economics and their normative foundations and ethical implications; basic economic theories and models of regulation applied to health care providers as hospitals and long-term care organizations and the health-related behavioural determinants and an overview of some recent policies aimed at improving the populations' lifestyles

2. Use economic models to understand behaviours of actors in the health care sector, do analyses of needs for health care services, make analyses of efficiency and quality of health care organizations, find and utilize relevant data sources describing and use relevant econometric models for the analysis of the economic agents' behaviour
3. Attain competence to apply economic concepts and models to the fields of demand for health, demand for health services, demand for health insurance, provision of health insurance and provision of health care; competence to describe, analyse and critically address economic aspects of health care organizations

Module I: Introduction to Health Economics

Health Economics: Definition and Relevance; Health and healthcare; Healthcare as an economic good; Wants, demands and needs; Economic Methods and Health Economics; Does Economics apply to health and healthcare; Why health economics?

Module II: The Demand for and Supply of Health and Healthcare Demand for Health and

healthcare: concept, a theoretical and empirical investigation, determinants; Socioeconomic Disparities in Health; Demand for Insurance and Moral Hazards; Supply of health and health care: concept, determinants.

Module III: Health Production and Development

Health Production: concept and estimation; Health and Development: theory and evidences.

Module IV: Measurement of Health and Health Status

Introduction; Patient Reported; Patient Centeredness; Health Outcomes; Health Summary Measures; Health Technology Assessment.

Module V: Overview of India's Health Sector

Features of Indian Health Sector; Health Care System in India: history, structure, programs, infrastructure, health information system; Public Health in India; Financing Healthcare in India; Health Sector Reform in India

Basic Reading List:

1. Jay Bhattacharya, J., Hyde, T., Tu, P. (2014): *Health Economics*, Palgrave Macmillan, UK
2. Krabbe, P. F. M. (2017): *The Measurement of Health and Health Status*, Elsevier Inc, London

Paper AEE 4.3

Economics of Gender and Development

Course Objectives

1. To provide a critical overview of economic theories, methods and economic policy debates from a gender perspective.
2. To cover major debates in gender economics relevant to developed and developing countries.
3. To analyse orthodox economic theory and provides students with a gender-critique.
4. To explore alternative feminist economic theory and apply these different theoretical understandings to concrete examples in the real world.

Course Outcomes

On successful completion of the course, a student should be able to demonstrate the ability to:

1. Demonstrate a general understanding of the theoretical debates surrounding the construction of gender and gender relations in the discipline of economics;
2. Critically examine and assess mainstream and heterodox economic theories and policies from a gender perspective;
3. Evaluate the ways in which current economic realities in developed and developing countries have different effects on men and women; and
4. Identify the connections between feminist economic theory and feminist economic reality in developed and developing countries.

Module I

Gender and Development-Concepts, Patriarchy, Caste, Kinship and implications on gender, Gender in mainstream Economics- WID, WAD and GAD approach in development- Basic Needs and Capability Approach. HDI, GDI and GEM, Empowerment of women: concept and implications.

Module II

Demography and female population- Age structure and sex ratio, Mortality and fertility rates and declining sex ratio with special reference to India. Gender in ownership and access to resources, intra household distribution and decision making; Property rights and land rights for women and implications, Historical trends, land reforms and current provisions; Women and environment: WED and Eco feminism, Climate change, women and sustainable development.

Module III

Women and work - concepts and valuation: visible and invisible, productive and unproductive, paid and unpaid work; Economic participation of women in pre-industrial and industrial societies. Women in labour market-supply and demand for female labour, female work participation developing countries with special reference to India, agricultural and non-agricultural activities. Women in formal and informal sector; Gender wage differential- Theories of wage discrimination and differentials and use of time- use survey.

Module IV

Gender Issues in Poverty - Women and poverty, feminization of poverty, Inclusive growth and development, Gender inequalities: Access to education, health and other public services; Social security and Insurance, entitlements and social justice; Women and access to finance: Micro finance and self-help groups; Women empowerment – concept and indicators; Development, Migration and women, Technology and women: ownership, access and implications on gender inequality.

Module V

Globalization and Gender in Neo Liberal economics, Smart Economics and Women in Development Institution framework - engendering development, Women and macroeconomic policies, Decentralization of governance and empowerment of women in India; Gender budgeting with special reference to India.

Basic Reading List

1. Boserup, E (1970): Women's Role in Economic Development, George Allen and Unwin, London
 2. Seth, M. (2000): Women and Development: The Indian Experience, Sage Publications, New Delhi.
 3. Venkateswaran, S. (1995): Environment, Development and Gender Gap, Sage Publications, New Delhi.
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4. Kabeer, N. (1994): *Reversed Realities: Gender Hierarchies in Development Thought*, Kali for Women, New Delhi.
5. Nussbaum, M. (2000): *Capability Approach and Human Development*, Cambridge University Press.
6. Mies, M. (1998): *Patriarchy and Accumulation on a World Scale: Women in the International Division of labour*, Zed Book, London.
7. Agnihotri, S. B. (2000): *Sex ratio in Indian Population: A Fresh Exploration*, Sage Publications, New Delhi.
8. Agarwal, B. (1994): *A Field of One's Own: Gender and Land Rights in South Asia*, Cambridge University Press
9. Sen, A. K. (1990): *Gender and Cooperative Conflicts*, in Tinker (Ed) 'Persistent Inequalities: Women and World Development', Oxford University Press, New York.
10. Amsden, A. H. (Ed.) (1980): *The Economics of Women and Work*, Penguin Publications.
11. ILO (1998): *Women's Participation in the Economic Activity of Asian Countries*, Geneva.
12. Papola, T. S. and A. N. Sharma (Eds.) (1999): *Gender and Employment in India*, Vikas Publishing House, New Delhi.
13. Schultz, T. P. (1988): *Education Investments and Returns*, in Chenry, H. B. and T. N. Srinivasan, *Handbook of Development Economies North Hollnad*, New York.
14. Ahmed. I. (Ed.) (1985): *Technology and Rural Women: Conceptual and Empirical Issues*, George Allen and Unwin, London.
15. Jhabwala, R. and R. K. Subramanya (Eds) (2000): *The Unorganized Sector: Work Security and Social protection*, Sage Publications, New Delhi.
16. Narasimhan, S. (1999): *Empowering Women: An Alternative Strategy from Rural India*, Sage Publications, New Delhi.
17. Purushothaman, S. (1998): *The Empowerment of Women in India: Grassroots Women's Network and the State*, Sage Publications, New Delhi.
18. Jacobs, Jerry, A. (1995): *Gender Inequality at Work*, Sage Publications

Paper FEE 302

Computational Economics

Course Objectives:

1. To teach different aspects and steps involved in undertaking a research work in social sciences.
2. To enable the students for using computers for data analysis and thesis writing.
3. To build capacity of the students on using two popular computational packages such as SPSS and STATA widely used in industry.

Course Outcomes

On successful completion of this Course, students will have:

1. Increased ability to observe social realities with the lens of a researcher.
 2. Increased number of students opting for dissertation in the fourth semester.
-

3. Increased employability of students in research organisations and corporate sector.

This paper is designed to impart the skills related to data analysis and carrying out independent research activities. The course has potential to enhance the employability of students passing out from the department of Analytical and Applied Economics, Utkal University.

The performance of students in the entire course including Module I will be evaluated through practical mode.

Module I: Fundamentals of Research and Academic Ethics

Writing a research proposal, Key elements Review of literature: meaning, objectives, types, sources, stages and precautions. Exercise on writing a review of literature. Academic writing, the APA style sheet Ethical Guidelines for Social Sciences Research in Health adopted by GoI; Plagiarism: Meaning and types; Why do people plagiarized? How to avoid it?

Module 2: Data Analysis through SPSS

Basics of SPSS, Descriptive Statistics in SPSS, Graphs and Charts in SPSS, Regression Analysis using SPSS

Module 3: Data Analysis through STATA

Basics of STATA, Descriptive Statistics in STATA, Graphs and Charts in STATA, Regression Analysis using STATA

Module 4: Data Analysis through EViews

Basics of E views, Descriptive Statistics in E views, Graphs and Charts in E views, Regression Analysis using E views

Module 5: Open Source Softwares for Data analysis (R-Statistics or GRETL)

Basics of R-Statistics/GRETL, Descriptive Statistics in R Statistics/GRETL, Graphs and Charts in R Statistics/GRETL, Regression Analysis using R Statistics/GRETL

Paper AEE 403 Advanced Econometrics

Course Objectives

1. To provide a basic understanding of limited dependent variable models, Simultaneous Equation Models and Time series Econometric Models
2. To introduce the relevant econometric theory and explaining the theory with examples
3. To develop an intuitive understanding of the material that will allow these econometric tools to be utilized effectively and creatively.

Course Outcomes

On successful completion of this Course, students will be able to:

1. Learn various advanced econometric methods, estimation methods and related econometric theories
 2. Apply these methods to data or econometric modeling techniques
 3. Use software packages to estimate econometric models, interpret econometric estimates and analyze the results.
-

Module I

Dummy dependent variable models: Estimation using LPM, Logit, Probit and Tobit models; Multivariate normal Probability distribution – its properties; Hotelling T distribution.

Module II

Autoregressive and distributed lag models – Koyek's model, Partial Adjustment model, Adaptive expectation model; Instrumental Variables; Almon's approach to distributed lag models; Causality test – Granger test, Sim test.

Module III

Simultaneous equations models – Introduction and examples; the simultaneous equation bias and inconsistency of OLS estimators; The Identification problem – Rules of identification – Order and rank conditions; Methods of estimation of Simultaneous equation model – Recursive method, ILS, 2SLS. System method of estimation of Simultaneous equation models – 3SLS.

Module IV

Multivariate Analysis: Discriminant Analysis, Principal Component Analysis, Factor Analysis, Cluster analysis. Panel data techniques – Fixed effect model, Random effect model, Random Coefficient model.

Module V

Time Series Econometrics – Stationarity, Tests of Stationarity, Unit root, Spurious regression and co-integration, Dickey Fuller test, Engle – Granger test, Random walk model; Forecasting with ARIMA model, Box- Jenkins methodology, Vector auto regression, Problems with VAR modeling – Applications.

Basic Reading List:

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

Paper AEE 405

Financial Inclusion and Economic Development

Course Objectives:

The objectives of this course are to provide the students with thorough understanding of

1. Financial inclusion and exclusion, relation between financial inclusion and economic development
2. Role of financial institutions, micro finance and micro insurance in financial inclusion.

Course Outcomes

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

1. Learn and analyse the dimensions of financial inclusion, the progress of financial inclusion in India
 2. Analyse the complexities associated with financial inclusion in India.
-

Module I: Financial Inclusion and Inclusive Growth

Inclusive Growth: Concept, Relevance and Salient Features. A Theoretical Model for Inclusive Economic Growth in India, Challenges and prospects of inclusive growth in India. Financial Inclusion: Concepts, Rationale; Financial exclusion, financial inclusion in India.

Module II: Strategy for financial Inclusion

Strategies to extend financial services to vulnerable groups, Measurement of the progress of financial inclusion, Financial inclusion Index, Determinants of financial inclusion, Economics of financial inclusion.

Module III: Institutions and Financial Inclusion

Role of Banking System in Financial Inclusion, Financial Inclusion and Social Banking, Regional Rural Banks, Cooperative Credit Institutions, Reserve bank of India, Government in financial inclusion, Technology Applications in Banking Sector.

Module IV: Rural Credit and Micro Finance

Rural Credit, Demand and Supply Side Analysis, Institutional Mechanism in India, Government Policies for Promoting Rural Credit, Micro Finance: Institutions and Mechanisms, Credit to SHGs, Growth, Prospectus and Challenges, Policy Measures; Farm and Non-farm credit.

Module V: Insurance

Moral Hazard and Adverse Selection Problem in Insurance Market; Benefits and Costs of Insurance, Micro insurance, The Moral Foundations of Universal Health Insurance, Evolution of Insurance, Market in India. Reforms in Indian Insurance Market.

Basic Reading List

1. Karmarkar, K. G., Banerjee, G. D. & Mohapatra, N. P. (2011): Towards Financial Inclusion in India, Sage Publication
2. Desai, V. (2005): Rural Development in India, Himalaya Publishing House
3. Rohtagi (2010) Rural Banking & Overdues Management, Cyber Tech Publications
4. Patnaik, U. C. & Mishra, R. N. (1999): Rural Banking in India, Anmol Publications
5. Bhatnagar, A. (2008): Rural Micro finance & Microenterprise, Concept Publishing Co.
6. Sohani, A. K. (2009): Financial Inclusion: Perspectives and Country Experiences, ICFAI
7. Sujatha, B. (2007): Financial Inclusion: Concepts and Strategies, ICFAI
8. Kocchar, S., Chakrabarty, K. C. & Rangarajan, C. (.): Speeding Financial Inclusion, Academic Foundation
9. Sundaram, I. S. (2015): Rural Development, Himalaya Publishing House

Paper CEE 201

Economics of Education

Course Objectives:

1. To study the role of economics in evaluating education and education policy
 2. To familiarize with educational problems in the context of economic concepts, theories and techniques
 3. To develop an understanding of planning, financing and cost of education
 4. To find the link between the educational system and economic development
-

5. To apply standard economic theories to understand how individuals make education choices
6. To explain and predict education markets and their inefficiencies

Course Outcomes:

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

1. Understanding of key concepts, issues, theories and models relating to economics of education, along with empirical evidence on and policy implications of those theories and models and a deeper understanding of recent research activity;
2. Understand methods used by economists to evaluate education policies;
3. Understand and Model the Education Production Function;
4. Define the return to education and understand its empirical estimates;
5. Research and investigative skills such as problem framing and solving and the ability to assemble and evaluate complex evidence and arguments.

Module I: Economics of Education and Demand for Education

Economics of Education: definition, methods, evidence and policy, Classical Economists and Education; The demand for education: Education as creation of minimal capabilities, Education as investment in human capital, The role of individual talent, Imperfect financial markets and the indivisibility of human capital investment.

Module II: Supply of Education

The supply of education: Human capital formation, Class formation and peer effects, Integration or segregation, Class size, Resource effectiveness, Resource efficiency, Efficiency versus equity.

Module III: Educational Financing

Education financing: Demand for education when agents differ in abilities and family incomes, Collective choice over public or private schooling, Growth and inequality under public and private schooling, Education financing and school stratification, School voucher as a solution, Subsidizing or lending; Financing Education in India.

Module IV: Production of Education

Education Production Function: concept, estimation, role in policy analysis; Costs of Education: direct and indirect; Wastage and Stagnation; Benefits of Education: types, measurement; Returns to Education: Productivity of human capital, Effort-enhancing preferences, Education as a signal or as a screening device, On-the-job training, Measuring the return on education, Estimating the return on education.

Module V: Educational Planning

Educational planning and economic growth – Cost- benefit analysis; production function models; education and economic growth: dimensions, sources, contributions. Manpower requirements approach programming and input-output models. Economics of educational planning in developing countries with reference to India.

Basic Reading List

1. Checchi, D. (2005): The Economics of Education, Cambridge University Press, New York
2. Psacharopoulos, G. (1987): Economics of Education: Research and Studies, Pergamon Books Ltd, Oxford
3. Lovenheim, M. & Turner, S. (2018): Economics of Education, Worth Publishers, New York.

MASTER OF ARTS IN ENGLISH

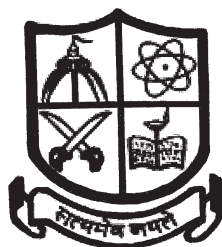
(SEMESTER PATTERN)

CHOICE BASED CREDIT SYSTEM SYLLABUS

TWO-YEAR FULL TIME PROGRAMME

COURSES OF STUDIES

(2023 -2024)



Buxi Jagabandhu Bidyadhar Autonomous College

Bhubaneswar - 751014

Accredited at the 'A' Level by

National Assessment and Accreditation Council (NAAC)

Telephone/Fax : 0674-2436971, Website : www.bjbcollege.ac.in

M.A. ENGLISH

About the Programme

The M. A programme in English is a two-year advanced course which deals with the study of Literature and Language in English across the world. The programme is aimed at developing a broad competence in literary-historical periods before moving to a more specialized knowledge of a single area or topic. It offers a comprehensive exposure not only to literary periods but also to the important literary movements, literary theory and the history of criticism, translation and other emerging areas. In its updated version, research has been given the utmost importance to help students learn to consider sources of information and evaluate the nuances of meaning and the impact of language and literary texts.

The syllabus has been designed and updated keeping in mind the Choice Based Credit System (CBCS) and Learning Outcomes Curriculum Framework (LOCF) recommended by the UGC.

Programme Outcomes:

The programme is designed with the following aims:

1. Providing comprehensive understanding and knowledge of English Literary Studies and facilitating careers in teaching, translation, publishing, print/electronic media, and pursuit of higher studies
2. Encouraging a liberal, ethical, humanitarian attitude and affective states
3. Inculcating in the students a spirit of respect for the imagination and the intellect as embodied in the literary and cultural traditions
4. Fostering interest in other arts like theatre, film and analyzing the multiple ways in which they can enrich literary studies.
5. Promoting the necessary skills of critical reading, analysis and writing
6. Guiding students to learn the basic skills of research and writing a dissertation

Programme Specific Outcomes:

Upon successful completion of the M.A programme in English, students will be able to

1. Read, understand and appreciate great works of literature in English produced not only in England but elsewhere in the world
2. Demonstrate acquaintance with major critical trends including the recent ones in order to sharpen their critical tools and develop a broad and inclusive critical perspective
3. Study literature largely in its aesthetic and humanist emphasis and at the same time relate it to language, structure, history, reader, subjectivity and gender
4. Know the principles and methods of English Language Teaching (ELT) and equip themselves with a general background knowledge of theoretical linguistics
5. Understand the nature and scope of research in literature and its allied subjects
6. Take an active interest in their own literatures through translation and develop a cross-cultural understanding of literature in general

Mode of Evaluation

The M.A programme in English comprises 4 semesters. Semesters 1, 2 and 3 have 5 courses each, whereas, Semester 4 has 3 courses along with a research project /seminar presentation and a dissertation. Each course (including the research project/seminar presentation and the

dissertation) carry 100 marks. Of these, the End-Semester examination will be of 70 marks and 30 marks for internal examination.

Question pattern

Mid-semester: 05 short answer-type questions (2x5) =10 marks

02 long answer-type questions (10x2)=20 marks

End-semester: 05 long answer-type questions (14x5)=70 marks

The total marks for the M.A programme in English is 2000 marks.

Topics for the dissertations of the students will have to be approved by the Departmental Committee in the beginning of the 4th Semester. Allotment of supervisors will also be done by the Departmental Committee.

Semester	Paper Code	Paper Name	Marks		Full Marks	Credits
			Mid semester	End Semester		
I	C-101	Literary Criticism- From Plato to Leavis	30	70	100	6
	C-102	The Age of Initiation and the Age of Exploration	30	70	100	6
	C-103	The Age of Reason	30	70	100	6
	C-104	The Age of Revolution	30	70	100	6
	C-105	The Age of Uncertainty	Seminar -30	70	100	6
II	C-201	Literary Theory	30	70	100	6
	C-202	The Age of Anxiety- I	30	70	100	6
	C-203	The Age of Anxiety- II	30	70	100	6
	C-204	Literatures from the World	30	70	100	6
	C-205	Introduction to Linguistics & ELT	Seminar -30	70	100	6
III	C-301	The Romantic Period: Poets & Essayists (1820-1860)	30	70	100	6
	C-302	The Romantic Period: Fiction & Autobiography (1820-1860)	30	70	100	6
	C-303	The Rise of Realism(1820-1914)	30	70	100	6
	EC-304	Elective-A Contemporary Literature: Familiar Made Strange: Russian and Czech Formalism	30	70	100	6
	C-305	Research Methods in Literary Studies	Seminar -30	70	100	6

IV	C-401	Modernism & Experimentation: Poetry & Drama	30	70	100	6
	C-402	Twentieth Century American Fiction	30	70	100	6
	EC-403	Elective-B Contemporary Literature: Structures of Power & Play: Structuralism, Marxism and Post structuralism	30	70	100	6
	C-404	Seminar & Assignment	Seminar -50	Assign- ment-50	100	6
	C-405	Project (Dissertation)	100 marks		100	6
		Total 20 papers in Two Years			2000	120

SEMESTER - 1

1. Core courses (compulsory) 10 papers 100 marks per paper Total marks:1000

C - 101 : Literary Criticism: From Plato to Leavis

Course Objectives:

This paper seeks to introduce students to the tradition of the Western Literary Criticism from Classical Antiquity to the early Modern period. The selections aim at guiding students through several centuries of critical writing. This paper is to be read in conjunction with a companion course in literary theory in the following semester.

Unit - I:

Plato : *The Republic* (BookX) OR Aristotle: *The Poetics* (Chs 1, 2, 3, 4)

Unit - II:

Samuel Johnson : *Preface to Shakespeare* OR S. T Coleridge : *Biographia Literaria* (Chs 13 & 14)

Unit - III:

William Wordsworth : "Preface" to *Lyrical Ballad*

Unit - IV:

Matthew Arnold : *The Function of Criticism at the Present Time.*

Unit - V:

S.T. Eliot : *To Criticize the Critic* OR F.R. Leavis : *Under Which King, Bezonian?*

Learning Outcomes:

By the end of the course students will be able to know:

- The origins of Western literary criticism
- The foundational principles of Western literary criticism
- The evolution of Western literary criticism from classical antiquity to the early modern period
- The function/ role of criticism in literary studies

Suggested Reading :

Relevant chapters from:

- Johns Hopkins' *Guide to Literary Theory and Criticism*. Johns Hopkins University Press, US. (2005)
 - David Daiches, *Critical Approaches to Literature* (2001)
 - Terry Eagleton, *The Function of Criticism : From Spectator to Post- structuralism* (2006)
 - Chapter on Criticism from: *Norton Anthology of Criticism* and Patricia Waugh (ed) *Literary Criticism and Theory* (2006)
-

C - 102 : The Age of Initiation and the Age of Exploration

Course Objectives:

This course will cover the area of literary production from Geoffrey Chaucer to John Donne. Primary to this course is the shift from the late Middle Age to Renaissance and to show how literature incorporated the larger historical, political and cultural changes of the time.

Unit - I:

Geoffrey Chaucer : *Prologue to the Canterbury Tales*

Unit - II:

Christopher Marlowe : *Doctor Faustus*

Unit - III:

William Shakespeare : *King Lear*

Unit - IV:

John Milton : *Paradise Lost* (Books 1 & 2)

Unit - V:

Meta physical Poetry:

John Donne: "The Flea", "Song: Go and Catch a Falling Star", "The Good-morrow", "Love's Alchymie", "The Sunne Rising", "Anniversarie", "The Canonization", "Hymne to God, my God, in my sickness", "A Valediction: forbidding mourning", "The Extasie", "Batter my heart, three - person's God" & "Death be not proud"

OR

Andrew Marvell : On a drop of Dew, The Coronet, Eyes and Tears, Bermudas, A Dialogue between the Soul and the Body, To His Coy Mistress, The Fair Singer, The Definition of Love, The Mower to the Glo-Worms, The Garden

Learning Outcomes:

By the end of the course students will be able to know:

- The historical and literary context of the late Middle Ages and the Renaissance
- The aesthetic and political shifts leading to the evolution of the Renaissance Man
- The rise of drama and the beginning of metaphysical poetry
- The rise of Puritanism and its impact on literature

Suggested Reading:

- Peter Brown; *Geoffrey Chaucer (Authors in Context)*. OUP .(2011)
 - Sukanta Chaudhuri; *Infirm Glory: Shakespeare and the Renaissance Image of Man*. OUP. (1981) Pelican Guides to English Literature Vol.III
 - Helen Gardner; *The Metaphysical Poets*
 - Stanley Wells; *The Cambridge Companion to Shakespeare Studies*. Cambridge University Press
-

C - 103 : The Age of Reason

Course Objectives:

This course will acquaint students with the transformations that occurred in English literature in response to the authors' reaction to the Elizabethan effervescence and in admiration of the classical period and how the major fictional and non-fictional works of the period demonstrate the dignity and formality that never occurring earlier.

Unit - I:

William Congreve: *The Way of the World* OR Sheridan: *Rivals*

Unit - II:

Swift: *Gulliver's Travels*

Unit - III:

Defoe: *Robinson Crusoe*

Unit - IV:

Addison and Steele: *The Coverley Papers* OR Johnson: *Lives of Poets (Milton)*

Unit - V:

Dryden: *Absalom and Achitophel*

Learning Outcomes:

By the end of the course students will be able to know:

- The major features of neo-classicism and the Enlightenment
- The three representative forms of the 18th century literature: Essay, mock-heroic poetry and restoration drama
- The foregrounding of logic and reason in the 18th century literature and British literature
- The development of the Novel

Suggested Reading:

- Pelican Guides to English Literature Vol.IV
- Leslie Stephen, *Literature and Society in the Eighteenth Century*
- Basil Willey, *Eighteenth Century Background*
- Paul Fussell, *The Rhetorical World of Augustan Humanism*

C - 104 : The Age of Revolution

Course Objectives:

The course aims at giving the students a broad perspective of the literary genres of the period and to help them explore the new political ideas in a period of Enlightenment, Romanticism and Revolution.

Unit- I:

William Blake: (*Poems*)- “And did those feet”, “Tyger”, “To Autumn”, “The Lamb”, “The Chimney Sweeper” & “London” OR Shelley: *Prometheus Unbound Acts 1 & 2*

Unit- II:

William Wordsworth: *The Prelude* (Bks.- 1 and 2)

Unit- III:

S.T. Coleridge: *The Rime of the Ancient Mariner*

Unit- IV:

Keats: "Ode to Psyche", "Ode to a Nightingale", "Ode on a Grecian Urn", "Ode to Autumn" and "Ode on Melancholy"

Unit- V:

Jane Austen: *Emma* OR *Mansfield Park*

Learning Outcomes:

By the end of the course students will be able to:

- Demonstrate an understanding of the historical and cultural contexts of English Romanticism
- Recognize the profound implications that Romanticism had for the modern-day understanding of the self, nature, reason, freedom and the role of the artist as an interpreter of all these
- Recognize the primacy of imagination in Romantic texts as opposed to reason and logic in the neo classical texts
- Discuss the philosophical ideas that in form English Romantic literature

Suggested Reading:

- Maurice Bowra, *The Romantic Imagination*. OUP. 1950.
- M.H. Abrams, *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. OUP. 1971
- M.H. Abrams, *Natural Super naturalism*. Norton. 2002.
- Stuart Curran (ed), *The Cambridge Companion to British Romanticism*. 1993.

C - 105 : Age of Uncertainty**Course Objectives:**

This course will help students to explore the three trends of the period in its literature: a democratic spirit in politics, a scientific attitude towards life, and colonialism.

Unit- I:

Tennyson: *In Memoriam* - ("The Prologue", Section I, II, III, VII, IX, XX, XXI, XV, XXVII, XXXI, XXXVII, XL, XLI, L, LV, LVI, LXXIII, XCV & "The Epilogue")

Unit- II:

Charles Dickens: *Great Expectations*

Unit- III:

Elizabeth Gaskell: *Mary Barton*

UnitIV:

George Eliot: *Adam Bede*

UnitV:

Thomas Hardy: *Tess of D'urbervilles*

Learning Outcomes:

By the end of the course students will be able to

- Demonstrate familiarity with the dominant intellectual currents of the Victorian era
- Identify the major characteristics of Victorian literature
- Gain an understanding of the various facets of the Victorian novel in tandem with the social, political and intellectual context of the age
- Gain an understanding of the main aesthetic developments within the period across all genres

Suggested Reading:

- Herbert F Tucker, *A New Companion to Victorian Literature and Culture*. Wiley Black well.2014
- Ian Gregor, *Reading the Victorian Novel: Detain in to Form*. Vision Press. 1980.
- Francis O' Gorman, *A Concise Companion to the English Novel*. Black well Publishing. 2005.
- Harold Bloom, *The Victorian Novel*. 2004

(**Note** : In case of alternative texts, the texts in **bold** will be taught.)

SEMESTER-2

C - 201 : Literary Theory

Course Objectives:

This paper is a companion course of Core1 that seeks to introduce students to modern literary theory.

Unit- I:

Viktor Shklovsky: "Art as Technique" OR **John Crowe Ransom: "Poetry: A Note on Ontology"**

Unit- II:

Raymond Williams: "Uses of Cultural Theory" OR **Roland Barthes: "From Work to Text"**

Unit- III:

Jacques Derrida: "Structure, Sign and Play in the Discourse of Human Sciences"

Unit- IV:

Michel Foucault: "What is an Author?"

Unit- V:

Chandra Talpade Mohanty: "Under Western Eyes" OR **Laura Mulvey: Visual Pleasure and Narrative Cinema"**

Learning Outcomes:

By the end of the course students will be able to

- Appreciate the relevance and value of theoretical models in literary studies
- Examine and analyze strengths and limitations of critical/ theoretical arguments
- Demonstrate a greater understanding of the major critical tools available to understand any given text
- Apply the critical concepts or arguments, successfully, in a close reading of a literary text

Suggested Reading:

- Terry Eagleton, *Literary Theory : An Introduction*. John Wiley & Sons. 2011.
- Peter Barry, *Beginning Theory : An Introduction to Literary and Cultural Theory*. 2002
- Raman Selden, et al, *A Reader's Guide to Contemporary Literary Theory*. 2005
- Patricia Waugh, *The Oxford Guide to Literary Criticism and Theory*. 2008

C - 202 & C - 203

Course Objectives :

The papers (divided into parts: Age of Anxiety I and Age of Anxiety II) will provide students exposure to British literary works of the modern period which are marked by anxiety about history, tradition and order and reflect a spirit of self-questioning, a flair for experimentation and a desire for innovation.

C - 202 : The Age of Anxiety-I

Unit- I:

James Joyce: *A Portrait of the Artist as a Young Man*

Unit- II:

George Orwell: *Nineteen Eighty Four*

Unit- III:

Virginia Woolf: *To The Light House*

Unit- IV:

T.S. Eliot: "Burnt Norton" from *Four Quartets*

Unit- V:

G.B. Shaw: *Saint Joan*

Learning Outcomes :

By the end of the course students will be able to

- Measure the impact of the historical, political, social and cultural events of the century on its literature
- Gain an understanding of literary modernism and its experimentation with language and narrative form
- Demonstrate familiarity with the key writers and texts of the 20th century
- Develop the skills of critical interpretation of the texts in an age of anxiety, skepticism and uncertainty

Suggested Reading :

- Boris Ford (ed), *Pelican Guide to English Literature: The Modern Age*
- Malcolm Bradbury and James Mc Farlane (eds), *Modernism*
- G.S. Fraser, *The Modern Writer and His World*
- Peter Faulkner, *Modernism* (Critical Idiom: Methuen) Peter Childs, *Modernism* (New Critical Idiom: Routledge)
- Christopher Butler, *Modernism* (A Very Short Introduction: Oxford)

C - 203 : The Age of Anxiety-II

Unit- I:

W.B. Yeats: *Selected Poems*: Sailing to Byzantium, Among School Children, Leda and the Swan, Byzantium, Dialogue of Self and Soul, 1919, The Second Coming

Unit- II:

D.H. Lawrence: *Women in Love*

Unit- III:

E.M. Forster: *A Passage to India*

Unit- IV:

Samuel Beckett : *Waiting for Godot* OR John Osborne : *Look Back in Anger*

Unit- V:

William Golding: *Lord of the Flies* OR **Joseph Conrad: *The Heart of Darkness***

Learning Outcomes :

By the end of the course students will be able to

- Measure the impact of the historical, political, social and cultural events of the century on its literature
- Gain an understanding of literary modernism's experimentation with language and narrative form
- Demonstrate familiarity with the key writers and texts of the 20th century
- Develop the skills of critical interpretation of the texts in an age of anxiety, skepticism and uncertainty

Suggested Reading :

- Boris Ford (ed), *Pelican Guide to English Literature: The Modern Age*
- Malcolm Bradbury and James Mc Farlane (eds), *Modernism*
- G.S. Fraser, *The Modern Writer and His World*
- Peter Faulkner, *Modernism* (Critical Idiom: Methuen) Peter Childs, *Modernism* (New Critical Idiom: Routledge)
- Christopher Butler, *Modernism* (A Very Short Introduction: Oxford)

C - 204 : Literatures from the World**Course Objectives:**

This paper offers a selection of representative literary texts from around the world. The course aims to familiarize students with the diverse literary cultures of the world with a key emphasis on how literary experiences travel across the world through reception, adaptation and influence.

Unit- I:

Chinua Achebe: *Things Fall Apart*

Unit- II:

V.S. Naipaul: *A House for Mr. Biswas*

Unit III:

Franz Kafka: *The Trial* OR **Albert Camus: *The Plague***

Unit- IV:

Charles Baudelaire: from *Flowers of Evil (Fleursdemal)* (1857): "The Balcony", "Lethe", "Landscape", "The Albatross", "The Vampire"

OR

Pablo Neruda: "If you forget me", "I do not love you except", "Tonight I can write the saddest lines", "Every day you play", "Memory"

UnitV:

August Strindberg: *The Father* OR Henrik Ibsen: *Ghosts*

Learning Outcomes:

By the end of the course students will be able to

- Acquaint themselves with diverse literary texts from around the world
- Evaluate the impact of indigenous issues and concerns on fictional representation
- Demonstrate familiarity with the processes of literary reception, adaptation and influence
- Analyze how the selected texts of world literature represent the idea of collective humanity

Suggested Reading:

- David Damrosch, *What is World Literature?* Princeton UP. 2003
- Emrich Wilhelm, *Franz Kafka: A Critical Study of his Writings*. 1981
- F. Abiola Irele, *The Cambridge Companion to the African Novel*. 2009
- John Foley, *Albert Camus: From the Absurd to Revolt*. 2008
- Ritchie Robertson, *Kafka: A Very Short Introduction*. OUP. 2004

C - 205 : Introduction to Linguistics and ELT**Course Objectives:**

This course will introduce students to the fundamental features of English language: the phonetic, morphological, syntactic and semantic features. It will also provide essential perspectives on the history, status and prospect of English language teaching and learning.

Unit I:

Linguistics: Introduction, Scope and Application, Design features of language

Unit II:

Phonetics & Phonology - Mechanism of speech production, Description of vowels & consonants, Phoneme & Allophone

Unit III:

Morphology & Syntax - Morpheme & Allomorph, English syntax: I C analysis, English semantics: types of meaning

Unit IV:ELT-I

History of English education in India & its present status; Standard English and its usage, ELT & ELL: Methods and techniques of teaching English- Grammar- translation method, Direct method, CLT, Teaching and learning the four language skills: LSRW

UnitV:ELT-II

Socio linguistics: Dialects, Pidgin, Creole, Registers, Materials for ELT : Authentic (Real-life) materials, English in print and in electronic media; Mass media text

Learning Outcomes:

By the end of the course, the students will be able to :

- Demonstrate an acquaintance with the formal and functional characteristics of human language.
- Gain an understanding of the general principles of linguistics.
- Demonstrate an understanding of English phonetics and transcription.
- Understand the implications of the various aspects of language and its structure to second language teaching.

Suggested Reading:

- A C Gimson, *An Introduction to the pronunciation of English* T Balasubramanian, *A Textbook of Phonetics for Indian Students*
- David Crystal- *Linguistics*
- Nagaraj, Geetha. *English Language Teaching: Approaches Methods Techniques*. Calcutta, Orient Longman, 1996.
- Agnihotri. R.K. *Problematizing English in India*. New Delhi. Sage RALZ, 1997.
- Parhi, A.R. *Indian English through Newspapers*. New Delhi: Concept, 2008.
- Richards & Rodgers (2001). *Approaches and Methods in Language Teaching*.
- Ellis, R. (2008). *Second Language Acquisition*. 2nd edition, Oxford: OUP
- Parhi, A.R. 'Towards the Anti-Canon: A Brief focus on Newspaper English in India', *Studies in Humanities and Social sciences (SHSS)*, IIAS, Shimla, 2006.
- Gass, S., & Selinker, L. (2008). *Introduction to Second Language Acquisition*. 2nd edition.
- Stern, H.H. *Fundamental Concepts of Language Teaching*. Oxford University Press, 1983.
- Howatt, A.P. R *A History of English Language Teaching*. Oxford. Oxford University Press.

***Additional Suggested Reading for Core Papers 1-8**

- Norton History of English Literature
- Pelican Guides to English Literature

(Note : In case of alternative texts, the texts in **bold** will be taught.)

SEMESTER - 3

Core Elective : American Literature

Overview:

The course is designed to encourage an in-depth study of American experience as represented in the seminal texts of American Literature. It focuses on themes, theories, genres, conventions, movements, and experiments that have given a shape and significance to American Literature.

C - 301 : The Romantic Period: Poets and Essayists (1820-1860)

Course Objectives:

The course focuses on how the poets and essayists contributed to the “discovery of a distinctive American voice.”

Unit I:

Walt Whitman: Song of Myself, Crossing Brooklyn Ferry, When Lilacs in the Dooryard Bloomed, Passage to India, O Captain! My Captain!

Unit II:

Emily Dickinson: I Measure every grief I Meet, Because I Could Not Stop for Death, My Life had stood –A Loaded Gun, Rearrange a wife’s affection, I Taste a Liquor Never Brewed

Unit III:

Edgar Allen Poe: Alone, A Dream Within a Dream, Annabel Lee, The Raven, Eldorado

Unit IV:

Emerson: The American Scholar, Self-Reliance

Unit V:

Thoreau: Walden

Learning Outcomes:

By the end of the course students will be able to

- Identify key figures and texts of 19th century American poetry and non-fictional prose
- Demonstrate familiarity with the idea of a “distinctive American voice and experience”
- Analyse the works based on their historical and critical background
- Demonstrate knowledge of the development of characteristic forms or styles of expression during the 19th century of American history

Suggested Reading:

- Robert E Spiller, The Cycle of American Literature: An Essay in Historical Criticism. Macmillan. 1955.
 - Malcolm Bradbury and Richard Ruland, From Puritanism to Postmodernism: A History of American Literature. Penguin. 1991
 - M. Jimmie Killingsworth, The Cambridge Introduction to Walt Whitman. 2007.
 - Wendy Martin, The Cambridge Companion to Emily Dickinson. 2002
-

C - 302 : The Romantic Period (1820-60, Fiction and Autobiography)

Course Objectives:

This course is designed to acquaint students with the Romantic period of American literature otherwise known as transcendentalism. Along with fiction, students will also be exposed to slave narratives in this course.

Unit I:

Hawthorne: *The Scarlet Letter*

Unit II:

Melville: *Moby Dick*

Unit III:

Harriet Beecher Stowe: *Uncle Tom's Cabin*

Unit IV:

Harriet Jacobs: *Incidents in the Life of a Slave Girl*

Unit V:

Frederick Douglass: *Narrative of the Life of Frederick Douglass, An American Slave*

Learning Outcomes:

By the end of the course students will be able to

- Gain an understanding of American Romanticism or Transcendentalism.
- Identify key figures and texts of the American Romantic Movement
- Make a distinction between the English Novel and the American Romance
- Demonstrate familiarity with slave narratives and the specific context from which they emerged

Suggested Reading:

- Richard Chase, *The American Novel and its Tradition*. Johns Hopkins University. 1957
- Robert E Spiller, *The Cycle of American Literature*. The Free Press. 1967
- Helen Thomas, *Romanticism and Slave Narratives: Transatlantic Testimonies*. Cambridge UP. 2000
- Jermaine O. Archer, *Antebellum Slave Narratives: Cultural and Political Expressions of Africa*. 2009

C - 303 : The Rise of Realism (1860-1914)

Course Objectives:

This course will introduce students to the period of American Realism in literature which was also known by the name of Naturalism.

Unit I:

Samuel Clemens (Mark Twain) : *Adventures of Huckleberry Finn*

Unit II:

Henry James: *The Portrait of a Lady*

Unit III:

Edith Wharton: *The House of Mirth*

Unit IV:

Stephen Crane: *The Red Badge of Courage*

Unit V:

Theodore Dreiser: *Sister Carrie*

Learning Outcomes:

By the end of the course students will be able to

- Gain an understanding of American Realism or Naturalism
- Identify the key texts and figures of American Realism
- Identify the beginnings of racial discourse in the American novel
- Identify the rise of female protagonists in the American novel

Suggested Reading:

- Philip J. Barish, *The Cambridge Introduction to American Literary Realism*. CUP. 2011
- Donald Pizer, *Realism and Naturalism in Nineteenth Century American Literature*. Southern Illinois UP. 1984
- Jocelyn Chadwick, *The Jim Dilemma: Reading Race in Huckleberry Finn*, UP of Mississippi. 1998

**EC (Allied Elective Course A & B):
Contemporary Approaches to Literature****Course Objectives:**

Contemporary approaches to literature, which this inter disciplinary course offers for the benefit of students of the English Department as well as allied Departments, does not simply mean to bring the students the latest in the field of approaches to literature. On the contrary, the course seeks to explain the fundamental shift that has occurred when literary studies in the West transitioned from Literary Criticism to Theory. And theory, as Jonathan Culler points out, provides the conceptual frame work for literature instead of being derived from it as criticism in its traditional role tended to be.

Learning Outcomes:

The course will guide the students through contemporary approaches starting with Russian Formalism and take in major players in the field such as Structuralism, Poststructuralism, Marxism, New Historicism, Feminism and Postcolonialism. The goal of this course is to enable students to enjoy criticism, in its larger theory-informed sense, and deliver, in the words of a recent book by A.O.Scott, 'Better Living through Criticism'.

EC-304 (Elective-A): Familiar Made Strange : Russian and Czech Formalism

Unit I:

Cleanth Brooks, "What Does Poetry Communicate?"

Unit II:

Roman Jakobson, "Linguistics and Poetics"

Unit III:

I.A Richards, "Two Uses of Language"

Unit IV:

Northrop Frye, "Archetypes in Literature"

Unit V:

Boris Eichenbaum, "The Theory of the Formal Method" (in *Russian Formalist Criticism: Four Essays*. Ed. Lemon and Reis)

Suggested Reading

- Jonathan Culler, *Literary Theory: A Very Short Introduction*
- Terry Eagleton, *Literary Theory: An Introduction for Foreign Students*
- Fredric Jameson, *The Prison House of Language: A Critical Account of Formalism and Structuralism*
- A.O. Scott, *Better Living Through Criticism: How to Think About Art, Pleasure, Beauty, and Truth*

C - 305 : Research Methods in Literary Studies

Course Objectives:

This paper aims to acquaint students with the fundamentals of research and is especially designed to help students write a 'Research project' in the final semester of the Masters programme.

Unit I:

Meaning and objectives of research, Types of research

Unit II:

Choosing an area and topic of research, Preparing a research design

Unit III:

Primary and secondary sources, Plagiarism and accessing library resources, Bibliographic citations

Unit IV:

Research in Literary studies vs Research in Social Sciences

Unit V:

Research Ethics & Academic Integrity, Plagiarism: Methods of detection.

Learning Outcomes:

By the end of the course students will be able to

- Grasp the basics of research in literary studies
- Choose the type and tool of research most suited to write their M.A project
- Understand the nature and scope of research in literature and its allied subjects
- Develop research questions and research objectives on the basis of the literature review

Suggested Reading:

- C.Wayne Booth, *The Craft of Research (4thed.)* University of Chicago Press. 2016
- Gabriele Griffin, *Research Methods for English Studies*. Edinburgh UP. 2016
- *MLA Hand book*. 8thEd. 2018

(Note : In case of alternative texts, the texts in **bold** will be taught.)

SEMESTER- 4

Core Elective : American Literature

C - 401 : Modernism and Experimentation: 1914-1945

Course Objectives:

This course will introduce students to the American tryst with Modernism and literary experimentation in terms of language and themes. It is therefore, divided into two components, Poetry and Drama and 20th century American Fiction. In this paper, students will be exposed to some of the representative texts of American poetry and drama.

Unit I:

Robert Frost: Mending Wall, The Road Not Taken, Birches, Stopping by Woods on a Snowy Evening, After Apple-Picking.

OR

William Carlos Williams: The Red Wheel-Barrow, Rain, The Yachts, Tract, Nantucket

Unit II:

Wallace Stevens: Of Modern Poetry, The Emperor of Ice-Cream, Sunday Morning, The Idea of Order at Key West, Anecdote of the Jar

OR

e.e.cummings: As Freedom is a Breakfast Food, Anyone Lived in a Pretty How Town, My Love, All in Green Went My Love Riding, I Sing of Olaf

Unit III:

Eugene O'Neill: *Emperor Jones* OR *The Hairy Ape*

Unit IV:

Tennessee Williams: *A Streetcar Named Desire*

Unit V:

Arthur Miller: *All My Sons*

Learning Outcomes:

By the end of the course students will be able to

- Gain an understanding of Modern American poetry and drama
- Identify the key figures and representative texts of modern American poetry and drama
- Distinguish the specific ways in which modern American drama and poetry differed from that of modern British drama and poetry
- Identify the trends of modern American drama and poetry

Suggested Reading:

- Harold Bloom, *Modern American Poetry*. Bloom's Period Studies. 2005
 - William Doreski, *The Modern Voice in American Poetry*. University Press of Florida. 1995
 - C.W.E. Bigsby, *Modern American Drama (1945-2000)*. Cambridge University Press. 2001
 - Michael Manheim, *The Cambridge Companion to Eugene O'Neill*. 1998
-

C - 402 : Twentieth-Century American Fiction

Course Objectives:

This course will introduce students to twentieth century American fiction largely characterized by an experience that moved towards city life, technological development, social progressivism and the world of the immigrant melting pot. The course will also take into account the aesthetic preoccupations of the modern American with form and psychological consciousness.

Unit I:

Fitzgerald: *The Great Gatsby*

Unit II:

Hemingway: *The Old Man and the Sea*

Unit III:

Faulkner: *The Sound and the Fury*

Unit IV:

Bellow: *The Victim*

Unit V:

Toni Morrison: *The Bluest Eyes*

Learning Outcomes:

By the end of the course students will be able to

- Gain an understanding of the growth of American novel from naturalism to impressionism and modernism along with the realism of the thirties and the forties
- Identify the key figures and representative texts of the modern American fiction
- Demonstrate an understanding of the two sides of modern American fiction—the social and the aesthetic

Suggested Reading:

- Malcolm Bradbury, *The Modern American Novel*. Oxford UP. 1992.
- John T. Matthews, *A Companion to the Modern American Novel (1900-1950)*. Wiley-Blackwell. 2009.
- Philip M. Weinstein, *The Cambridge Companion to William Faulkner*. 1995.

EC - 403 (Elective-B):

Structures of Power and Play : Structuralism, Marxism and Post structuralism

Unit I:

Ferdinandde Saussure, *A Course in General Linguistics* (excerpt in David Lodge's book *Modern Criticism and Theory: A Reader*)

Unit II:

Umberto Eco, 'The Cult Movie and the Intertextual Collage' (David Lodgeed. *Modern Criticism and Theory: A Reader*)

Unit III:

Jacques Derrida, *"On the Idea of the Supplement"*

UnitIV:

Roland Barthes, *"Death of the Author"*

UnitV:

Louis Althusser, *"Of Ideology and Ideological State Apparatuses"*

Suggested Reading

- Fredric Jameson, *Marxism and Form: Twentieth-Century Dialectical Theories of Literature*,
- *The Political Unconscious: Narrative as a Socially Symbolic Act*
- Raymond Williams, *Marxism and Literature*
- Richard Strickland, *Super structuralism*

C - 404 : Seminar and Assignment related to Research Project

- (a) Each student will be required to present (PowerPoint) 02 seminar papers for which they are to submit synopsis of the proposed topics related to the texts in the prescribed syllabus at the beginning of 2nd year and obtain approval from the department.
- (b) During Semester-4, each student has to submit 02 written assignments related to the seminar topics .

C - 405 : Project (Dissertation)

The Project topic relevant to the course work is to be taken up in consultation with a teacher supervisor assigned by the department.

(Note : In case of alternative texts, the texts in **bold** will be taught.)

MASTER OF ARTS IN GEOGRAPHY

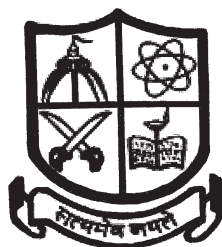
(SEMESTER PATTERN)

CHOICE BASED CREDIT SYSTEM SYLLABUS

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PG DEPT. OF GEOGRAPHY

1st SEMETER

(500Marks)

THEORY	TITLE OF THE PAPER	MARKS	CREDITS
Core-101	GEOMORPHOLOGY	100	
Core-102	GEOGRAPHICAL THOUGHT	100	
Core-103	GEOGRAPHY OF INDIA	100	
Core-104	ECONOMIC GEOGRAPHY	100	
PRACTICAL			
Core-105	CARTOGRAPHIC TECHNIQUES (P)	100	

Members Board of Studies, Geography

Chairman, BOS, Geography

Core - 101

GEOMORPHOLOGY

(100 Marks)

Objective:

To provide knowledge on the processes going on the surface of the Earth.

Learning Outcome:

After the completion of course, the students will have ability to:

1. Understand the functioning of Earth systems in real time and analyze how the natural and anthropogenic operating factors affects the development of landforms
2. Distinguish between the mechanisms that control these processes
3. Assess the roles of structure, stage and time in shaping the landforms, interpret geomorphological maps and apply the knowledge in geographical research.

Course Content:**Unit-I**

Fundamental Concepts, Nature and Scope of Geomorphology, Origin of the Earth (Nebular, Tidal, Binary Star, and recent Theories), Endogenetic and Exogeneity forces, Denudational Processes: Weathering and Mass Wasting. Cycle of erosion & evolution of landform (Davis & Penk)

Unit-II

Earth movements (Seismicity, folding, faulting & Vulcanicity), Concept of Isostasy (Airy, Pratt and Heiskanen's view), Continental Drift theory, Sea Floor Spreading and Plate Tectonics, Geosyncline and theories of Mountain Building.

Unit-III

Drainage basin, Drainage pattern. Laws of Morphometric Analysis, Fluvial Landforms- Materials and Processes in the fluvial System, Fluvial Landforms of erosion & deposition. Concept of coastal Zone, Coastal agents and Processes.

Unit-IV

Wind action and landforms of Aeolian topography. Processes in Karst topography, Karst landforms of erosion and deposition, Origin of limestone caves and related landforms, Landforms of glacial erosion and deposition, Periglacial landforms.

Unit - V

Theories and Processes of Slope Development, Periglacial landforms, Integrated Coastal Zone Management (ICZM), Causes of Geomorphic hazards (Earthquake, Volcanoes, Landslides and Avalanches)

Suggest readings

1. Chorley, R.J. (1972). Spatial Analysis in Geomorphology, Methuen, London.
2. Cooke, R.U & Doornkamp, J.C. (1974). Geomorphology in Environmental Management-An introduction, Clarendon Press, Oxford.
3. Crag, R. G. (1982). Applied Geomorphology, Allen and Unwin, London.
4. Fairbridge, R.W. (1968). Encyclopedia of Geomorphology, Reinholdts, New York.
5. Goudie, A. (1993). The Nature of the Environment, Oxford and Blackwell, London.
6. Garner, H. F. (1974). The Origin of landscape-A Synthesis of Geomorphology, Oxford University Press, London.
7. Holmes, A. (1989). Principles of Physical Geology, ELBS, London.
8. Small, R.J. (1970). The Study of Landforms, Cambridge University press
9. Steers, J.A. (1979). The Unstable Earth, Kalyani publishers, Ludhinana.
10. Stoddart, D.R.(ed). (1996). Process and Form in Geomorphology, Routledge, New York.
11. Strahler, A.N. (1975). Physical geography, Wiley International Edition, New York.
12. Skinner, B.J. & Porter, S.C. (1995). The Dynamic Earth, John Wiley, New York.
13. Sparks, B.W. (1960). Geomorphology, Longman, London.
14. Sharma, H.S.(ed). (1980). Perspective in Geomorphology, Concept, New Delhi.
15. Singh, S. (1998). Geomorphology, Prayag Publication, Allahabad.
16. Thurnbury, W.D. (1960). Principles of Geomorphology, John Wiley, New York.

1st SEMETER**Core - 102****GEOGRAPHICAL THOUGHT****(100 Marks)****Objective:**

To make students to understand about the past, present and future of Geography.

Learning outcome:

After the completion of course, the students will have ability to:

1. Distinguish the paradigms in geography discipline through time
 2. Understand the geographical thinking in different regions of world
 3. Appreciate the past and future trends of world geography in general and Indian geography in particular
-

Course Content:**Unit-I**

Meaning, nature and scope of geography. Methods and approaches in Geography. Contribution of Greek, Roman, Arab, Chinese & Indian scholars.

Unit-II

Contribution of Different School of Geographers – American Geographers, European (British, German, French)

Unit-III

Dualism and Dichotomy in Geographical studies – Determinism and Possibilism, Physical vs. Human, Regional vs. Systematic, Qualitative vs. Quantitative, Ideographic vs. Nomothetic, Paradigm Shift and Model building in Geography Hypothesis, Theories and Laws in Geography

Unit-IV

Applied Geography – Concept, Methods, Techniques and Application in Land use Planning, Regional Planning, Urban Planning and Natural Hazards. Recent trends in Geography - Scientific Method.

Unit - V

Quantitative Revolution and Computer Application. Perspectives in Geography (Positivism, Behaviouralism, Humanism, Structuralism, Feminism and Postmodernism).

Suggested Readings:

1. Dickinson, R.E. (1969). Makers of modern geography. London: Routledge.
 2. Gregory, D., & Walford, R. (1988). Horizons in Human Geography. London: Macmillan.
 3. Harvey, D. (1973). Social Justice and the City. London: Arnold.
 4. Peet, R. (1998). Modern Geographical Thought. Massachusetts: Blackwell Publishers.
 5. Hussain, M. (1995): Evolution of Geographical thought, 3rd edition, Rawat Pub. Co., New Delhi
 6. Ali, S.M. (1966). The Geography of the Puranas, People's Publishing House, Delhi
 7. Pacione, M. (1987). Historical Geography: Progress and Prospect, Croom Helm, London
 8. Baker, A.R.H (ed.) (1972). Progress in Historical Geography, David and Charles
 9. Richard Hartshorne (1964). Perspective on the nature of geography. John Murray, Publisher.
 10. Adhikari Sudipta (1995). Fundamentals of Geographical Thought. Chaitnya publication house, Allahabad.
 11. Abler, P., Adams, J. S., & Grould, P (1972). Spatial Organisation: The Geographer's view of the World, Prentice Hall, London.
 12. Dikshit, R.D (1997). Geographical Thought, prentice Hall of India, New Delhi.
 13. Dickinson, R.E. & Hewerth (1969). The Makers of Modern Geography, London.
 14. Dubey, B (1968). Geographical concepts in Ancient India, Varanasi.
 15. Freeman, T. W. (1961). Hundred Years of Geography, Duckworth, London.
 16. Gregory, D. (1978). Ideology, Science and Human Geography, London.
 17. Harrey David (1984). Explanation in Geography, Arnold Heinemann, New Delhi.
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18. Hartshorne, R. (1959). Perspective on the Nature of Geography, Chicago.
19. Haggett, P. (1966). Locational Analysis in Human Geography, London.
20. Johnston, R.J. (1983). Geography and Geographers, London.
21. James, P.E. (1972). All Possible World: A History of Geographical Ideas
22. Kuhm, T. S. (1970). The Structure of Scientific Revolutions, Chicago.
23. Minshul (1970). Changing Nature of Geography, Theory and Practice, Hutchinson, London.
24. Negi, B.S. (1994). Geographical Thought, Delhi
25. Sharma, Y.K. Geographical Thoughts.

1st SEMETER

Core - 103

GEOGRAPHY OF INDIA

(100 Marks)

Objective:

To teach the students about the geography of India about the physical, climatological, demography and mineral reserves and utilities for sustainable development.

Learning Outcomes:

After the completion of course, the students will have ability to:

1. Understand the physical profile of the country
2. Study the resource endowment and its spatial distribution and utilization for sustainable development
3. Synthesis and develop the idea of regional dimensions.

Course Content:

Unit-1

Physiographic Divisions
River System and their evolution
Climate and mechanism of Indian monsoon
Major soil types
Natural vegetation

Unit-II

Agriculture and its prospects and problem
Factors affecting Indian agriculture
Multipurpose river valley projects
Agro-Climatic Zones, Green Revolution, Food Security and Right to Food
Production and distribution of major crops(Rice, Wheat, Cotton, sugar tea and coffee)

Unit-III

Population: composition, growth and distribution;

Social aspects: Race, Tribe, Language, Caste and Religion;

Urbanization: determinants, trend and spatial pattern.

Unit - IV

Major mineral resources- Iron ore, manganese, Copper, Bauxite, Silver, Gold, Lead, Thorium and Uranium.

Power resources: Hydel Energy, Solar, Wind, Geo-Thermal, Tidal & Biogas, Hydrogen; Coal, Petroleum, Nuclear.

Conservation and Management of Resource.

Unit-V

Factors of location of Industries

Mineral based industries (Iron Steel, Aluminum)

Agro based industries (Sugar and Textile)

Chemical industries (Petrochemical and Fertilizer)

Transport and communication (Air Transport, Road Transport and Rail Transport)

1st SEMETER

Core - 104 ECONOMIC GEOGRAPHY

(100 Marks)

Objective:

To introduce various dimensions of economic geography with respect to global record.

Learning Outcomes:

After the completion of course, the students will have ability to:

1. The students will be acquainted with various dimension of economic geography.
2. Students will dig into resource geography, agricultural geography, industrial geography and transport geography.

Course Content:**UNIT-I: (Introduction)**

1. Economic Geography: Definition, Scope and Concepts
2. Economic activities (primary, secondary, tertiary and quaternary), and factors affecting it.

UNIT-II: (Resource geography)

1. Resources (Classification, Distribution and Associated problems).
 2. Natural Resources Management and Conservation of Natural Resources – Soil, Water, Forest.
 3. World Energy Crises in Developed and Developing Countries
-

UNIT-III: (Agricultural Geography)

1. Land Capability Classification, Land Use Planning and Cropping Pattern
2. Methods of delineating crop combination regions (Weaver, Doi, Rafiullah and Crop diversification, model of Von Thunen's-Landuse Planning).
3. Agricultural Systems of the World. Measurement and Determinants of Agricultural Productivity.

UNIT-IV: (Industrial Geography)

1. Classification of Industries and Factors of Industrial Location
2. Theories of Industrial Location (A. Weber, E. M. Hoover, August Losch, and D. M. Smith)
3. World Industrial Regions, Tourism Industry

UNIT-V (Geography of Transport and Trade)

1. Theories and Models of Spatial Interaction (Edward Ullman, M. E. Hurst and Gravity Model and its variants)
2. Globalisation and Liberalisation and world trade pattern; its Impact on Less Developed Countries.
3. Problems and Prospects of Inter and Intra Regional Cooperation and Trade; WTO

Suggested Readings

1. Roy, Prithwish (2014). Economic Geography: A study of resources, New Central Book Agency, Publisher.
 2. R. Knowles & J. Wareing (1990). Economic and Social Geography, Rupa Publisher.
 3. Gautam, Alka, (2013). Geography of Resources, Sharda Pustak Bhawan, Allahabad.
 4. Boyce, R. R. (1974). The bases of economic geography. New York: Holt, Rine Hart and Winston Inc,
 5. Dreze, J., & Sen, A. (1996). Economic development and social opportunity. New Delhi: Oxford University Press.
 6. Ramesh Singh (2016). Indian economy for Civil service examination, Tata McGraw-Hill, Publisher.
 7. Anderson William P. (2012). Economic Geography, Routledge, London
 8. Coe N. M., Kelly P. F. & Yeung H. W. C. 2007. Economic Geography: A Contemporary Introduction, Blackwell, Oxford.
 9. MacKinnon D. & Cumbers A. (2007). An Introduction to Economic Geography: Globalization, Uneven Development and Place, Pearson/Prentice Hall, Harlow
 10. Prager Jean-Claus & Thisse Jacques-Francois (2012). Economic Geography and the Unequal Development of Regions, Routledge, London
 11. Bengtson, N.A. & Royen Willem Van (2012). Fundamentals of Economic Geography, Literary Licensing publisher.
 12. Alexander, J.W. (1963). Economic Geography, Prentice Hall, Inc., U.S.A.
 13. Smith, D.M (1981). Industrial Location, An Economic Geographical Analysis, John Willy & Sons, London.
-

1st SEMETER
Core - 105
CARTOGRAPHIC TECHNIQUES
(Practical)

(100Marks)

Objective:

To involve students with practical understanding on cartography.

Learning Outcomes:

After the completion of course, the students will have ability to:

1. Read and prepare maps.
2. Comprehend locational and spatial aspects of the earth surface.
3. Use and importance of maps for regional development and decision making.

Course Content:

UNIT-I. Map Projection:

1. Conical Projection with one and two Standard parallel.
2. Polyconic projection
3. Drawing of projection: Cylindrical – Simple and Equal Area Projection.
4. Drawing of Projection: Gnomonic, Stereographic, Orthographic.

UNIT-II. Cartography methods in Physical geography:

Slope Analysis; Block diagram (One perspective and two perspectives); Interpretation of relief from a toposheet; Valley Form analysis, Drawing of Climograph; Hythergraph; Wind Rose Diagram, Measures of dispersion to analyze climatic data related to temperature and rainfall.

UNIT-III. Cartography Methods in Human Geography:

Significance of Cartographic and statistical techniques in Human geography; Methods of Preparation of Diagrams/maps: Dot Method, Proportionate Circle, Choropleth Map, Pie Diagram, Chorochromatic, Measures of inequality, Isochrones, Rank-Size Rule, Nearest Neighbor Analysis, Network Analysis.

UNIT-IV.

Viva (25 Marks)

UNIT-V.

Practical Record (15 Marks)

Suggested Readings:

1. Sarkar Ashis (2009). Practical Geography: A Systematic Approach, Orient BlackSwan.
 2. International Cartographic Association (1984 & 1988). Basic Cartography for students and Technicians, Vol.I and Vol.2.
 3. Muchrke, Philip, C. (1978). Map Use Reading, Analysis and Interpretation, J.P. Publications, Madison.
 4. Monkhouse, F.J. and W.R. Wilkinson (1976). Maps and Diagrams, Methuen & Co., Ltd. London.
 5. Robinson, A. (2002). Elements of Cartography, John Willey & Sons, New York.
 6. Raisz, E. (1962). Principles of Cartography, McGraw-Hill Book Company, New York.
 7. Mishra, R.P. (2014). Introduction to Cartography, Concept Publishing Co.
 8. Singh, R.L. (2005). Elements of Cartography, Kalyani Publishers.
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2nd SEMESTER

(500Marks)

THEORY	TITLE OF THE PAPER	MARKS	CREDITS
Core-201	CLIMATOLOGY	100	
Core-202	HUMANGEOGRAPHY	100	
Core-203	ENVIRONMENTALGEOGRAPHY	100	
Core-204	STATISTICAL METHODS AND USE OF SPSS IN GEOGRAPHY	100	
PRACTICAL			
Core-205	QUANTITATIVE&SPATIAL MODELS(P)	100	

Core - 201 CLIMATOLOGY

(100 Marks)

Objective:

To establish a strong foundation on climatology with focusing on all the elements of atmosphere and resultant processes.

Learning Outcomes:

After the completion of course, the students will have ability to:

1. Understand the elements of weather and climate and its impacts at different scales.
2. Comprehend the climatic aspects and its bearing on planet earth.
3. Understand the mechanisms and genesis of various climatological disasters

Course Content:

Unit-I:

Fundamental principles of climatology-Elements and factors of weather and climate, Composition and structure of atmosphere, Insolation and heat budget of the Earth. Temperature-Vertical and horizontal distribution, Temperature Inversion

Unit-II:

Air Pressure & Winds – Basic Concepts, Pressure Measurement & Units, Factors affecting Air Pressure, Pressure Belts & Wind Circulation, Factors affecting general Circulation of Wind (Planetary Wind, Periodic & Local Wind), Atmospheric stability & Instability, Environmental lapse rate, Dry & Wet adiabatic lapse rate

Unit-III:

Atmospheric Moisture, Climatic classifications- Koppen and Thornthwaite, Atmospheric Circulation (Air-masses, Fronts & Upper air Circulation), Cyclones & Anti-Cyclones (Tropical & Temperate). ENSO events (El Nino, La Nina and Southern Oscillations)

Unit-IV:

Meteorological hazards & Disasters (Cyclones, Thunderstorms, Tornadoes, Hailstorms, Heat & Cold Waves, Drought & Cloudburst, Glacial Lake Outburst (GLOF)).

Unit - V

Climatic change: Evidences and causes of Climate change in the past. Human Impact on Global Climate, Greenhouse Gases, Global warming, Ozone depletion and its impact on environment.
Weather forecasting

Suggested Readings:

1. Barry, R.G. & Chorley, P.J. (1998). Atmosphere, weather and climate, Routledge, London.
2. Critchfield, J.H. (1993). General Climatology, Prentice Hall, New Delhi.
3. Das, P.K. (1987). Monsoons, National Book Trust of India, New Delhi.
4. Fein, J.S. & Stephens, P.N. (1987). Monsoons, Wiley Interscience.
5. Griffith, J.F. (1978). Applied Climatology, Oxford University Press,
6. Hanwell, J. & Newson, M. (1973). Technique in Physical Geography, Palgrave Macmillan.
7. Indian Meteorological Department (1968). Climatological Tables of observations in India, Govt. of India.
8. Lal, D.S. (1985). Climatology, Chaitanya Publications, Allahabad, 1986
9. Lydolph, P. E., Temple, D., & Temple, D. (1985). The climate of the earth. Government Institutes.
10. Menon, A. (1989). Our weather, National Book Trust of India, New Delhi.
11. Peterson, S. (1969). Introduction to Meteorology, Mc Graw Hill Book, London.
12. Robinson, P. J., & Henderson-Sellers, A. (2014). Contemporary climatology. Routledge.
13. Singh, S. (1994). Physical Geography, Prayag Pustak bhawan, Allahabad.
14. Strahler, A.N. (1975). Physical Geography, Wiley International Edition, Singapore.
15. Trewarth, G.T. & Horn, L.H. (1971). An introduction to climate, Mc Graw Hill Book Company.
16. Thompson, R. (1997). Applied climatology: principles and practice. Psychology Press.

2nd SEMESTER

Core - 202

HUMAN GEOGRAPHY

(100 Marks)

Objective:

To recognize various aspects of human life and interrelation with geography.

Learning Outcomes:

After the completion of course, the students will have ability to:

1. Know the changing human and cultural landscape at different levels.
 2. Understand patterns and processes of population growth and its implications.
 3. Appreciate the nature and quality of human landscapes.
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Course Content:**Unit-I-Introduction**

Human Geography: Contemporary Relevance, World Population Distribution & Growth (measures, patterns and determinants), Factors affecting population growth, Dynamics of population change.

Theories of Population Growth (Malthus, Sadler, and Ricardo) Theory of Demographic Transition with special reference to India.

Unit-II Settlement Geography

Settlements (types, patterns and distribution), Contemporary Problems of Rural Settlements (rural-urban migration; land use changes; land acquisition and transactions), Urban settlements (types, characteristics patterns and distribution), Theories of Origin of Towns (Gordon Childe, Lewis Mumford).

Urbanization in Developed and Developing Countries. Trends of Urbanisation, size, structure and functions of urban areas, Urban Systems (the law of the primate city and rank size rule) Central Place Theories (Christaller and Losch),)

Unit-III Social and Cultural Aspects

Concept of Culture, Cultural Ecology, Cultural Convergence

Social Structure and Processes, Social Well-being and Quality of Life, Social Exclusion, Spatial distribution of social groups in India (Tribe, Caste, Religion and language).

Unit-IV Political Geography

Boundaries and Frontiers (with special reference to India), Heartland and Rimland Theories, Geopolitics of Climate Change, Geopolitics of World Resources, Geo-politics of Indian Ocean & Neopolitics of World Natural Resources; Regional Organisations of Cooperation (SAARC, ASEAN, OPEC, EU).

Unit- V

Internal Structure of the City, Models of Urban Land Use (Burgess, Harris and Ullman, and Hoyt); Concept of Megacities, Global Cities, Edge Cities and Smart Cities, Changing Urban Forms (peri-urban areas, rural-urban fringe, suburban ring and satellite towns), Manifestation of Poverty in the City (slums, informal sector growth, crime and social exclusion)

Suggested Readings:

1. Husain, Majid (2018). Human Geography, 5th edition, Rawat publication.
 2. K Srinivasan (1998). Basic demographic techniques and applications, New Delhi; Sage Publications.
 3. Binde & Kanitkar (2000). The Principle of Population Studies, Himalaya Publication.
 4. Clarke, J.I. (1973): Population Geography, Pergamum press, Oxford.
 5. Hassan, Mohammad. Izhar, (2020). Population Geography: A systematic exposition, Routledge Taylor and Francis publication, London.
 6. Premi, M.K. (2006). Social Demography: A systematic exposition, Jawahar Publication, New Delhi.
 7. Majumdar, P.K (2010). Fundamentals of Demography, Rawat publication, Jaipur
 8. May, J.F. (2012). World population policies: their origin, evolution, and impact, Washington DC: Springer.
 9. Premi, M.K and D.N. Das (2012). Population of India, 2011, BR Publishing House, New Delhi.
 10. William M. Bowen & Robert E. Gleeson (2019). The Evolution of Human Settlements: From Pleistocene Origins to Anthropocene Prospects, Palgrave Macmillan, Switzerland.
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11. Ghosh, S. (1998). Introduction to Settlement Geography, Sangam Books Ltd.
 12. Carter, H. (1981). The Study of Urban Geography, 3rd edition Arnold-Heinemann, New Delhi.
 13. Bhattacharya, B. (2006). Urban Development in India. New Delhi: Concept Publishing Company
 14. Ramachandran R. (1992). Urbanisation and Urban Systems in India. Oxford University Press, New Delhi
 15. Taafee, E. J., & Gauthier, H. L. (1973). Geography of Transportation. New Delhi.
 16. Taylor, Griffith (1949). Urban Geography, Methuen and Co. Ltd., London
 17. McDonnell, M. J., Hains, A. K., & Breste, J. H. (2009). Ecology of Cities and Towns. Cambridge University Press
 18. Sundaram, K.V. (1977). Urban and regional planning in India. New Delhi: South Asia Books
 19. Tim Hall (1988). Urban geography, London: Routledge.
 20. Michael, P. (2009). Urban Geography: A Global Perspective, Taylor & Francis, Great Britain.
 21. Peter, Ellis & Mark Roberts (2016). Leveraging Urbanization in South Asia: Managing Spatial Transformation for Prosperity and Livability, World Bank Documents.
 22. Ahmad, Aijazuddin (2002). Social Geography, Rawat Book.
 23. Adhikari, Sudeepta (2017). Political Geography, Rawat Book.
 24. Anderson, K., Domosh, M., Pile, S., & Thrift, N. (eds.). (2002). Handbook of cultural geography, Sage.
 25. Cosgrove, D. (1984). Social Formation and Symbolic Landscape, London: Croom Helm.
 26. Cosgrove, D., & Daniels, S. (Eds.), (1988). The Iconography of Landscape: Essays on the Symbolic Representation, Design and Use of Past Environments, Cambridge University Press.
 27. Lorimer, H. (2005). Cultural geography: the busyness of being more-than-representational. Progress in human geography, 29(1), 83-94.
 28. Mitchell, D. (1996). California: The Beautiful and the Damned' from the 'Lie of the Land: Migrant Workers and the California Landscape, 13-35, Minneapolis: University of Minnesota Press
 29. Mitchell, D. (2000). Cultural Geography: A Critical Introduction, Blackwell
 30. Rose, G. (2008). Looking at Landscape: The Uneasy Pleasures of Power. In The Cultural Geography Reader (pp. 183-187), Routledge.
 31. Sauer, C. O. (1925). The Morphology of Landscape. University of California Publications, Geography 2, 19-54.
 32. Valentine, G. (2014). Social geographies: space and society, Routledge.
 33. Whatmore, S. (2006). Materialist returns: practising cultural geography in and for a more-than-human world, Cultural geographies, 13(4), 600-609.
 34. Agnew, J., & Muscarà, L. (2012). Making political geography. Rowman & Littlefield Publishers.
 35. Mamadouh, V., & Dijkink, G. (2006). Geopolitics, international relations and political geography: The politics of geopolitical discourse. Geopolitics, 11(3), 349-366.
 36. Agnew, J. A. (2000). Global political geography beyond geopolitics. International Studies Review, 2(1), 91-99.
 37. Painter, J., & Jeffrey, A. (2009). Political geography. Sage.
 38. Short, J. R. (2002). An introduction to political geography. Routledge.
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2nd SEMESTER

Core - 203

ENVIRONMENTAL GEOGRAPHY

(100 Marks)

Objective:

To recognize human and environmental interactions with global and national initiatives for sustainable future.

Learning Outcomes:

After the completion of course, the students will have ability to:

1. Understand the dynamic interactive relationship between man and environment.
2. Have sound understanding on distribution, utilization and proper management of natural resources at global level.
3. Make assessment and review of planning and policies related to environment and natural resources
4. Understand the fundamental concepts of coupled human-environment system.

Course Content:

Unit I: Concept and approach to Environmental Geography

Fundamentals of environment; components of environment, Environmental Geography- Concept, Significance, objective and scope; Man-environment relationship on historic perspective; Environmental deterministic approach; Possibilistic approach.

Unit II: Environmental pollution

Sources and effect of Water Pollution. Water pollution control, Water Conservation Strategies; Source and cause of Air pollution and impact on health; Measure to control air pollution Sources, characteristics and control of Noise Pollution; solid waste pollution and its management.

Unit III: Environmental challenges

The concept of Climatic Change; Global Warming- cause, effect and remedies; Environmental hazards and Disaster – Urban Heat Island, Land Degradation

Unit IV: Environmental initiative and Legislation

International Treaties Programmes and Policies - Brundtland Commission, Kyoto Protocol, Agenda 21, Paris Agreement, Earth Summit 1992 and its subsequent proceedings such as Rio+10 and Rio+20

Unit V

Wildlife protection act of India 1972, The environment protection act of 1986, National Environmental Tribunal Act of India 1995.

The concept, scope, procedure of Environmental Impact Assessment (EIA) and SIA.

Reading List

1. Chandna R. C., 2002: Environmental Geography, Kalyani Publication, Ludhiana.
 2. Cunningham W. P. and Cunningham M. A., 2004: Principals of Environmental Science: Inquiry and Applications, Tata Macgraw Hill, New Delhi.
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3. Goudie A., 2001: *The Nature of the Environment*, Blackwell Publication, Oxford.
4. Miller G. T., 2004: *Environmental Science: Working with the Earth*, Thomson BrooksCole, Singapore.
5. MoEF, 2006: *National Environmental Policy-2006*, Ministry of Environment and Forests, Government of India.
6. Odum, E. P. et al, 2005: *Fundamentals of Ecology*, Ceneage Learning India.
7. Singh S., 1997: *Environmental Geography*, Prayag Pustak Bhawan. Allahabad.
8. UNEP, 2007: *Global Environment Outlook: GEO4: Environment for Development*, United Nations Environment Programme.
9. Trivedy R. K., 2009: *Handbook of Environmental Laws, Acts, Guidelines, Compliances & Standards*, EM International, Pune
10. Shrivastava A.K., 2021: *Text Book of Disaster Management*, Scientific Publisher

Suggested Readings

11. United Nations, ESCAP (1991). *Environmental Impact Assessment: A Management Tool for Development Projects*, New York.
 12. G. Miller and Scott Spoolman (2018). *Environmental Science*, Brooks/Cole; 16th edition.
 13. Henk, A. Becker (1997). *Social Impact Assessment: Method and experience in Europe, North America and the Developing World*. UCL Press.
 14. Frank Vanclay and Daniel A. Bronstein (1996). *Environmental and Social Impact Assessment*, John wiley & Sons Ltd.
 15. Y.Anjaneyulu and Valli Manickam (2007). *Environmental Impact Assessment Methodologies*, BS Publications, Hyderabad.
 16. Sunita Nayan (2016). *Why I should be Tolerant: On environment and environmentalism in the 21st century*, Centre for science and Environment.
 17. David Reid (1995). *Sustainable Development CAU Introductory Guide*. Earthscan Publication Ltd. London.
 18. Jonathan Turk (1989). *Introduction to Environmental Studies*, Saunders College Publishing.
 19. United Nations (1992). *Agenda 21: Programme of Action for Sustainable Development (Rio Declaration on Environment and Development)*, New York.
 20. Nicholas Polunin (1971). *The Environmental Future*, Macmillan, in 6. Nicholas Polunin (eds.) *Proceedings of the first International Conference on Environmental Future*, Palgrave Macmillan UK.
 21. I.G. Simmons (1993). *Interpreting Nature (Cultural Constructions of the Environment)*. Routledge. London and New York.
 22. P.A. Merriman and C. W. A. Browitt (1993). *Natural Disasters: Protecting Vulnerable Communities*, Thomas Telford, London.
 23. P.R. Ehrlich, A.H. Ehrlich & J. P. Holderen (1978). *Eco-Science Population, Resources and Environment*, W.H.Freeman & Co Ltd, Sanfrancisco.
 24. Pears Nigel (1977). *Basic Bio-Geography*, Longman Publishers, London.
 25. R.U. Cooke and J.C. Doornkamp (1974). *Geomorphology in Environmental Management: An Introduction*, Oxford University Press, London.
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26. Savindra Singh (1991). Environmental Geography, Prayag Pustak Bhawan, Allahabad.
27. A. N. Strahler and A. H., Strahler (1977). Geography & Man's Environment, John Wiley & Sons, New York.
28. H.H. Singh, Prithvish Nag, V.K. Kumra and Jagdish Singh (1985). Geography & Environment: Issues and Challenges, Concept Publishing Company, New Delhi.
29. Desh Bandhoo & Ekalvya Chauhan (1977). Current Trends in Indian Environment, Today & Tomorrow Publisher, New Delhi.
30. A. N. Strahler & A. H. Strahler (1973). Environmental Geo-Sciences - Interaction Between Natural System and Man, Wiley International Edition, Hamiltan Publishing Company, Santa Barbara, California.
31. K. S. K. Valdiya (1987). Environmental Geography-Indian Context, Tata McGraw Hill Publishing Company, New Delhi.
32. Daniel D. Chiras (1997). Environmental Science Action for a Sustainable Future, The Benjamin/Cummings Publishing Company, Inc.
33. United Nations (2015). Integrating the three dimensions of sustainable development: A framework and tools.
34. UNEP (1997). Global Environment Outlook Oxford University Press, New York.
35. Govt. of India (2018). Smart Cities Mission. (<http://smartcities.gov.in/content/>).
36. Govt. of India (2018). Swachh Bharat Urban. (<http://swachhbharaturban.gov.in/>)

2nd SEMESTER

Core - 204

STATISTICAL METHODS AND USE OF SPSS IN GEOGRAPH

(100 Marks)

Objective:

To introduce inferential and descriptive statistics with uses in research methodology.

Learning Outcomes:

After the completion of course, the students will have ability to:

1. Understand the basics of data collection and processing for the meaningful outcomes.
2. Comprehend the representation and interpretation of the results.
3. Put into practice results obtained in representation as well as day-to-day life.

UNIT-I:

Sources of Data Significances of statistics in geographical Analysis; Sources and Types of Data; Secondary Data- Census, National Sample Survey (NSS), Central Statistical Organisation (CSO), National Family and Health Survey (NFHS), Demographic and Health Survey (DHS), Sample Registration System (SRS).

UNIT- II: Measures of central tendency and dispersion

Measurement of Mean, Median and mode, Quartile.

Measurement of Range, quartile deviation, mean deviation,

Measurement of Standard deviation; coefficient of variation, Lorenz Curve and Gini's Coefficient; location Quotient.

Graphical estimation and presentation of central tendency and dispersion using statistical tool (Excel or SPSS)

UNIT- III: Measurement of association

Forms of relation and measuring the strength of association, use of scatter diagram; Spearman's Rank Difference and Karl Pearson's Product Moment Correlation Coefficients, Coefficient of determination.

UNIT- IV:

Regression analysis- regression equations, construction of regression line-interpolation, prediction, explanation; residual-statistical tests of significance of the estimates; computation of residuals.

Drawing of scatter plot, Estimation of coefficient of correlation, coefficient of determination, fitting of regression line using statistical tool (Excel or SPSS)

UNIT – V: Hypothesis Testing:

Formulation, Rejection Rule, Significance Level, Degrees of Freedom, Probability of Error, Standard Error.

Different Types of Significance Test: Chi-Square Test, T- Test.

Reading List:

1. David, U. (1981): Introductory Spatial Analysis, Methuen, London.
 2. Ebdon, D. (1983): Statistics in Geography: A Practical Approach, Blackwell, London.
 3. Gregory, S. (1978): Statistical Methods and the Geographer (4th Edition), Longman, London.
 4. Gupta, S.P. (2010): Statistical Methods, Sultan Chand and Sons, Latest Edition
 5. Hammond, R. and McCullagh, P.S. (1974), Quantitative Techniques in Geography: An Introduction, Clarendon Press, Oxford.
 6. John P. Cole and Cuchlaine, King, A. M. (1968): Quantitative Geography, Wiley, London
 7. Mathews, J.A. (1987): Quantitative and Statistical Approaches to Geography, Practical Manual, Pergamon, Oxford.
 8. Pal, S.K. (1998): Statistics for Geoscientists; Techniques and Applications, Concept Publishing, New Delhi.
 9. Sarkar, A. 2015. Practical Geography: A Systematic Approach, 3rd ed, Orient
 10. Bhagwathi, V. and Pillai, R.S.N. (2003): Practical Statistics. New Delhi: Sultan Chand and Company.
 11. Ebdon, D. (1977): Statistics in Geography: A Practical Approach. Massachusetts: Blackwell Publishers Inc.
 12. Gupta, S.P. (1998): Advanced Practical Statistics, New Delhi: Sultan Chand and Company.
 13. Ishtiaq, A. (2002): Statistical Geography: Methods and Applications, Jaipur :Rawat Publications.
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14. King L. S., (1969): Statistical Analysis in Geography, Prentice-Hall.
15. Mahmood, A. (1986): Statistical Methods in Geographical Studies, New Delhi: Rajesh

2nd SEMESTER
Core - 205
QUANTITATIVE & PRACTICAL MODELS
(PRACTICAL)

(100 Marks)

Objective:

To orient students with quantitative and spatial models used in Geographical analysis.

Learning Outcomes:

After the completion of course, the students will have ability to:

1. Have sound knowledge regarding the classification and elements of maps.
2. Have proper utilization of maps for the development.
3. Appreciate the preparation of various thematic maps with the application of various techniques.
4. Put into practice the results obtained for spatial analysis of results and to apply various statistical software for the study.

Course Content:

UNIT-I

Morphometric Analysis of Fluvial Landscape: Laws of Morphometry (Stream Order, Length, Area, Slope and Allometric Growth), Drainage Density and Frequency, Bifurcation ratio, Sinuosity Index, Basin Circularity Ratio and Form Factor, Profiles, Clinographic Curve, Hypsographic Curve and Altimetric Frequency Graph.

UNIT-II

Mapping Vulnerability, Hazards and Disaster Risk Reduction (DRR) of Odisha Rural and Urban Settlement Pattern: Nearest Neighbour Distance Technique and Chi- Square Test for Pattern Analysis, Centographic Study of Settlements, Rank Size Relationships of Central Places.

UNIT-III

Network Analysis of Transport: Alpha, Beta and Gamma Indices, Degree of Circuitry. Measure of Agricultural Productivity (S.S Bhatia's Productivity Index, Kendal's method of Agricultural regionalisation and Mohd. Shafi's Modified Productivity Coefficient Index); Crop Combination Region (Weaver).

Population Projection (AP, GP, Registrar General of India Methods, Logistic Curve Fittings and Statistical Estimation).

UNIT-IV

Viva (25 Marks)

UNIT-V

Practical Record. (15 Marks)

Suggested Readings:

1. Strahler Alan (2016). Introducing Physical Geography, Wiley; Sixth edition.
2. Peter Hagget, Andrew Cliff and Allan Frey (1977). Locational Analysis in Human Geography, Edward Arnold, London.
3. Mahmood, Aslam (1998). Statistical Methods in Geographical Studies, Rajesh publication, New Delhi.
4. M.H. Yeates (1968). An Introduction to Quantitative Analysis in Economic Geography, McGraw-Hill, New York.
5. C.P. Cole & C. A. M. King (1969). Quantitative Geography , John Wiley and Sons Ltd., London.
6. R.J.Chorley and P. Hagget (1968). Models in Geography, Methuen and C.O. Ltd..
7. Garrison, W.L., and Marble, D.F. (1967). Quantitative Geography, N.W. University, Illinois.
8. Walter Isard (1968). Methods of Regional Analysis, MIT Press and Associates.
9. Peter Toyne (1971). Techniques in Human Geography, Macmillan.
10. K. Srinivasan (2013). Training Manual on Demographic Techniques, Census of India and UNFPA publication, Office of the RGI.

3rd SEMESTER

			(500Marks)
THEORY	TITLE OF THE PAPER	MARKS	CREDITS
Core-301	OCEANOGRAPHY	100	
Core-302	BASICS OF REMOTE SENSING AND GIS	100	
Core-303	RESEARCH METHODOLOGY	100	
GE - 304	REGIONAL AND URBAN PLANNING OR APPLICATION OF GIS AND REMOTE SENSING IN DISASTER AND COASTAL MANAGEMENT	100	
PRACTICAL			
Core-305	FIELD SURVEY	100	

**Core - 301
OCEANOGRAPHY****(100 Marks)****Objective:**

To create a deeper understanding on oceanic landforms and processes with their global distribution keeping challenges encountered in the past and future scenario of the ocean lives.

Learning Outcomes:

After the completion of course, the students will have ability to:

1. Understand the oceanic process and availability of resources
2. Understand the evolution of various oceanic topography and features.
3. Know various process related to oceanic circulation and effect on globe.

Course Content:**UNIT-I**

Meaning, nature and scope of Oceanography, Tectonic evolution of ocean basins, Bottom Relief of Oceans, Relief Features of Atlantic, Indian and Pacific.

UNIT-II

Composition of sea water, Temperature, Density, Salinity of Oceans, its distribution & Determinants, T-S Diagram. Ocean Deposits – Classification & Distribution, Factors controlling the deposition and distribution of oceanic sediments.

UNIT-III

Ocean Circulation – Ocean Currents Waves & Tides – Types & Characteristics. Factors associated with origin of Ocean Currents and its Impacts. Ocean Currents of Atlantic, Indian & Pacific Oceans.

UNIT – IV

Sea-level processes and sea-level change, transgression, regression, relative and eustatic sea level change, causes and consequences of sea level change, Pleistocene sea level.

UNIT- V

Hazards: Tsunami & Cyclone. Coral reefs & atoll: types & theories of origin.

Marine Resources – Human Impact on Marine Communities. Coastal pollution & its impact on marine biodiversity including fisheries.

Suggested Readings:

1. Basu, S. K. (2003). Hand book of Oceanography. Global Vision, Delhi.
 2. Bird, E. (2000). Coastal geomorphology-An introduction. John Wiley & Sons.
 3. Davis Richard, A. C. (1972). Oceanography. Addition Wesley Publishing Co.
 4. Garrison, T. M. (1999). Oceanography. Barooks/Cole Wadsworth, New York.
 5. Garrison, T. N. (2004). Essentials of Oceanography. Thompson. Australia.
 6. Grant Gross, M. (1982). Oceanography, Prentice. Hall Ince, New Jersey.
 7. King Cuchlain, A. M. (1962). Oceanography for Geographers. Edward Arnold.
 8. Pethic John (1984). An Introduction to coastal Geomorphology. Arnold Heinemann, London.
 9. Sharma and Vatal (1962). Oceanography for Geographers. Chaitnaya Publishing House, Allahabad.
 10. Singh Savindra. (2012). Oceanography. Prayag Pustak Bhawan, Allahabad
 11. Thurman Harold, V. (1985). Introductory Oceanography. Bell and HowellCo, London.
 12. Tooley, M. M. and Shennan. (1987). Sea Level Change, Basil Blackwell, Oxford, U. K
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3rd SEMESTER

Core - 302

BASICS OF REMOTE SENSING AND GIS

(100 Marks)

Objectives:

To create a basic understanding on remote sensing and Geographical Information System (GIS)

Learning Outcomes:

After the completion of course, the students will have ability to:

1. Know the concept and history of remote sensing
2. Understand various components and principles of GIS
3. Appreciate the strength and application of remote sensing
4. Develop the skill so as to use digital satellite data using software
5. Prepare the maps based with satellite data to compare with the ground realities.

Course Content:

Unit – I Basic Concept

Introduction to Remote Sensing: Fundamental Principle of Remote Sensing; Types of Remote Sensing; Advantages and limitations of Remote Sensing. Data management and overview of GIS and RS Software.

Unit-II Remote Sensing

Concepts, History Development, Stages in RS-EMR, EMR Spectrum, Theories of EMR, Remote Sensing Technology, its application in Natural Resource Management in India.

Interaction of EMR: Interaction with Earth's atmosphere Spectral Signature: Interaction with soil, water and vegetation.

Platforms, Sensors, Orbits, Resolution: Types of platform, types of sensors, type of resolution, cameras and satellite orbits.

Unit- III Data Analysis and Application of Remote Sensing

Elements and Types of Aerial Photography; Satellite Image; Data Generation, formats & Digital image Processing

Digital Elevation Model (DEM), Application Remote Sensing in Natural Resource Management.

Unit-IV GIS (Geographic Information system)

Introduction to GIS (Definitions, evolution, functions, application & components)

Hardware & Software

Spatial data: Types of Geographic data, Spatial data models, Representation of Geographic features in vector, raster data models & attribute data formats. Concept of arc, node, vertices and topology.

Non-Spatial data Database and Data base Management System. Conceptual implementation models, Hierarchical, Network, Relational models: components, concept, database

Spatial data input - Digitization, error identification. Errors: Types, sources, Concepts of GPS: Introduction to GPS & types, Components and Applications

Unit-V Exercise on GIS & RS

Spatial Data inputs – Georeferencing & Digitization Spatial and Non-Spatial data management, Identification of features in the field using aerial photographs and/or satellite images, GPS Field Survey Spatial data manipulation and editing Creation of Thematic map

Suggested Readings:

1. Agrawal, N.K. (2004). Essentials of GPS, Spatial Networks PVT Ltd. Hyderabad.
 2. Burrough, P.A & Mcdonnell. R.A (2000). Principles of Geographic Information system, Oxford University Press New York.
 3. Burrough, P.A. (1987). Principles of Geographical Information System for Land Resources, Assessment Clarendon Press, Oxford.
 4. Fazal Shahab (2008). GIS Basics. New Age International Publishers, New Delhi.
 5. George, B & Korte.P.E (2001). The GIS Book, Thomson Asia PVT Ltd, Singapore.
 6. Haywood Ian. (2011). An Introduction to Geographical Information System, Person Education. Singapore
 7. Hurn Jeff (1993). Differential GPS Explained. Trimble Navigation Publication.
 8. Kumar S.(2005). Basics of Remote Sensing and GIS. Firewall Media.
 9. Lemmens Rob (20003). Internet GIS Applications. ITC.
 10. Lillisand, Kaifer & Chipman (2015). Remote Sensing and image interpretation, Wiley Publication, London
 11. Paul J Curran (1983). Principles of Remote Sensing. Wiley publication, London.
 12. Paul. R Wolf (2013). Elements of Photogrammetry. McGraw Hill Education.
 13. Rabinson. A & others (1978). Elements of Cartography. John Willey and Sons New Delhi.
 14. Raize E.(1962). Principles of Cartography. McGraw Hill Book Company, New Delhi.
 15. Ramphal, K.K.(1999). Hand Book of Arial Photography and Interpretation. Concept Publications, New Delhi
 16. Reddy, M. A. (2001). Remote Sensing and Geographical Information Systems. B. S. Publications, Hyderabad.
 17. Sahu, Kali Charan (2007). Text Book of Remote Sensing and Geographical Information Systems. Atlantic Publishers and distributors, New Delhi
 18. Singh. RL & Rana, P.B. (2011). Elements of Practical Geography. Kalyani Publishers, New Delhi.
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3rd SEMESTER

Core - 303

RESEARCH METHODOLOGY

(100 Marks)

Objective:

To strengthen the understanding of research methods applied in social sciences among the students.

Learning Outcomes:

After the completion of course, the students will have ability to:

1. Know the fundamentals of social science research and research process model
2. Understand various aspect of conducting preliminaries of a scientific research
3. Grasp the techniques of data collection and compilation
4. Prepare systematic literature review and plagiarism

Course Content:

Unit-I

Concept and Definition of Social Science Research, Salient Features of Research, Classification of Research, Basic Norms of Scientific Community

Research Process Model: Steps and Interpretation

Unit - II

Selecting and Justifying a Research Topic

Source of suggestions for Topics, Techniques for Generating Research Topics

Preliminaries of Research

The Issue, Problem Identification or Statement of Problem, Research Rationale, Scope and Limitation, Assumption or Premise, Research Objectives, Research Question and Hypothesis, Budgeting and Working with a Supervisor, Development of a Research Proposal.

Unit- III

Coordination Scheme (Assembling the components of a research e.g. Objectives, Parameters, Variables and Values), Utility, Format, Fitting, Approach, Steps, Construction Methods of Data Collection, Source (Primary and Secondary), Types, Reconnaissance, observation, survey, interviews (Structure and Unstructured and Scheduled), Group Discussion, Key Informants, Methods for Developing a Structured Questionnaire and Survey.

UNIT - IV

Literature Review

Finding the literature (Types Searching Skills etc), Managing the Literature (Keeping Track, Annotating, Summary and Critical Comment), Using the Literature (Exploring a Topic, Developing a Research Question, Articulating a Rationale and Designing Method), The Formal Literature Review (Purpose, Coverage, The Writing Process, Style and Tone).

UNIT - V

Planning for the Research Project

Need, Network Planning, Resources and Scheduling, Role of Network Planning in Research. Plagiarism and how to avoid it.

Suggested Readings:

1. James A. Black & Dean J. Champion, John (1976). *Methods and Issues in Social Research*. Wiley and Sons.
2. Delbert C. Miller (1983). *Handbook of Research Design and Social Measurement*. Longman, USA
3. Karl E. Weber & I.P. Tiwari (1992). *Research and Survey Format Design: An Introduction*. AIT, Bangkok.
4. Thomas L Bruton & Gordon E. Chery (1970). *Social Research Techniques for Planners*. Routledge, London
5. Ranjit Kumar (2011). *Research Methodology: A Step by Step Guide for Beginners*. Sage Publications India New Delhi.
6. Zina O' Leary (2010). *The Essential Guide to Doing Your Research Project*. Sage Publications India, New Delhi.
7. Bridget Somekh and Cathy Lewin (2010). *Research Methods in Social Sciences*. Vistar Publications, New Delhi.
8. Gerard Guthire (2010). *Basic Research Methods*. Sage Publications India, New Delhi.
9. Michael Jay Polonsky and David S. Waller (2010). *Designing and Managing Research Project*. Sage Publications India, New Delhi.
10. Britha Mikkelsen (2005). *Methods for Development Work and Research: Anew Guide for Parishioners*. Sage Publications India, New Delhi.
11. Uwe Flick (2010). *An Introduction to Qualitative Research*. 4th edition, Sage Publications India, New Delhi.

3rd SEMESTER

GENERAL ELECTIVE - 304

1. REGIONAL DEVELOPMENT AND PLANNING

OR

2. REMOTE SENSING AND GIS

REGIONAL AND URBAN PLANNING

Objectives

Main focus is teach changing paradigm of regional development and why at present there is need of sustainable regional development strategy.

Understanding about role of various development ideas shaping regional development Strategies. It also critically evaluates the numerous regional policies originating from the above theories

The students will be exposed to a wide variety of techniques and methods used in regional analysis.

To provide an understanding of the planning of settlements and communities. Urban planners are also responsible for planning the efficient transportation of goods, resources, people and waste; the distribution of basic necessities such as water and electricity.

Learning Outcomes:

After the completion of course, the students will have ability to:

Identify notable lagging regions and solutions for their overall development

Have comprehensive understanding regarding the different regions and application of different models and theories for integrated regional development.

Select appropriate indicators for the measurement of socio-economic regional development.

After the completion of the course, student will skilled with urban planning and management and also get job opportunity in planning and convergence department. One can be also self-employed with this knowledge.

COURSE CONTENT :**Unit I:**

Basic elements of planning and planning region Concept of Planning; Types of Planning; Regional Planning; Region: Types of Regions;

Methods of Delineation of Different Types of Regions; Delineation of Planning Regions; Approaches and Methods, Planning Regions of India. Need for Regional Planning, Evolution of Regional planning in India during five-year plans, Characteristics of an Ideal Planning Region, Planning Region: City-Region Concept; National vs Regional Planning. Problem regions: Nature of problems& strategies for its solution

Unit II: Regional Growth Theories

Economic Base Theory; Input and Output Model; Regional Multiplier; Friedman s Core-Periphery Theory; Hirschman s Theory of Polarization and Trickle down; Myrdal s Theory of Spread and Back Wash effect; Growth Pole Theory of Perroux.

Unit III: Regional planning in India

Regional Imbalances/Disparities; Causes and Consequences;

Measurements of Regional Disparities; Planning Policies for Regional Development; National Capital Region; Hilly Region; Tribal Region; Multi Level Planning

Unit-IV: Conceptual Framework of Urban planning:

Introduction: Criteria of Urban areas and Urbanisation, Evolution of Planning, Objects of Urban Planning, Economic justification for Urban Planning, Principles of Urban Planning, Necessity of Urban Planning, Origin of Cities, Growth of Cities, Stages of Urban Development.

Unit V: The Pioneers of Urban Planning and Contemporary Urban Issues in India :

E. Howard; C. Perry; Patrick Geddes; Le Corbusier; Urban Plans- Bhubaneswar; Delhi; Chandigarh and Kolkata Master Plan.

Urban land use and zoning; Housing; Significance; Problems and Prospects; Blight; Slums (Problems and Causes); Urban Renewal; Functional Classifications of Towns- Basic and Non basic.

References:

1. Bhatt, L.S. (1972): Regional Planning in India, Statistical Publishing Society, Calcutta.
 2. Bhatt, L.S. et. al. (eds) (1982), Regional Inequalities in India, Society for the study Regional Disparities, New Delhi.
 3. Blunder. J. et. al. (1973), Regional Analysis and Development, Harper &Row, London.
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4. Chand, M and V.K. Puri (1985), Regional Planning in India, Allied Pub. Pvt. Ltd. New Delhi.
5. Coates, B.R. and R.J. Johnston (1977), Geography and Inequality, Oxford University Press, Oxford.
6. Friedmann, J and William Alonso (1967), Regional Development and Planning: a Reader, MIT Press, Cambridge Massachusettes.
7. Kuklinski, A.R. (ed) (1972), Growth Poles and Growth Centres in Regional Planning ,Monton, The Hague.
8. Misra R.P. et. al. (eds.) (1974), Regional Development Planning in India, Vikas, New Delhi.
9. Raza, Moonis (1988), Regional Development, Heritage, New Delhi.
10. Sundram, K. V. (1977), Urban and Regional Planning in India, Vikas Publishing House Pvt Ltd, New Delhi
11. Bala, Raj (1986): Urbanisation in India, Rawat Publishers, Jaipur
12. Bansal, S.C. (2008), Urban Geography (Hindi Edition), Meenakshi Prakashan, Meerut.
13. Bansal, S.C. (2010), Urban Geography, Meenakshi Prakashan, Meerut.
14. Cadwallader, Martin (1986), Urban Geography, Prentic Hall, New Jersey.
15. Carter, Harold (1995),The Study of Urban Geography (4th Edition), Arnold, London
16. Dickinson, R.E. (1964), City and Region, Routledge, London
17. Kundu, A (1992), Urban Development and Urban Research in India, Khanna Publication, New Delhi
18. Mayer H.M. and Kohn, C.F. (eds.) (1958), Readings in Urban Geography, University of Chicago Press, Chicago
19. Pacione, Michael (2001), Urban Geography-A Global Perspective, Routedge, London,
20. Ramachandran, R. (1989), Urbanisation and Urban Systems in India, Oxford, New Delhi
21. Rao, B.P. and Sharma, N. (2000-01), Urban Geography (Hindi Edition), Vasundhra Prakashan, Gorkhpur
22. Singh, K. and Steinberg, F. (eds.) (1987), Urban India in Crisis, New Age International, New Delhi.
23. Smailes, A.E. (1953), The Geography of Towns. Hutchinson, London

Application of RS/GIS in Disaster Management and Coastal Zone Management

Course Objective:

It provides basic skills of Mapping for Disaster Management and Natural Resource Management with GIS software by Researcher, manager of different decision making It provides basic skills of Coastal processes mapping with GIS software and its application in Research, management of different subject.

Course Outcomes:

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

- I. Understand and explain various Disaster mapping, monitoring and Management.
 - II. Understand and explain various Natural Resource mapping, monitoring and Management.
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- III. It will help to get a job opportunity in different NDMA (National Disaster Management Authority), SDMA (State Disaster Management Authority), OSDMA (Odisha State Disaster Management Authority), NIRD (National Institute of Rural Development), SIRD (State Institute of Rural Development), Panchayati Raj Department, OLM (Odisha Livelihood Mission), OTELP (Odisha Tribal Empowerment and Livelihood Programme), Watershed Mission,

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

- I. Understand and explain various Coastal process dynamic mapping and it will help for Research.
- II. It will help to get a job opportunity in different National institute like ICMAM (Integrated Coastal and Marine Area Management), NIOT (National Institute of Ocean Technology), NCSCM (National Center for Sustainable Coastal Management).

COURSE CONTENT :

Unit-I Introduction to Disaster

Meaning, Scope, Types, Characteristics, Disaster Management Cycle, Vulnerability Analysis and Risk Assessment, Early Warning System: Meaning, scope and type

Unit-II Disaster Management with Geo-informatics

Role of Geo-informatics in Monitoring and Preparation of Disaster Management Plan: Data collection, Analysis, Monitoring, Damage Assessment, Cyclone Warning, Flood Warning and Drought Warning.

Unit-III Introduction to Coastal System and Coastal Zone Management

Coastal morphology, Coastal Dynamic, Classification of coastal processes and sediment characteristics. Coastal biogeography with special reference to sea weeds, Mangroves, Dunes, Vegetation and Corals.

Unit- IV

Coastal pollution: Sources, impacts and management, Integrated Coastal Management: Concepts, techniques and applications. Disaster Management in Coastal areas, Disaster Risk Reduction for Coastal Zone Managers.

Unit- V Monitoring Coastal Processes using Geo-informatics

Indian coast: Major environmental issues, problems and their management; Techniques of monitoring changes in coastal processes and landforms; Application of Remote Sensing with special reference to Coastal Zone Management.

References:

1. Adams, W.M. (1990): Green, Development, Environment and Sustainability in the Third World, Routedledge and Hall, New York..
 2. Documents, G. O. (Various Years). Vulnerability Atlas (2004), Disaster Management Act (2005), Disaster Management Policy (2009).
 3. Gupta A.K., Niar S.S and Chatterjee S. (2013) Disaster management and Risk Reduction, Role of Environmental Knowledge, Narosa Publishing House, Delhi.
 4. Modh S. (2010) Managing Natural Disasters, Mac Millan publishers India LTD.
 5. Steers J.A (1971): Applied Coastal Geomorphology
 6. Eric C. F Autor Bird (1996): Beach Management.
 7. L.C.Van Rijn (1998): Principles of Coastal Morphology
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7. Ahlhom Frank (2017): Integrated Coastal Zone Management (Springer Publication)
8. Bilal U. Haq, Jan H. Stel, Gunnar Kullenberg (1997): Coastal Zone Management Imperative for Maritime Developing Nations (Springer Publication) McGraw-Hill Publishing Company Limited
9. John R. Clark (1995): Coastal Zone Management Handbook.
10. The Coastal Regulation Zone (CRZ), 2019 & The Island Protection Zone, 2019, Government of India

3rd SEMESTER

Core - 305

FIELD SURVEY METHODS

(Practical)

(100 marks)

OBJECTIVES:

Prerequisite Course / Knowledge (If any): Basic understanding of surveying and field requirements would be preferable.

Aim of the Course: is to provide essential field related skills to the students in order to take cutting edge research of any problem in real world (preferably local at this education stage).

Learning Outcomes:

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

- I. Understand basics of field work and identify field techniques to be used (Unit 1 - OBE level to be achieved – Analyse)
- II. Compare, differentiate and evaluate which data to collect from field and how (Unit 2 - OBE level to be achieved – Evaluate)
- III. Assess, design and develop field reports after evaluating and synthesizing the available information (Unit 3 – OBE level to be achieved – Create)
- IV. Assess and synthesize the information collected during field work and summarise the outcome (Unit 4 – OBE level to be achieved – Create)

Course Contents:

Unit I. Field Survey - basics

Basics of Field work: objective of field work (physical or socioeconomic), Identifying the case studies and defining the field model (conceptual geographical model)

Identification of field techniques to be used:

Measurement - nature of measurement (nominal, ordinal, interval and ratio); Key aspects (validity, reliability, Precision and Accuracy)

Sampling - Key elements (Population, bias, sample size etc.); methods (simple random, stratified and systematic), errors

Practical: Study area is to be conveniently finalized as per the identified objective of field work for stressing on any local problem or any contemporary issue. Field model should be determined.

Unit II. Collecting data from field

Data source and collection – primary and secondary; Surveying (Physical) – Plane Table Survey; Prismatic Compass Survey; Theodolite, and Dumpy level; Global Positioning System (GPS) Surveying (Socioeconomic) - Observation (Participants and non-participants), Questionnaire (Open, close, structured and non-structured) and interview (individual and focus groups)

Practical: Identify data source and collection methods as per the designed field model for the selected problem in unit 1. Collect data. Note: Field work must not exceed 7 days.

Unit III. Field report writing

Text of the Report should ideally be divided into the following sections: Introduction and Statement of problem(s), Aim and Objectives, Materials and methods, Analysis and Results, Discussions, Conclusion, References/ Bibliography (API for Harvard Format) and Appendices (if any).

Practical: Perform the analyses from collected data and write a report with Figures and Tables captioned properly. Note: Report should not exceed 5,000 words (max 15 pages excluding references).

Unit IV. Final report

Viva (25 Marks)

Unit-V

Record. (15 Marks)

Reading List

1. Bhopal Singh R L and Duttta P K (2012) Prayogatama Bhugol, Central Book Depot, Allahabad
2. Rice, S. 2003. Ch 17: Sampling in Geography. In: Clifford, N., French, S., Valentine, G. (Eds) Key Methods in Geography, London: Sage Publication.
3. Robinson A. H., 2009: Elements of Cartography, John Wiley and Sons, New York.
4. Sharma J. P., 2010: Prayogic Bhugol, Rastogi Publishers, Meerut.
5. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers.
6. Stoddard, R.H. 1982: Field Techniques and Research Methods in Geography, National Council for Geographic Education Pacesetter Series, Lounsbury/Sommers/Fernald.

Online Resources:

1. Brunet, R. 2001. Models in geography? A sense to research, CyberGeo, 204. <https://doi.org/10.4000/cybergeo.4288>
 2. Rana, L. 2021. Models, Theory & Systems Analysis In Geography [online]. Available at: http://ags.geography.du.ac.in/Study%20Materials_files/Lalita%20Rana_SC.pdf
 3. Manson, S. M. (ed) (2017). Mapping, Society, and Technology. Minneapolis, Minnesota: University of Minnesota Libraries Publishing. URL: <https://open.lib.umn.edu/mapping>
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4TH SEMESTER

THEORY	TITLE OF THE PAPER	MARKS	CREDITS
Core - 401	NATURAL HAZARDS AND DISASTER MANAGEMENT	100	
Core - 402	ODISHA GEOGRAPHY	100	
Core - 403	PROJECT/DISSERTATION	100	
Core - 404	(A) SEMINAR (B) ASSIGNMENT/PRACTICAL	50+50	
EC - 405	URBANIZATION AND MIGRATION OR APPLICATION OF RS & GIS IN RURAL AND URBAN PLANNING	100	

Core - 401 NATURAL HAZARDS & DISASTER MANAGEMENT

(100 Marks)

Objectives:

Making students to understand all the dimensions of natural and man-made disasters and disaster management framework.

Learning Outcomes:

After the completion of course, the students will have ability to:

1. Understand processes and impact of disaster
2. Understand both the natural and man-made disaster and human negligence in context of environment
3. Gain a perspective of disasters and various dimensions of disaster management
4. Have comprehensive knowledge of various natural and manmade disasters in India
5. Examine the response and mitigation measures of disasters

Course Content:

Unit I. Introduction

Concept of Hazard, Risk and Disaster; Classification of Disaster; Meaning and Dimensions of Disaster Management.

Unit - II. Categories of disaster

Major categories: Hydrological Disasters (Flood and Drought); Geological Disasters (Earthquakes and Landslides); Meteorological Disasters (Cyclone, Tidal waves); Manmade Disasters (Chemical disasters, Biological disasters, Radiological disasters, Nuclear disasters).

Unit III. Disaster Preparedness, Mitigation and Response

Concept and Nature of disaster preparedness; Disaster Preparedness Plan.

Disaster Mitigation and Disaster Mitigation Strategies.

Disaster Response Plan, Role of Multiple Stakeholders in Disaster Response.

Unit IV. Rehabilitation, Reconstruction and Recovery

Damage Assessment, Reconstruction and Rehabilitation Role of various government and non-governmental agencies in Recovery Measures.

Unit V. Role of Information Technology in Disaster Management

Disaster management Information System; Role of Geospatial Technologies; Role of Communication in Disasters management –HAM radio, Satellite, Video Conferencing, Electronics devices, social media.

Suggested Readings

1. Blaikie, P., Cannon, T., & Davis, I. (1994). *At Risk: Natural Hazards, People's Vulnerability, and Disasters*. London: Routledge.
 2. Council, N. R. (2006). *Facing Hazards and Disasters: Understanding Human Dimensions*. Washington: National Academies Press.
 3. Damon, P. Copola, (2006) *Introduction to International Disaster Management*, Butterworth Heineman.
 4. *Disaster Management Guidelines*, GOI-UND Disaster Risk Program (2009-2012)
 5. Documents, G. O. (Various Years). *Vulnerability Atlas (2004)*, *Disaster Management Act (2005)*, *Disaster Management Policy (2009)*.
 6. Flynn, S. (2007). *The Edge of Disaster: Rebuilding A Resilient Nation*. New York: Random House.
 7. Gupta A.K., Niar S.S and Chatterjee S. (2013) *Disaster management and Risk Reduction, Role of Environmental Knowledge*, Narosa Publishing House, Delhi.
 8. Modh S. (2010) *Managing Natural Disasters*, Mac Millan publishers India LTD.
 9. Murthy D.B.N. (2012) *Disaster Management*, Deep and Deep Publication PVT. Ltd. New Delhi.
 10. Pal, I., & Shaw, R. (2017). *Disaster Risk Governance in India and Cross Cutting Issues*, Singapore: Springer.
 11. Paraswamam, S., & Unikrishnan, P. V. (2000). *India Disaster Report*. New Delhi: Oxford.
 12. Platt, R. H. (1999). *Disasters and Democracy: The Politics of Extreme Natural Events*. Washington: Island Press.
 13. Quarantelli, E. (1998). *What is a Disaster? Perspectives on the Question*. London: Routledge.
 14. Schneid, T., & Collins, I. (1998). *Disaster Management and Preparedness*. UNU-EHS. Various years. *World Risk Reports*. Washington: Lewis.
 15. Wisner, B., Blaikie, P., Cannon, T., & Davis, I. (2004). *At Risk: Natural Hazards, People's Vulnerability and Disasters (2nd Ed.)*. London and New York: Routledge
 16. United Nations, 2021. *Sustainable Development Goals* [online]. Available at: <https://sdgs.un.org/goals> [Accessed on 14th June 2021]
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4TH SEMESTER

Core - 402

REGIONAL GEOGRAPHY OF ODISHA

(100 Marks) - 4 Credits

Objectives:

To study the physical, economical and social geography of Odisha. .

Learning Outcomes:

After the completion of course, the students will have ability to:

1. Students will learn in to the physiography, drainage, climate and agricultural scenario of Odisha
2. Know the industrial and mineral availability in Odisha with knowing the natural vegetation intensity.
3. Students will understand the natural hazards and vulnerability of Odisha against the multihazards (Covid-19 included)
4. Understand the demography and spatial distribution of various tribes in Odisha.

Course Content:

Unit-I

Introduction (Location, Administrative History)

Physiographic divisions, Geological structure

Climate – Climatic regions & Rainfall regions

Soil (Types, Distribution, Conservation Measures)

Natural Vegetation (Forest Types, Distribution, Forest Products and NTFPs Collection, Wild Life - Bio-sphere reserve, National Park, Wild Life Sanctuary and Eco-Tourism)

Unit-II

Drainage System, Drainage Basins & its Salient Features Irrigation System, Multi-Purpose Irrigation Project (Major, Medium, Minor), Ground Water (Qualitative and quantitative) & its Distribution

Agriculture (Types & Characteristics, Spatial Distribution, Production), Agro-Climatic Zones

Unit - III

Natural Hazards and Disasters in Odisha (Cyclones, Floods, Droughts, Earthquakes, Heat waves, Lightening etc., Biological Disaster – COVID 19 & Its Impact, Disaster Management & Policies, Coastal Zone Management

Unit-IV

Mineral Resources (Iron, Manganese, Bauxite, Coal) and Energy Resources.

Industries (Large Scale, Medium Scale, Small Scale-Cottage, Handicraft), Industrial areas, Industrial Policies

Transport (Types & Distribution)

Tourism (Types, Important Tourist Place, Road Maps, Earnings from Tourism),

Geomorphosites, Geo-heritages & their prospects in Odisha

Economic Development and Planning (Backward Region Planning-KBK), Geopolitics

Unit-V

Demographic Division (Distribution, Density, Growth & Migration) Population Composition (Sex Composition, Age Structure, Regional Composition, Rural/Urban Composition-Literacy, Occupational Structure), Problems and Prospects of Education in Odisha (Primary, Secondary & Higher Education)

People, Society & Culture (Spatial Distribution of Social Groups-Tribes, Tribal development Plan), Religion, Caste, Languages & Cultural Practices)

Health Care Planning & Problems in Odisha, Urbanization in Odisha and Associated Problems (Urban Flooding, Slums, Pollution Water, Air, Noise)

Suggested Readings

1. Sinha. B.N - Geography of Orissa
2. Ray G.C - Geography of Orissa
3. Economic Survey of Odisha

4TH SEMESTER**Core - 403****PROJECT / DESSERTATION****(100 marks)****4TH SEMESTER****Core - 404****(A) SEMINAR****(B) ASSIGNMENT / PRACTICAL****(50+50 marks)****4TH SEMESTER****GENERAL ELECTIVE - 405****1. REGIONAL DEVELOPMENT AND PLANNING****OR****2. REMOTE SENSING AND GIS****Urbanization and Migration****Objectives:**

To acquaint students with the concepts of urbanization, its theories, processes and measurements; concepts of internal and international migration their types, streams, patterns, theories and measurement and implications of migration trends on urbanization.

Learning Outcomes:

Define, describe and relate the basic characteristics and trends of urbanization in India and world. Classify the migrants and understand the theories of migration. Analyze magnitude of slums and slum problems. Evaluate the problems and prospects of urbanization and migration.

Course Content:**UNIT I: The Process of Urbanization**

Urbanization: Definition and concept; economic, sociological, demographic and geographical connotation of urbanization; Measurement of urbanization and urban Growth, Global patterns of urbanization.

UNIT-II: Trends of Urbanisation and Urban Scenario in India

Urbanisation in India- The emergence of India's urbanisation; Urbanisation in post-independent India; Growth of slums in India; Policies and Programmes in India: National Five-Year Plans, JNNURM, Smart Cities.

UNIT III: Migration

Definition of the migrants: Internal and international migration; Diasporas, Migration selectivity: Streams; distance; age; gender; education and skills; Measurement of migration.

Theories of migration: Ravenstein; Stouffer; Lee; Zelensky; Lewis; Todaro. Causes and consequences of migration, relevance of push and Pull factors.

UNIT IV: Urbanization and Development

Urbanisation, industrialization and economic Development in historical context. Slums: concept, typologies and theories; Urban informal sector.

UNIT V: Urbanisation, Migration and Sustainable Development Agenda

Urbanisation and the urban problems. Urbanisation and the Agenda for sustainable development. Migration and the Agenda for sustainable development.

References:

1. Aijaz, R. 2017. Measuring Urbanisation in India, ORF Issue Brief, Issue no 2018 IB # 218
2. Beall, Jo and Fox, Sean (2009) Cities and Development, Routledge Perspectives on Development, Routledge, London
3. Birch, Eugenie L. and Wachter, Susan M. (2011) Global Urbanization: The City in the Twenty-First Century, University of Pennsylvania Press
4. Carter, Harold (2010) The Study of Urban Geography, Rawat Publications, Jaipur, 4th Edition.
5. Bhagat, R.B. and Mohanty, S., 2009 Emerging pattern of urbanisation and the contribution of migration in urban growth in India. Asian Population Studies, 5(1), pp.5-20.
6. Bhagat, R.B. 2017 Urbanisation in India: Trend, Pattern and Policy Issues, IIPS Working Paper No-12. IIPS, Mumbai.
7. Chandrasekhar, S. and Sharma, Ajay (May 2014): "Urbanization and Spatial Patterns of Internal Migration in India", Indira Gandhi Institute of Development Research, Mumbai.
8. Davis, Kingsley. 1961. Urbanisation in India: Past and Future in Roy Turner (ed.) India's Urban Future, University of California Press, Berkeley, pp. 3-26
9. Fyfe N. R. and Kenny J. T., 2005: The Urban Geography Reader, Routledge.
10. Graham S. and Marvin S., 2001 Splintering Urbanism: Networked Infrastructures, Technological Mobilities and the Urban Condition, Routledge.

11. Hall T., 2006 Urban Geography, Taylor and Francis.
12. 12 Possehl, G.L. 1990. Revolution in the urban revolution: the emergence of Indus urbanization, Annual Review of Anthropology, 19:261-82.
13. Kundu, Amitabh (2011) Trends and Processes of Urbanisation in India”, Urbanization and Emerging Population Issues – 6, Human Settlements Group, IIED Population and Development Branch, UNFPA
14. Morris, R.N. (2007) Urban Sociology, George Allen and Unwin Ltd., London
15. Prakasa, Rao, V.L.S. (1993) Urbanisation in India; Spatial Dimensions, Concept Publishing Co., New Delhi
16. Ramachandran, R. (1992) Urbanisation and Urban Systems in India, Oxford University Press, New Delhi
17. United Nations, 2021 Sustainable Development Goals
18. Young, A. F. (2013) Urbanization, environmental justice, and social-environmental vulnerability in Brazil. In Urbanization and Sustainability (pp. 95-116). Springer Netherland
19. UN, 2009 The World Urbanisation Prospects: The 2009 Revision, Department of Economic and Social Affairs, Population Division, UN, New York
20. UN, 2019 The World Urbanisation Prospects: The 2009 Revision, Department of Economic and Social Affairs, Population Division, UN, New York
21. UN, 2003. The Challenge of Slums Global Report on Human Settlements 2003, UNHABITAT, Earth scan publication Ltd, London.

Application of RS/GIS in Rural and Urban Planning

Course Objective:

It provides basic Knowledge about management and planning of Urban areas with Satellite Imageries and GIS software.

Course Outcomes:

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

- I. Understand and explain various types of Problems in Urban areas and the management process by using Geo-informatic techniques.
- II. It will help to get a job opportunity in different Planning and Development sector, Electricity Department, Water Resource department, Municipal Corporation and Transport Department.

Course Content:

Unit-I Introduction to Rural and Urban Planning

Meaning and scope of Rural and Urban Planning, Characteristics of Rural and Urban Planning, Approaches to Planning, Trends of Development in Developed, Developing and Under Developed Countries.

Unit-II Geo-informatics Application in Rural Planning

Meaning and scope of Participatory Rural Appraisal, Participatory Resource Appraisal, Role of NGOs/Non-profit organization in Rural Development, Application of Geoinformatics in Ridge to valley treatment in Rural Development – Upper Ridge, Middle Ridge and Lower Ridge.

Unit- III Application of RS & GIS in urban planning

Remote Sensing for Urban Planning: Urban change detection, Urban land-use; land cover Mapping, Classification and Analysis.

GIS for Urban Planning: Benefits application and tools.

Unit - IV Smart City Management

Meaning and Scope of smart city, Approaches of Smart city management, Management of Road and Railway Transport, Electricity, Water supply, Drainage management, Revenue collection, Communication and Maintenance of smart city

Unit-V Sustainable Development of Smart city with Geo-informatics

Site suitability analysis: Sewerage treatment plan, Solid Waste Management, Traffic Management, Gas Supply Management, Flash flood management, Natural Heritage and Monument site conservation. Surface Temperature Analysis, Air Quality Analysis.

References:

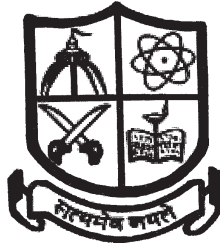
1. Maurya, S.D (2014): Settlement Geography, Sharda Pustak Bhawan
2. Knowles, R. & Wareing, J. (2018): Economic and Social Geography, Made Simple
3. Gautam Alka (2022): Advanced Geography of India, Sharda Pustak Bhawan Pustak Bhawan
4. Easa, Said & Chan Yupo (1999): Urban Planning and Development Applications of GIS, Amer Society of Civil Engineers
5. Martin van Maarseveen et.al (2019): GIS in Sustainable Urban Planning and Management A Global Perspective, Taylor & Francis Publication
6. Anna Visvizi, Orlando Troisi (2022): Managing Smart Cities,
7. S. C. M. Geertman, Christopher Pettit, Qingming Zhan, Andrew Allan (2019) Computational Urban Planning and Management for Smart Cities
8. Singh, R.B et.al. (2022): Smart Cities for Sustainable Development
9. Sharma,Poonam, Rajput, Swati (2017) Sustainable Smart Cities in India: Challenges and Future Perspectives
10. Moustafa Baraka, Ibrahim El Dimeery, Amin Akhnoukh (2021) Design and Construction of Smart Cities: Toward Sustainable Community
11. Singh, Katar (1999): Rural Development, Sage Publication, New Delhi
12. Gary Paul Green (2013): Handbook of Rural Development
13. Willem van Eekelen (2020): Rural Development in Practice



MASTER OF ARTS IN HINDI

(SEMESTER PATTERN)
CHOICE BASED CREDIT SYSTEM SYLLABUS
TWO-YEAR FULL TIME PROGRAMME

COURSES OF STUDIES (2023 -2024)



Buxi Jagabandhu Bidyadhar Autonomous College

Bhubaneswar - 751014

Accredited at the 'A' Level by

National Assessment and Accreditation Council (NAAC)

Telephone/Fax : 0674-2436971, Website : www.bjbcollege.ac.in

Program Outcome

This program could provide post graduate to enter in the field of

1. Teaching in school, colleges, universities.
2. Translator officers.
3. Professionals for research Sector.
4. Anchor, Writer, Reporter scholars in the field of media and cinema.

Program specific outcome

The students should acquire knowledge, skill and attitude during the PG Hindi course program by virtue of this course students are pursuing this research studies like Delhi University JNU and Hyderabad University with B.Ed Hindi programme like central Hindi institution Agra and govt. training college, Cuttack

Course Outcomes

History of Hindi literature

On the completion of this course the students acquire the knowledge of socio-political, economical and cultural background of society where a particular literature is written.

Hindi Translation

To know the basic principle of translation issues faced by translators and study of vowel ratio and cultural through translation and able to be a Rajbhasha Adhikari.

Media and Journalism

Students acquire new knowledge about the history of media writing the pieces of news and research in mythological literature.

Functional Hindi

Functional Hindi is a letter concept in Hindi language and literature concept of Rajbhasha and implementation of Hindi in Central and Central Government undertakings are the primary object of the course.

1ST SEMESTER
Paper Code - 01
प्राचीन, नर्गुण भक्तिकाव्य
(Pracheen, Nirgun Bhaktikavya)

पूर्णांक - 70

इकाई-1 : विद्यापति की पदावली, सं. रामकृष्ण बेनीपुरी, पुस्तक भंडार, वाराणसी (वसंत खण्ड)

इकाई-2 : पृथ्वीराज रासो - चंदबरदायी (राशिब्रता विवाह, 1-50 पद)

इकाई-3 : कबीर ग्रंथावली, सं. श्यामसुंदर दास, नागरी प्रचारिणी सभा, काशी

- गुरुदेव कौ अंग 1 - 30
- सुमिरन कौ अंग 1 - 30
- विरह कौ अंग एवं 1 - 30
- पद 1 - 5

इकाई-4 : पद्मावत, सं. माताप्रसाद गुप्त, भारती भण्डार, प्रयाग

- क) नखशिख खण्ड
- ख) सिंहलद्वीप वर्णन

इकाई-5 : संतकाव्य : संतकाव्य परंपरा, संत साहित्य, काव्य कला (संत रैदास और दादू दयाल का साहित्य)

संदर्भ ग्रंथ :

1. कबीर मीमांसा - राचचंद्र तिवारी, लोकभारती प्रकाशन, इलाहाबाद
2. कबीर - हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली
3. संतकाव्य - पशुराम चतुर्वेदी, किताब महल, इलाहाबाद
4. विद्यापति - शिवप्रसाद सिंह, दिल्ली लोकभारती प्रकाशन
5. जायसी ग्रंथावली - रामचन्द्र शुक्ल, माताप्रसाद गुप्त, वासुदेव
6. पृथ्वीराज रासो की भाषा - नामवर सिंह, राजकमल प्रकाशन, नई दिल्ली
7. जायसी - विजयदेव नारायण साही, हिंदुस्तानी अकादमी, इलाहाबाद

प्रश्न संबंधी सूचनाएँ

सभी इकाइयों से दीर्घ उत्तर वाले 14 अंक अथवा दीर्घ उत्तर के विकल्प में 07+07 अंकों वाले प्रश्न या व्याख्या पूछे जाएँगे।

1ST SEMESTER
Paper Code - 02
सगुण भक्ति और रीतिकाव्य
(Sagun Bhakti aur Ritikavya)

पूर्णांक - 70

इकाई-1 : भ्रमरगीतसार-सं. आचार्य रामचंद्र शुक्ल (पद 21-50 तक) पुस्तक भंडार, वाराणसी

इकाई-2 : 'रामचरितमानस', गीताप्रेस, गोरखपुर (केवल सुंदरकाण्ड)

इकाई-3 : केशव - प्रारंभ के 50 पद

रीतिकाव्य संग्रह - सं. विजयपाल सिंह, लोक भारती प्रकाशन, इलाहाबाद-1

इकाई-4 : बिहारी - प्रारंभ के 30 दोहे

रीतिकाव्य संग्रह - सं. विजयपाल सिंह, लोक भारती प्रकाशन, इलाहाबाद-1

इकाई-5 : धनानंद पद - 1 से 20 तक

रीतिकाव्य संग्रह - सं. विजयपाल सिंह, लोक भारती प्रकाशन, इलाहाबाद-1

संदर्भ ग्रंथ :

1. हिन्दी रीति साहित्य - भगीरथ मिश्र, राजकमल प्रकाशन
2. प्राचीन कवि - विश्वम्भर मानव, लोकभारती प्रकाशन
3. रीति-काव्य की भूमिका - डॉ. नगेंद्र, लोकभारती प्रकाशन
4. भक्तिकाव्य का समाज दर्शन - प्रेमशंकर, वाणी प्रकाशन
5. सूर-साहित्य आचार्य हजारी प्रसाद द्विवेदी, दरियागंज, नई दिल्ली
6. भक्तिकाव्य और लोक - शिव कुमार मिश्र, अभिव्यक्ति प्रकाशन, इलाहाबाद

प्रश्न संबंधी सूचनाएँ

सभी इकाइयों से दीर्घ उत्तर वाले 14 अंक अथवा दीर्घ उत्तर के विकल्प में 07+07 अंकों वाले प्रश्न या व्याख्या पूछे जाएँगे।

1ST SEMESTER
Paper Code - 03
आधुनिक हिंदी काव्य
(Adhunik Hindi Kavya)

पूर्णांक - 70

- इकाई-1** : मैथिलीशरण गुप्त - साकेत (नवम सर्ग)
इकाई-2 : जयशंकर प्रसाद - कामायनी (चिंता, श्रद्धा सर्ग)
इकाई-3 : निराला - राम की शक्तिपूजा
इकाई-4 : दिनकर - उर्वशी (तृतीय सर्ग)
इकाई-5 : मुक्तिबोध - अंधेरे में
 अज्ञेय - असाध्यवीणा

संदर्भ ग्रंथ :

1. निराला - रामविलास शर्मा, शिवलाल अग्रवाल एण्ड कंपनी, आगरा
2. निराला की साहित्य साधना - रामविलास शर्मा, राजकमल प्रकाशन भाग- २
3. कामायनी एक पुनर्विचार - मुक्तिबोध, राजकमल प्रकाशन
4. निराला - परमानंद श्रीवास्तव, साहित्य अकादमी
5. साकेत एक अध्ययन - नगेंद्र, नेशनल पेपरबेक्स, दिल्ली
6. छायावाद - नामवर सिंह, राजकमल प्रकाशन
7. उर्वशी उपलब्धि और सीमा - प्रो. विजेन्द्रनारायण सिंह, परिमल प्रकाशन
8. अंधेरे में इतिहास: संरचना और संवेदना - सं. बच्चन सिंह, अभिव्यक्ति प्रकाशन, इलाहाबाद

प्रश्न संबंधी सूचनाएँ

सभी इकाइयों से दीर्घ उत्तर वाले 14 अंक अथवा दीर्घ उत्तर के विकल्प में से 07+07 अंकों वाले प्रश्न या व्याख्या पूछे जाएँगे।

1ST SEMESTER

Paper Code - 04

हिंदी साहित्य का इतिहास - १ (आदिकाल, भक्तिकाल) (Hindi Sahitya ka Itihas)

पूर्णांक - 70

- इकाई-1** : हिंदी साहित्य का इतिहास दर्शन, हिंदी साहित्य के प्रमुख इतिहास ग्रंथ, हिंदी साहित्य के इतिहास लेखन की प्रमुख पद्धतियाँ।
- इकाई-2** : हिंदी साहित्य के इतिहास का काल विभाजन एवं नामकरण, आदिकाल तथा भक्तिकाल का उद्भव तथा विकास प्रमुख प्रवृत्तियाँ।
- इकाई-3** : सिद्ध साहित्य, जैन साहित्य, नाथ साहित्य, रासो साहित्य: बीसलदेव रासो, पृथ्वीराज रासो।
- इकाई-4** : निर्गुण भक्ति काव्य : कबीर और जायसी, ज्ञानाश्रयी और प्रेमाश्रयी भक्तिधारा की विशेषताएँ।
- इकाई-5** : सगुण भक्ति काव्य : सूरदास और तुलसीदास, कृष्ण और राम भक्ति धारा की विशेषताएँ।

संदर्भ ग्रंथ :

1. साहित्य और इतिहास दृष्टि - प्रो. मैनेजर पाण्डेय, पीपुल्स लिटरेसी, दिल्ली
2. हिंदी साहित्य का इतिहास - आचार्य रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, काशी
3. हिंदी साहित्य उद्भव और विकास - आचार्य हजारी प्रसाद द्विवेदी
4. हिन्दी साहित्य की भूमिका - आचार्य हजारी प्रसाद द्विवेदी
5. हिंदी साहित्य का आलोचनात्मक इतिहास - रामकुमार वर्मा, लोक भारती प्रकाशन
6. इतिहास और आलोचना - नामवर सिंह, राजकमल प्रकाशन
7. मध्यकालीन भारत राजनीति समाज और संस्कृति (आठवीं से सत्रहवीं सदी तक)- सतीश चंद्र, ओरियंट लॉगमैन

प्रश्न संबंधी सूचनाएँ

सभी इकाइयों से दीर्घ उत्तर वाले 14 अंक अथवा दीर्घ उत्तर के विकल्प में 07+07 अंकों वाले प्रश्न या व्याख्या पूछे जाएँगे।

1ST SEMESTER
Paper Code - 05
प्रयोजनमूलक हिंदी
(Prayojanmulak Hindi)

पूर्णांक - 70

इकाई-1 : हिंदी के विविध रूप :

- खड़ी बोली, हिन्दुस्तानी
- राजभाषा, राष्ट्रभाषा एवं संपर्क भाषा के रूप में हिंदी

इकाई-2 : राजभाषा हिंदी : संवैधानिक प्रावधान

- राजभाषा संबंधी संविधान के प्रावधान
- राजभाषा अधिनियम 1963, राजभाषा नियम 1976
- राजभाषा हिंदी के प्रगामी प्रयोग से संबंधित राष्ट्रपति के आदेश एवं राजभाषा संकल्प 1968

इकाई-3 : परिभाषिक शब्दावली की परिभाषा, विशेषताएँ, निर्माण प्रक्रिया, ज्ञान-विज्ञान के क्षेत्र की पारिभाषिक शब्दावली

इकाई-4 : कार्यालयी हिंदी के प्रमुख प्रकार्य : टिप्पण, प्रारूपण, संक्षेपण

इकाई-5 : व्यावहारिक अनुवाद :

- क) किसी अंग्रेजी अवतरण का हिन्दी में अनुवाद। (केवल कार्यालयी अनुच्छेद ही दिया जाएगा)
- ख) किसी हिन्दी अवतरण का अंग्रेजी में अनुवाद। (केवल कार्यालयी अनुच्छेद ही दिया जाएगा)

संदर्भ ग्रंथ :

1. प्रयोजनमूलक हिंदी - विनोद गादरे, वाणी प्रकाशन
2. प्रयोजनमूलक हिंदी : सिद्धांत और प्रयोग - दंगल झाल्टे, वाणी प्रकाशन
3. सरकारी कार्यालयों व बैंकों में प्रयोजनशील हिंदी - अनिल कुमार तिवारी, विश्वभारती प्रकाशन, नागपुर
4. कंप्यूटर अध्ययन : एक परिचय - नरेन्द्र सिंह, अंक बुक्स हाउस, रामपुर
5. प्रयोजनमूलक हिंदी - राकेश कुमार पराशर
6. प्रशासनिक हिंदी - ओंकारनाथ वर्मा
7. राजभाषा प्रशिक्षण - भोलानाथ तिवारी, प्रभात प्रकाशन
8. उत्तर आधुनिक मीडिया विमर्श - सुधीश पचौरी

प्रश्न संबंधी सूचनाएँ

- इकाई 01, 02, 03 और 04 से 08 प्रश्न पूछे जाएंगे। उनमें से 04 के उत्तर लिखने होंगे। (14x4=56)
- इकाई 05 से हिंदी और अंग्रेजी से दो-दो अवतरण दिए जाएंगे जिनमें एक हिंदी और एक अंग्रेजी का अनुवाद करना होगा। (7x2=14)

2ND SEMESTER

Paper Code - 06

हिंदी साहित्य का इतिहास - २ (रीतिकाल आधुनिक काल) (History of Hindi Literature-2)

पूर्णांक - 70

- इकाई-1** : रीतिकालीन कविता की पृष्ठभूमि, रीतिबद्ध और रीतिमुक्त काव्य और उनकी काव्यगत विशेषताँ, प्रमुख रचनाकार तथा उनकी रचनाएँ।
- इकाई-2** : १८५७ का स्वतंत्रता संग्राम और हिंदी क्षेत्र का नवजागरण। भारतेंदु और उनका मंडल, १ वीं सदी की प्रमुख पत्रिकाएँ। भारतेंदु युगीन साहित्य की विशेषताएँ।
- इकाई-3** : महावीर प्रसाद द्विवेदी और उनका युग, हिंदी नवजागरण और सरस्वती पत्रिका, द्विवेदी युग के प्रमुख गद्य लेखक, राष्ट्रीय काव्यधारा और मैथिलीशरण गुप्त।
- इकाई-4** : प्रमुख गद्य विधाओं का विकास : नाटक, उपन्यास, आलोचना, निबंध, रेखाचित्र, जीवनी, आत्मकथा।
- इकाई-5** : छायावाद, प्रगतिवाद, प्रयोगवाद, नयी कविता।

संदर्भ ग्रंथ :

1. आधुनिक हिंदी साहित्य की प्रवृत्तियाँ - नामवर सिंह, लोकभारती प्रकाशन, इलाहाबाद।
2. रीति काव्य की भूमिका - डॉ. नगेंद्र, नेशनल पब्लिशिंग हाउस
3. हिंदी का गद्य साहित्य - प्रो. रामचंद्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी
4. प्रगतिवाद और समानांतर साहित्य - रेखा अवस्थी, मैकमिलन कंपनी आफ इंडिया, दिल्ली- ३२
5. महावीरप्रसाद द्विवेदी और हिंदी नवजागरण - रामविलास शर्मा, राजकमल प्रकाशन, नई दिल्ली।
6. हिंदी साहित्य का इतिहास - सं. डॉ. नगेंद्र, नेशनल पब्लिशिंग हाउस, नई दिल्ली।
7. हिंदी साहित्य का इतिहास - प्रो. लक्ष्मीसागर वाष्णेय, लाकभारती प्रकाशन, इलाहाबाद।

प्रश्न संबंधी सूचनाएँ

सभी इकाइयों से दीर्घ उत्तर वाले 14 अंक अथवा दीर्घ उत्तर के विकल्प में 07+07 अंकों वाले प्रश्न या व्याख्या पूछे जाएँगे।

2ND SEMESTER

Paper Code - 07

गद्य साहित्य (निबंध तथा अन्य गद्य विधाएँ) (Gadya Sahitya)

पूर्णांक - 70

इकाई-1 : निबंध निकष - सं. रामचंद्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी

- साहित्य जनसमूह के हृदय का विकास है - बालकृष्ण भट्ट
- कछुआ धरम - चन्द्रधर शर्मा गुलेरी
- साहित्य में आत्माभिव्यक्ति - डॉ. नगेंद्र
- सौंदर्य की वस्तुगत सत्ता और सामाजिक विकास - रामविलास शर्मा

इकाई-2 : हिंदी के श्रेष्ठ रेखाचित्र - सं. डॉ. चौथीराम यादव, विश्वविद्यालय प्रकाशन, वाराणसी।

- बैलगाड़ी - बेढब बनारसी
- लछमा - महादेवी वर्मा
- बैसबाड़े से निराला - रामविलास शर्मा
- दंत कथाओं में त्रिलोचन - काशीनाथ सिंह
- एक कुत्ता और मैना - हजारीप्रसाद द्विवेदी

इकाई-3 : आवारा मसीहा - विष्णु प्रभाकर

इकाई-4 : अन्या से अनन्या - प्रभा खेतान

इकाई-5 : अरे यायावर रहेंगा याद - अज्ञेय

संदर्भ ग्रंथ :

1. पितृसत्ता के नए रूप - सं. राजेन्द्र यादव, प्रभा खेतान, अभय कुमार दुवे, राजकमल प्रकाशन।
2. प्रतिनिधि निबंधकार - विभुराम मिश्र ज्योतीश्वर मिश्र, लोकभारती प्रकाशन, त्रलाहाबाद।
3. हिंदी गद्य विन्यास और विकास - रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन।
4. यात्रा साहित्य विधा: शास्त्र और इतिहास - बापूराम देशाई, विकास प्रकाशन, कानपुर।
5. हिंदी यात्रा-साहित्य स्वरूप और विकास - मुरारीलाल शर्मा, क्लासिकल पब्लिशिंग कम्पनी, नई दिल्ली।

प्रश्न संबंधी सूचनाएँ

सभी इकाइयों से दीर्घ उत्तर वाले 14 अंक अथवा दीर्घ उत्तर के विकल्प में 07+07 अंकों वाले प्रश्न या व्याख्या पूछे जाएँगे।

2ND SEMESTER
Paper Code - 08
भारतीय काव्य चिंतन
(Bharatiya Kavya Chintan)

पूर्णांक - 70

- इकाई-1** : रस सिद्धांत (रस संप्रदाय)
रस का स्वरूप, रस निष्पत्ति, साधारणीकरण, रस के अंग, रस के प्रकार।
- इकाई-2** : अलंकार सिद्धांत (अलंकार संप्रदाय)
अलंकार की परिभाषा एवं स्वरूप, अलंकार और अलंकार्य, अलंकार के प्रकार भेद।
- इकाई-3** : रीति सिद्धांत (रीति संप्रदाय)
रीति की परंपरा, रीति की अवधारणा, रीति और गुण, रीति का वर्गीकरण।
- इकाई-4** : ध्वनि सिद्धांत (ध्वनि संप्रदाय)
ध्वनि का स्वरूप, प्रमुख स्थापनाएँ, ध्वनि काव्य के भेद, शब्द शक्तियाँ।
- इकाई-5** : वक्रोक्ति सिद्धांत (वक्रोक्ति संप्रदाय)
वक्रोक्ति की अवधारणा, वक्रोक्ति का वर्गीकरण।

संदर्भ ग्रंथ :

1. भारतीय काव्यशास्त्र - निशा अग्रवाल, लोकभारती प्रकाशन
2. भारतीय एवं पाश्चात्य काव्यशास्त्र की रूपरेख - रामचन्द्र तिवारी, लोकभारती प्रकाशन।
3. काव्यशास्त्र - भगीरथ मिश्र, विश्वविद्यालय प्रकाशन।
4. रस सिद्धान्त - डॉ. नगेंद्र, नेशनल पब्लिशिंग हाउस, दरियागंज, नई दिल्ली।
5. भारतीय काव्यशास्त्र - डॉ. सत्यदेव चौधरी, अलंकार प्रकाशन, दिल्ली।
6. भारतीय काव्यशास्त्र की भूमिका - नगेंद्र, नेशनल पब्लिशिंग हाउस, दिल्ली।

प्रश्न संबंधी सूचनाएँ

सभी इकाइयों से दीर्घ उत्तर वाले 14 अंक अथवा दीर्घ उत्तर के विकल्प में 07+07 अंकों वाले प्रश्न या व्याख्या पूछे जाएँगे।

2ND SEMESTER

Paper Code - 09

आधुनिक हिंदी साहित्य में स्त्री विमर्श (Adhunik Hindi Sahitya Mein Stree Vimarsh)

पूर्णांक - 70

- इकाई-1** : महिला कथाकारों का इतिहास, स्वतंत्रतापूर्व महिला कथाकार, स्वातंत्र्योत्तर महिला कथाकार, साठोत्तरी महिला कथाकार, समकालीन महिला कथाकार ।
- इकाई-2** : उपन्यास : जिंदगीनामा - कृष्णा सोबती
- इकाई-3** : उपन्यास : पचपन खम्भे लाल दीवारें - उषा प्रियंवदा
- इकाई-4** : नयी सदी की पहचान : श्रेष्ठ महिला कथाकार - सं. ममता कालिया, लोकभारती प्रकाशन ।
- सिक्का बदल गया - कृष्णा सोबती
 - वापसी - उषा प्रियंवदा
 - बन्तो - नमिता सिंह
- इकाई-5** :
- महानगर की मैथिली - सुधा अरोड़ा
 - चमड़े का अहाता - दीपक शर्मा
 - आपकी छोटी लड़की - ममता कालिया

संदर्भ ग्रंथ :

1. प्रतिनिधि महिला कथा सृजन - सं. छबिल कुमार मेहेर, शबनम पुस्तक महल, कटक
2. हिंदी का गद्य साहित्य - सं. प्रो. रामचन्द्र तिवारी
3. महिला कहानीकार प्रतिनिधि कहानियाँ - सं. पुष्पपाल सिंह
4. स्वातंत्र्यपूर्व हिंदी महिला लेखिकाओं की कहानियों का अध्ययन - डॉ. आलीस, बी.ए.
5. साठोत्तरी हिंदी कहानी और महिला लेखिकाएँ - डॉ. विजय वारद (रागा)
6. हिंदी की महिला उपन्यासकारों की मानवीय संवेदना - डॉ. उषा यादव
7. हिंदी कहानी और स्त्री विमर्श - उषा झा ।

प्रश्न संबंधी सूचनाएँ

सभी इकाइयों से दीर्घ उत्तर वाले 14 अंक अथवा दीर्घ उत्तर के विकल्प में 07+07 अंकों वाले प्रश्न या व्याख्या पूछे जाएँगे ।

2ND SEMESTER

Paper Code - 10

दलित साहित्य
(Dalit Sahitya)

पूर्णांक - 70

इकाई-1 : भारतीय दलित साहित्य का इतिहास, हिंदी के दलित साहित्य का इतिहास, अंबेडकर चिंतन, बौद्ध दर्शन तथा हिंदू दर्शन दलित साहित्य के संदर्भ में।

इकाई-2 : धरती धन न अपना - जगदीश चंद्र।

इकाई-3 : जूठन - ओम्प्रकाश वाल्मीकि भाग-१)

इकाई-4 : नयी सदी की पहचान : श्रेष्ठ दलित कहानियाँ - संपदक: मुद्राराक्षस, लोकभारती प्रकाशन, इलाहाबाद।

■ अब नहीं नाचव : राम निहोर विमल

■ जीवन साथी : प्रेम कपाड़िया

■ दाग दिया सच : रमणिका गुप्ता

■ अस्मिता लहू-लुहान : बुद्ध शरण हंस

इकाई-5 : ■ बकरी के दो बच्चे : रत्न कुमार सांभरिया

■ और रास्ता खुल गया : कर्मशील भारती

■ बलात्कारी : रतन वर्मा

■ पैशाचिक : मुद्राराक्षस

संदर्भ ग्रंथ :

1. दलित साहित्य के प्रतिमान - डॉ. एन्. सिंह, वाणी प्रकाशन, नई दिल्ली।
2. दलित सिविल कानून - डा. धर्मवीर, वाणी प्रकाशन, नई दिल्ली।
3. दलित चेतना की पहचान - सूर्यनारायण रणसुभे, वाणी प्रकाशन
4. दलित साहित्य: वेदना और विद्रोह - शरण कुमार लिंगबाले, वाणी प्रकाशन
5. दलित चेतना की कहानियाँ : बदलती परिभाषाएँ - राजमणि शर्मा
6. दलित दृष्टि - गेल ओमवेट, वाणी प्रकाशन

7. भारतीय दलित साहित्य - पुत्री सिंह, परिप्रेक्ष्य, वाणी प्रकाशन।
8. दलित साहित्य : एक मूल्यांकन - प्रो. चमनलाल, सं. अमलाप्रसाद, राजेन्द्र शर्मा, राजपाल प्रकाशन, दिल्ली
9. हंस अप्रैल २०१५
10. सामाजिक न्याय और दलित साहित्य - डॉ. श्योराज सिंह बेचैन
11. दलित साहित्य अनुभव, संघर्ष और यथार्थ - ओमप्रकाश वाल्मीकि
12. दलित चिंतन का विकास - डॉ. धर्मवीर, वाणी प्रकाशन, दिल्ली अभिशाक चिंतन से इतिहास चिंतन की ओर।

प्रश्न संबंधी सूचनाएँ

सभी इकाइयों से दीर्घ उत्तर वाले 14 अंक अथवा दीर्घ उत्तर के विकल्प में 07+07 अंकों वाले प्रश्न या व्याख्या पूछे जाएँगे।

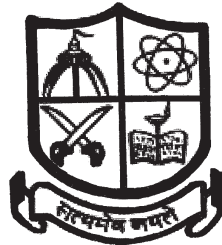


MASTER OF ARTS IN HISTORY

(SEMESTER PATTERN)

CHOICE BASED CREDIT SYSTEM SYLLABUS
TWO-YEAR FULL TIME PROGRAMME

COURSES OF STUDIES (2023 -2024)



Buxi Jagabandhu Bidyadhar Autonomous College

Bhubaneswar - 751014

Accredited at the 'A' Level by

National Assessment and Accreditation Council (NAAC)

Telephone/Fax : 0674-2436971, Website : www.bjbcollge.ac.in

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1. About the M.A. History Programme

The M.A History Programme of the B.J.B. Autonomous College has been designed with learning objectives and outcomes and aims at offering a general framework within which postgraduate History teaching will be organised. It serves the goals of responding to the needs of students to grow as competent, self-reflective learners with relevant academic and professional skills and to prepare them as contributors to the growing discipline as per the local, regional, national, and global need. The programme has been designed with the objective to develop in-depth knowledge of students in frontier areas of history and methods, so that they are able to use the knowledge to study the changing and growing aspects in the subjects. The course has a strong focus on theoretical, applied, practical and scientific research skills and trains students to meet personal, local, regional, national, and global needs. This framework is intended to help maintaining the standards of teaching, its periodic review against graduate and post graduate attributes, qualification descriptors, program learning outcomes and course level learning outcomes. It is viewed in the spirit of innovation in teaching-learning process and adopted according to local conditions, regional priorities, national and global needs along with the availability of the expertise.

Looking at the diversity and complexity of the subject and diversified students' background along with subject dynamism, the curriculum is developed considering various aspects such as:-

- i. Entry level expectations of students coming from various colleges, universities and institutions and their socio-economic background.
- ii. General expectations from a postgraduate programme.
- iii. The changing profile of the postgraduate students under rapidly changing and innovation in the concerned and allied subject.

Keeping the above aspect in mind the proposed outcome-based curriculum, has been adapted to the local, regional, and linguistic diversities with the changing academic scenario and conditions. Further, the learning outcome has been framed with a projected scope based on the extent of

academic facilities available (e.g., availability of faculty and their expertise, resources, and opportunities for field training).

2. Nature and Extent of the Programme

The M.A. History Programme is of two years duration. Each year is divided into two semesters. The total numbers of semester are four. The teaching and learning in the B.A. History Programme will involve theory classes (lectures) and tutorial classes.

The curriculum will be taught through formal lectures with the aid of power-point presentations, audio and video tools and other teaching aids can be used as and when required. There are additional requirements in certain courses for documentaries, cinema, field and archival work, visits to museums and project work, which can be taken care along with regular teaching and tutorials.

3. Postgraduate Attributes in History

On completion of the course students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between the past and the present while remaining sensitive to the larger historiographical debates that is important in the study of human society and knowledge of the archives used by different historians in their research. The attributes expected from the graduates of B.A. History Programme are:

1. Knowledge of our History and Heritage through which significant developments in the history of the Indian subcontinent from earliest times upto the period after independence, and recent past.
2. Familiarity with the History and the process of development in other parts of the world as well as certain other societies, during the same era.
3. Ability to carefully read a complex historical narrative, evaluates its deployment of evidence, and understand its argument as well as critically analyse the same.
4. Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones.
5. Sensitivity to different socio-cultural issues and their acquaintance with the historical developments.
6. Respect for National ethos, human values, and ideals constitutional values.
7. Capability to assume leadership roles and apply the above-mentioned analytical abilities in various other non-familiar contexts.
8. Develop respect for our Heritage and culture and understand the strength of diversity of our country.
9. Possess skills of the academy in using information from varied sources, displaying analytical ability, knowledge of context and ability to marshal evidence into a coherent argument.
10. Possess the knowledge of the academy and its demands for referencing and display of independent reasoning.
11. Know the dangers of plagiarism.

4. Qualification Descriptors for the M.A. Degree Programme in History

Upon successful completion of the course, the students receive a M.A. degree in History. M.A. History graduates of this department are expected to branch out into different paths seeking spheres of knowledge and domains of professional work that they find fulfilling. They will be able

to demonstrate knowledge of major historical work and the ability to provide an overview of scholarly debates relating to History. This will establish a platform over which the student can pursue higher studies in History. It is expected that besides the skills specific to the discipline, these wider life skills of argumentation and communication, attitudes and temperaments, and general values inherent in a discipline that studies human beings in their social context, in all its complexity, ultimately enable learners to live rich, productive, and meaningful lives. The list below provides a synoptic overview of possible career paths provided by an undergraduate training in history:

1. Administrative Assignments
2. Foreign Assignments for building International Relations
3. Journalism and Media
4. Policy Making and Governance
5. Public Life and People's Representation
6. Social Work and Social Cause
7. Archives, Museum & Archaeological research
8. Teaching and Research

5. Programme Outcomes (POs)

The Programme Learning Outcomes (PLOs) of the B.J.B. Autonomous College focus on various aspects of knowledge and skills that prepare students for further study, employment, and citizenship. Therefore, the M.A. History PG programme of the B.J.B. Autonomous College has been designed with the objective to develop in-depth knowledge of students in frontier areas of concerned subject and seeks to achieve the following:

Programme Specific Outcomes:

Through completion of a combination of courses, students become familiar with the political processes and structures, society and culture, political ideas and institutions, historical thought and historiography, economy and society in India, Odisha, and world. Understand background of the religions, customs, institutions, and administration and so on. By analyzing relationships between the past and the present students will acquire skills like critical thinking and objective, understanding for becoming a scientific historian, recognize their own multiple identities, experiences, and biases and how these affect their ability to perceive the past. Students can select a career in historical research and actively seek, evaluate and when appropriate in corporate feedback.

6. Programme Structure and Evaluation Scheme

The programme consists of twenty (20) papers (including one dissertation). Each core, specialisation paper and the dissertation will have maximum of 100 marks with 4 credits. The distribution of marks for assessment and evaluation is follows:

- i. 30 marks will be assessed and evaluated by a mid-semester examination.
- ii. 70 marks will be assessed and evaluated by the end-semester examination.

The duration of the end-semester examination of each paper will be 3 hours.

7. Semester Schedule; Credit and Mark Distribution

The course shall spread over 4 semesters with each semester having five papers as follows:

Semester	Paper Code	Paper Name	Credit	Total Marks (Mid+End)
I	C-101	Historical Theories and Methods	4	100 (30+70)
	C-102	Ancient Societies and Medieval World (Part-I)	4	100 (30+70)
	C-103	Ancient Societies and Medieval World(Part-II)	4	100 (30+70)
	C-104	Cultural Heritage of India	4	100 (30+70)
	C-105	History of Odisha – Part-I (from early times to 1568)	4	100 (30+70)
		Total	20	500
II	C-201	Modern World (c.1500-1900)	4	100 (30+70)
	C-202	20 th Century World –Part-I (1900-1945)	4	100 (30+70)
	C-203	History of Odisha–Part-II (1568-1948)	4	100 (30+70)
	C-204	History of China and Japan	4	100 (30+70)
	C-205	Major Trends in Indian Historiography	4	100 (30+70)
		Total	20	500
III	C-301	History of Science and Technology in India	4	100 (30+70)
	C-302	History of Odisha–Part-III (Cultural Strands)	4	100 (30+70)
	C-303	Socio-Cultural History of India (1757-1947)	4	100 (30+70)
	C-304	Nationalist Movement in India	4	100 (30+70)
	E.C-305	Constitutional History of India (1757-1947)	4	100 (30+70)
		Total	20	500
IV	C-401	20 th Century World–Part-II (1945-2000)	4	100 (30+70)
	C-402	Economic History of India (1757-1947)	4	100 (30+70)
	D-403	Dissertation	4	100 (30+70)
	C-404	Seminar / Assignment	4	50+50
	E.C-405	India since Independence (1947-2000)	4	100 (30+70)
		Total	20	500
		GrandTotal	80	2000

*NB: C–CorePaper;S–SpecialisationPaper;D–Dissertation.

8. Detailed Syllabus

SEMESTER – I

Paper : C-101

Historical Theories and Method

Objectives:

This paper deals with the meaning, scope and importance of historical methods and the traditional history writings, i.e., Greco-Roman traditions, Medieval understanding, Scientific history, Total history. The section also deals with the preliminary ideas in the proposed area of research, explanation and presentation in history and the generalizations in history writing.

Unit-I: Meaning, Scope and Importance of History

1. Definition, Nature, Scope, Objective and Value of History
2. History and its Auxiliary Sciences—Archaeology, Geography, Anthropology
3. History and its Allied Disciplines—Philosophy, Politics, Literature

Unit-II: Ancient Historical Writings

1. Greek Traditions—Herodotus, Thucydides
2. Roman Historians—Livy, Tacitus

Unit-III: Medieval Historical Writings

1. Church Historiography-St. Augustine
2. Arab Historiography-Ibn Khaldun

Unit-IV: Modern Historical Writings

1. Scientific History—Ranke, Collingwood, Marx
2. Total History—Marc Bloch, Lucien Febvre, Fernand Braudel

Unit-V: Historical Methods

1. Causation in History
2. Objectivity and Bias in History
3. Generalization in History

Course Outcomes:

The paper examines the methodological understanding of history in a specific manner. It acquaints the students on different traditional historical writings and scientific history writings. It exposes the ideas of research area, representation in history and the challenges of writing in history.

Reading List:

1. B. Sheik Ali, *History: Its Theory & Methods*.
 2. E.H. Carr, *What is History ?*
 3. E. Sreedharan, *A Text book of Historiography*, Orient Longman.
 4. G.T. Reiner, *History: Its Purpose and Method*.
 5. J.B. Bury, *The Ancient Greek History & Progress in History*.
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6. K. Rajayyan, *History: Its Theory & Method*.
7. M. Aymard and H. Mukhia(eds.) *French Studies in History* vols.I & II, Orient Longman, 1989.
8. Marc Bloch,
9. *The Historians Craft*.
10. N. Subramanian, *Historiography*.
11. R.G. Colling wood, *The Idea of History*.
12. Romila Thapar, *Past and Prejudice*, NBT, New Delhi, 1975.
13. S. Manickam, *History and Historical Methods*.
14. Webster, *An Introduction to History and Method*.

Paper : C-102

Ancient Societies and Medieval World (Part-I)

Objectives:

This paper deals with the evolution of human society, and transformation of ancient civilizations viz., Egypt, Mesopotamia, Greece, and Rome. It also highlights the democratic and republican form of government of Greek and Roman Civilization respectively.

Unit-I:

1. Evolution of Earth and Origin of species
2. Paleolithi phase-Hunters and Gatherers, tool Making Habits
3. Neolithic Phase-Food Production. Agrarian settlement, Knowledge of Metals.

Unit-II: Egyptian Civilisation

1. Geography
2. Polity
3. Culture

Unit-III: Mesopotamian Civilisation

1. Sumerian–Society, Art and architecture, Religion, Scientific innovations
2. Babylonian–Administration, Law codes, Religion, Education
3. Assyrian–Geography, Polity and Culture

Unit-IV: Ancient Greece

1. Athenian Democracy
2. Society
3. Culture

Unit-V: Ancient Rome

1. Roman Republic, Empire
 2. Society
 3. Agriculture, Trade and Commerce
-

Course Outcomes:

Student will acquire knowledge about the evolution of human society, and transformation of ancient civilizations like Egypt Mesopotamia, Greece, and Roman. They can acquire knowledge about the origin, features, nature, and class composition of various societies. They can compare to each and other among the several societies of the world.

Reading List:

1. H.A. Davies, *An Outline History of the World*, London, 1969.
2. H. Neil & M.C. Willam, *A World of History*, Oxford, New York, 1907.
3. H.R. Hall, *Ancient History of the Near East*, 1932.
4. J.E. Swain: *A History of World Civilization*, McGraw Book, New York, 1938, reprint, S. Chand, New Delhi, 2000.
5. Will Durant, *Story of Civilization* (first 3 volumes).
6. L. Doleposte, *Mesopotamian Civilisation*.
7. Moret, *The Nile and Egyptian Civilisation*.
8. R.L. Greavesetal, *Civilizations of the World*.
9. T. Dhanakoty & N. Subramanian, *Manandhis works: An Introduction to Universal History*, Chennai, The National Publishing Company, 1956.
10. V. Gordon Childe, *What happened in History*, Penguin, 1967.

Paper : C-103**Ancient Societies and Medieval World (Part-II)****Objectives:**

The course paper deals with the decline of Roman Empire, Byzantium empire, evolution of Christianity, origin and growth of Islam and origin and growth of Feudal society in Western Europe.

Unit-I: Late Roman Empire

1. Social Structure
2. Economy
3. Decline

Unit-II: Religion and Culture in Medieval Europe

1. Medieval Church
2. Monastic Orders
3. Spread of Christianity

Unit-III: Societies in Central Islamic Lands

1. Background to the Rise of Islam
 2. Teachings of Prophet Muhammad
 3. Spread of Islam
-

Unit-IV: Feudalism in Europe

1. Origins of Feudalism
2. Forms and Structures of Feudalism
3. Feudalism–Phases and Decline

Unit-V: Economic System

1. Agriculture
2. Process of Production
3. Process of Urbanization

Course Outcomes:

Students will develop knowledge about the world of Byzantium. They will also understand the origins of Christianity and causes behind its spread in Europe. Students will learn about the rise of Islam in Arabia, reasons behind the success and spread of Islamic spread and fusion of religious and political authority in Caliphate and the challenges to it. The paper will also make the students learn about the origin and growth of Feudal society in Western Europe.

Reading List:

1. Georges Duby, *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth Century* (Ithaca, 1974).
2. Georges Duby, *The Three Orders: Feudal Society Imagined* (Chicago: University of Chicago Press, 1980).
3. J.E. Swain: *A History of World Civilization*, McGraw Book, New York, 1938, reprint, S. Chand, New Delhi, 2000.
4. Marc Bloch, *Feudal Society*, 2 vols. (Chicago, 1961).
5. Marc Bloch, *Land and work in Medieval Europe*.
6. Maurice Dobb, *Studies in the Development of Capitalism*.
7. M.M. Posten, *Medieval Economy and Society*.
8. Rodney Hilton, ed. *The Transition from Feudalism to Capitalism*.
9. *The Cambridge History of Islam*. Cambridge University Press, Cambridge. 2010 (relevant volumes).
10. *The Cambridge History of Christianity*. Cambridge University Press, Cambridge. 2008-10 (relevant volumes).
11. Will Durant, *The Story of Civilization* (relevant volumes).

Paper : C-104**Cultural Heritage of India****Objectives:**

The paper Cultural Heritage of India discusses the sources to construct the historicity throughout the era. It highlights the evolution of epic literatures and religious movements. The paper focused temple architecture, religious trends, education, folklores and performing arts.

Unit-I: Concept of Bharatvarsha

1. Understanding of Bharatvarsha
2. Physical Features
3. Unity in Diversity

Unit-II

1. Harappan Culture
2. Culture of the Vedic Age
3. Sangam Age: Sangam Literature, Society and Culture

Unit-III

1. Religious Movements—Jainism and Buddhism
2. Mauryan Empire—Culture, Development of Stupa and Chaitya, Asoka and his Dhamma
3. Gupta Age—Society and Culture, Style of Temple Architecture, Art, Literature, Development of Science and Technology.

Unit-IV

1. Delhi Sultanate—Indo-Islamic Culture, Literature, Art and Architecture,
2. Sufi Movement and Bhakti Movement
3. Its impact on society.

Unit-V

1. Mughal Age—Cultural Development, Religion; Din-i-Ilahi, Impact on society
2. Medieval Art and Architecture—Taj Mahal & Red Fort

Course Outcomes:

The students will know about the richness of the Indian culture during the ancient period. They can understand the basic concepts associated with the different aspects of socio-cultural life of the above-mentioned period and know the Hindu religious movements, customs, traditions, languages, literature, art and architecture. They will be able to know how culture of Hindu society influenced that of the other contemporary civilizations. They will be able to analyse the emergence of the Mauryan and Gupta empires during the "classical age" in India and identify and analyse the Buddhist and Vedic (Hindu) faiths. They will also learn about the religious conditions of the medieval period and the prevalent art and architecture of this period as well.

Reading List:

1. A. L. Basham(ed), Cultural History of India, OUP, New Delhi, 2011.
 2. B.R. Alchin, The Birth of Indian Civilization, 1968.
 2. The Cultural Heritage of India, The Ramakrishna Mission Institute of Culture, Vol.I-VI.
 4. Dilip M.Menon, Cultural History of Modern India, 2012.
 5. J. Auboyer, Daily Life in Ancient India, 1965.
 6. Meenakshi Kanna, Cultural History of Medieval India, Social Science Press, 2007.
 7. Radha Kumud Mukerji, The Fundamental Unity of India.
 8. Romila Thapar, Ancient Indian Social History, Orient Longman Pvt. Ltd., 2010.
 9. Romila Thapar, The Cultural Past, OUP.
 10. The History and Culture of the Indian People, vol.I-VII, Bharatiya Vidya Bhavan Series, Mumbai.
 11. Satish Chandra, Medieval India, Vols.I-II, Har-Anand Publications, New Delhi.
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Paper : C-105

History of Odisha–Part-I (from early times to 1568)

Objectives:

This paper discusses the study of sources for the reconstruction of early Odisha history. The aim is to study the historical geography of Ancient Odisha territories. It also explains Kalinga war and the Mauryan administration. The paper also deals with the career and achievements of Kharavela and the contribution of other regional dynasties. It highlights the political administration, economy, and cultural significance of Sailodbhavas, Bhaumakaras and Somavamsis. Lastly, it explains the expansion of the regional kingdom of Kalinga under the Imperial Gangas and Suryavamsi Gajapatis and its subsequent decline.

Unit-I

1. Sources of history of Odisha
2. Prehistoric Culture of Odisha
3. Historical Geography-Kalinga, Utkala, Kosala, Kongoda

Unit-II

1. Mauryan rule in Odisha–Kalinga War and Mauryan Administration
2. Chedi rule in Odisha–Military and Cultural achievements of Kharavela
3. Minor Dynasties–Matharas, Early Gangas; Hiuen Tsang's account of Odisha

Unit-III

1. Sailodbhavas of Kongoda Mandala
2. Bhaumakaras of Tosali–Achievement of women rulers

Unit-IV

1. Somavamsis of Dakshina Kosala–Origin & growth, Achievements of Yayati-I and Yayati-II
2. Imperial Gangas–Achievements of Anantavarman Chodaganga Deva and Narasimha Deva-I

Unit-V

1. Suryavamsi Gajapatis – Achievements of Kapilendra Deba,
2. Purushottama Deva and Prataprudra Deva Downfall of the medieval Odisha Empire

Course Outcomes:

The paper highlights the geographical identity of ancient Odisha and the socio-cultural history of the time. It educates the students about the historical narration of Kalingan War and political atmosphere of the era of Kharavela. The Somavamsis and the Bhaumakaras also contributed to the administrative, economy, and cultural milieu of Odisha. It also educates the students about the Ganga dynasty. The paper analyses the political history of Suryavamsis and factors that led to the decline of the medieval regional kingdom of Odisha.

Reading List:

1. Acharya, Paramanand, *Essays in History, Culture, Archaeology of Orissa*.
2. A.P. Sah, *Life in Medieval Orissa*.
3. A.C. Pradhan, *A Study of History of Orissa*.
4. A. Easchmann et al (eds). *The Cult of Jagannath and the Regional Traditions of Orissa*, Mahohar, New Delhi, 1978.

5. Basa, Kishor and Mohanty, Pradeep(ed) (2000) *Archaeology of Orissa, Delhi: Pratibha Prakashan*. 2 Vols.
6. Bina Kumari Sarma, *The Somavanshis of Odisha*, Punthi Pustak.
7. Das, M.N.(ed) (1977) *Sidelightson History and Culture of Orissa*, Cuttack: Vidyapuri
8. N.K. Sahu, *Kharavela*.
9. N.K. Sahu, *Utkal University History of Orissa*.
10. P. Mukherjee, *The History of the Gajapati Kings of Orissa*, Kitab Mahal, Cuttack.
11. Panda, Shishir Kumar (1991). *Medieval Orissa: A Socio-Economic Study*, Delhi Mittal.
12. Panda, Shishir Kumar (1995). *The state and state craft in medieval Orissa under the later eastern Gangas (A.D. 1038-1434)*, Calcutta: K.P. Bagchi
13. R.D. Banarjee, *History of Orissa*, 2 Vols.
14. S.N. Rajguru, *The History of The Gangas*, 2 Vols.
15. U.K. Subuddhi, *The Bhaumakaras of Odisha*, Punthi Pustak.

SEMESTER – II

Paper : C-201

Modern World (c.1500-1900)

Objectives:

This paper deals with transition of socio-religious atmosphere from the medieval orthodoxy to the modern renaissance and enlightenment days. Consequently, the American Revolution and French Revolution led to the emergence of the era of revolution and the rise of Napoleon Bonaparte. The rise of nationalism in Italy and Germany as well as the democratic parliamentary reforms are discussed in the paper.

The paper also analyses industrial revolution in Europe, the rise of capitalism, socialism, imperialism, and free trade system.

Unit-I

1. Renaissance and Reformation in Europe
2. Major ideas of Enlightenment
3. American Revolution (1776) and making of the US Constitution—Its causes and significance, Abolition of Slavery

Unit-II

1. French Revolution (1789)—Causes and Impact
2. Era of Napoleon—Rise, Achievements
3. Downfall of Napoleon.

Unit-III

1. Congressional System
 2. Nineteenth Century European evolution—July Revolution (1830)
 3. February Revolution (1848)
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Unit-IV

1. Nationalism–State Building in Germany.
2. Nationalism–State Building in Italy.
3. British Democratic Politics –Parliamentary Reforms of 1832, 1867, 1911

Unit-V

1. Industrial Revolution in England and Germany
2. Growth of Capitalism, Rise of Socialism and Working-Class Movements
3. Imperialism and Colonialism–English and German

Course Outcomes:

The paper will help students learn the causes that resulted in the emergence of revolutionary movements, notion of nationalism and liberation all over Europe. It highlights the parliamentary reforms and the scientific revolution of the time. It also highlights the ideas of enlightenment and the revival of old antiquity along with modern trend of capitalism, socialism, imperialism.

Reading List:

1. C.A. Fisher, *History of Modern Europe*.
 2. C.M.D. Ketelbey, *History of Modern Times since 1789*, OUP, 2009.
 3. David Thomson, *Europe since Napoleon*, Pelican Books, 1985.
 4. Edward Mac Nalletal, *Western Civilization–Their History and their Culture*, W.W. Norton & Company, Inc New York, 1963.
 5. F. Rice, *The Foundation of Early Modern Europe*.
 6. Hill, Christopher, *A Century of Revolutions*.
 7. Hilton, Rodney, *Transition from Feudalism to Capitalism*.
 8. Hobsbawm, Eric J. (1990). *Nations and Nationalism since 1780: Programme, Myth, Reality*. Cambridge: Cambridge University Press.
 9. Hobsbawm, Eric J.(1990). *Age of Revolution, Age of Capital, Age of Imperialism*, Delhi: Rupa & Co.
 10. Kaushik, R.P. *Significant Themes in American History*.
 11. Maurice Dobb, *Transition from Feudalism to Capitalism*.
 12. Phukan, Meenaxi. *Rise of the Modern West: Social and Economic History of Early Modern Europe*. Trinity Press Pvt. Ltd. 2012
 13. Seaman LCB (1980/1955), *From Vienna to Versailles*, Delhi: BI publications
 14. Sinha, Arvind. *Europe In Transition: From Feudalism to Industrialization*. Manohar: New Delhi.2016.
 15. Thompson, EJ (1963) *The Making of English Working Class*, London: Vintage Books.
 16. Will Durant, *The Story of Civilization* (relevant volumes).
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Paper : C-202
20th Century World– PartI (1900-1945)

Objectives:

The paper highlights the period from First World War to Second World War. It includes the Paris Peace Conference, League of Nations and several security conferences. It discusses economic depression and New Deal, economic and political aspects of Russian Revolution, rise of Totalitarianism and Nationalism and foreign policies of different countries. It deals with the problem of disarmament and policy of appeasement, which led to another world war. It also highlights the role of USA in the Second World War.

Unit-I

1. First World War–Causes and Consequences
2. Paris Peace Conference and Peace Settlement
3. League of Nations–Organisation, Function, Achievements and Failure

Unit-II

1. The Russian Revolution –Establishment of Socialist State in Russia
2. Its Economic and Political Aspects
3. Response and Reaction in the West

Unit-III

1. Crisis in Capitalism–Great Depression of 1929 and New Deal
2. Rise of Totalitarianism –Fascism in Italy
3. Rise of Totalitarianism–Nazism in Germany

Unit-IV

1. Rise of Nationalism in Indo-China and Indonesia
2. Rise of Arab World–Problem of Palestine
3. Foreign Policy–(a) U.S.A (b) U.S.S.R. (C) U.K

Unit-V

1. Problem of Disarmament–Impact on Europe
2. The Second World War–Causes and Consequences
3. Role of USA in the Second World War

Course Outcomes:

The paper helps students learn about the political and diplomatic changes in the two world wars. Academicians get the privilege to know about economic evolution, political and diplomatic upheaval of the time. The era of non-armament and the policy of appeasement is also known to the readers.

Reading List:

1. A.K. Sen, *International Relations since 1919*, S. Chand & Co., Ltd, New Delhi, 1993.
 2. C.D. Hazen, *Modern Europe upto 1945*.
 3. C.D.M. Ketel by, *A History of Modern Times*.
 4. C.P. Schleicher, *International Relation*, New Delhi, 1963.
 5. E.H. Carr, *International Relations between the Two World Wars: 1919-1939*, New York, 1966.
 6. F. Rice, *The Foundations of Early Modern Europe*.
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7. Garden Green Wood, *The Modern World—A History of Our Times*.
8. K.B. Keswani, *International Relations in Modern World (1990-1995)*.
9. Nerman Lowe, *Mastering Modern World History*.
10. Palmer and Parkins, *International Relations*, Calcutta, 1970.
11. S.P. Nanda, *History of Modern World*, New Delhi, 1998.
12. W.C. Langsam and O.H.S.C. Mitchell, *The World since 1919*.

Paper : C-203

History of Odisha—Part-II (1568-1948)

Objectives:

This paper deals with the history of Odisha under Afghans and Mughals and their socio-economic condition and administration. Subsequently it discusses the Maratha and British occupation of Odisha and its economic impact towards society. It also explains the anti-British resistance movements in Odisha. Further, the paper discusses the calamities and cultural changes under British rule in the 19th century. It highlights the growth of socio-political consciousness and the rise of public associations in Odisha to make people aware of the glory of past Odisha. Lastly, it deals with the creation of separate Odisha Province and the rise of Prajamandal Movement.

Unit-I

1. Afghan-Mughal Conflict, Mughal Rule in Odisha
2. Marathe rule in Odisha—their Administration
3. British Conquest and Administration of Odisha

Unit-II

1. Socio-Economic impact of the British rule in Odisha
2. Resistance Movements against the British – Khurda Rising (1804), Paika Rebellion (1817), Khond Rebellion of Ghumasar, Rebellion of Surendra Sai (1857)
3. Odisha Famine of 1866

Unit-III

1. Odia Movement—Growth of Socio-Political Consciousness of Modern Education, Growth of Press
2. Language Issues
3. Formation of separate province of Odisha

Unit-IV

National Movements in Odisha

1. Non-Cooperation Movement
2. Civil Disobedience Movement
3. Quit India Movement

Unit-V

1. Prajamandal Movement—Causes and Issues.
2. Merger of Princely States
3. Makers of Modern Odisha—Madhusudan Das, Gopabandhu Das Maharaja Sri Krushna Chandra Gajapati Narayana Deva

Course Outcomes:

The paper is dealing with the political relationship between Afghans and Mughals in Odisha. The socio-economic condition is also discussed. The Maratha and British occupation in Odisha and their administrative and economic effect in Odisha is also explained. It also makes students aware of the anti-British resistance movements in Orissa. Further, it highlights the socio-political changes in the 19th century British Odisha. It educates the academicians on the emergence of public forums and revolutionary movements against the British autocracy which raised the nationalistic sentiment to create a separate Odisha province and later the Prajamandal Movements.

Reading List:

1. A.C. Pradhan & A.K. Patnaik(eds.), *People's Movement in Orissa*, Dept. of History, Utkal University.
2. A.C. Pradhan, *Sidelights on Freedom Struggle in Orissa*.
3. A.K. Mishra, *The Raj, Nationalists & Reforms*, Elite Publication, Bhubaneswar, 2007.
4. B.C Ray, *Foundation of British Orissa*.
5. B.C. Ray, *Orissa under the Marathas*, Punthi Pustak.
6. B.C. Ray, *Orissa under the Mughals*, Punthi Pustak.
1. *History of The Freedom Movement in Orissa*. 1957. 4 Volumes.
2. J.K. Baral, *Orissa under the British Crown*.
3. J.K. Samal, *Administrative History of Orissa*.
4. K.M. Patra, *Orissa under East India Company*.
5. K.M. Patra, *Orissa State Legislature and Freedom Struggle*.
6. L.E.D. Cobden Ramsay, *Feudatory States of Orissa*.
7. N.R. Pattnaik, *Social History of Nineteenth Century Orissa*.
8. Nivedita Mohanty, *The Quest for Oriya Nationalism*.
9. P.K. Mishra, *Political Unrest in Orissa*, Punthi Pustak, Kolkata. Purusattom Kar, Indian National Congress and Orissa

Paper : C-204**History of China and Japan****Objectives:**

The paper History of China and Japan deals with the political, social, and economic affairs of China along with different diplomatic treaties with European powers who ruled over the Asian continent. It deals with the features of European interaction with China and Japan during world wars. It also discusses the growth of communism and the establishment of People's Republic of China. Lastly, it elucidates the role of Japan in the Second World War.

Unit-I

1. European interaction with China—Canton Commercial System, Open Door Policy
 2. Taiping Rebellion (1850-1864); First Sino-Japanese War (1894-95)
 3. Boxer Rebellion(1899-1901); Chinese Revolution of (1911)
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Unit-II

1. Nationalist movement and Proclamation of the Republic of China; Career and Achievements of Sun Yat Sen
2. Achievements and Failures of Kuomintang Government under Chiang Kai Shek.
3. Manchurian Crisis of 1931.

Unit-III

1. Birth and Growth of Communism in China; Cooperation and Conflict between the Communists and Kuomintang (1921-1945),
2. Second Sino-Japanese War (1937-45)
3. Civil War in China (1945-49) and establishment of the People's Republic of China

Unit-IV

1. The Opening of Japan-Perry and Harris Mission, The Restoration of the Meiji and Reforms of Meiji Era, The Constitutional Movement, and the Constitution of 1889
2. Anglo-Japanese Alliance (1902), Russo-Japanese War (1904-05) and Treaty of Portsmouth
3. Japanese hegemony in Far East before the First World War and Occupation of Korea

Unit-V

1. Japan (1895-1939)-Industrial Growth, Agricultural Development, Foreign Trade
2. Japan's Foreign Policy-1919-1939
3. Japan and Second World War-1939-1945

Course Outcomes:

The paper educates the students about the Chinese and Japanese historical scenario. The political, social, and economic life style and the diplomatic treaties are also the outcome of the paper. Lastly, Japan's historical developments leading up to its involvement in the Second World War is elucidated.

Reading List:

1. A.K.Singh, History of Far East in Modern Times.
 2. Amlan Dutt, A Century of Economic Development of Russia and Japan.
 3. Chitoshi Yanaga, Japan since Perry.
 4. Elerth and Wolfram, A History of China.
 5. Harold M Vinake, History of the Far East in Modern Times.
 6. Harsh V. Pant, The Rise of China.
 7. James Murdock, History of Japan.
 8. K.S, Latourette, A Short History of China.
 9. S.L. Roy, A History of the Far East.
 10. Y. Immanuel Hsu, The Rise of Modern China.
-

Paper : C-205**Major Trends in Indian Historiography****Objectives:**

This paper deals with the religious and secular literary sources of writing Ancient Indian History. It also discusses medieval literary sources to construct the socio-economic and political development under Islamic rule. It also explains the nineteenth and twentieth century understanding of Marxist, Colonial, Nationalist and Subaltern schools of historiography.

Unit-I : Ancient Literature

1. The Vedas and Puranas
2. Jaina and Buddhist Texts
3. Harshacharita of Bana and Kalhana's Rajatarangini

Unit-II : Medieval Texts

1. Alberuni's Kitaba-I-Hind
2. Ziauddin Barani's Tarikh-i-Firoz Shahi
3. Baburnama and Abul Fazl's Ain-i-Akbari

Unit-III : Colonial and Nationalist Understandings 1

- a. Characteristics of Colonial Historiography
- b. Review of the works of James Mill and W.W. Hunter
- 3.
- a. Nature and focus on Nationalist Historians, Comparison of Colonial Historiography with Nationalist Historiography
- b. Review of works of R.C. Majumdar and Sir Jadunath Sarkar

Unit-IV : Marxist and Schools

1. Marxist interpretations of Indian History
2. Review works of D.D. Kosambi, R.S. Sharma and Romola Thapar

Unit-V : Subaltern Schools

1. Subaltern School of Historiography—Concept and Nature
2. Review of works of Ranjit Guha and Dipesh Chakrabarty, Partha Chatterjee

Course Outcomes:

The paper highlights the Indian historiographical trend and the sources vividly. It discusses understanding and approaches of Indian history writings. The paper educates the students on the contemporary developments on the Indian history writings.

Reading List:

1. B. Sheik Ali, History : Its Theory and Methods, Macmillan.
 2. C.H. Philip(ed.), Historians of India, Pakistan and Ceylon, London, 1962.
 3. E. Sreedharan, A Text book of Historiography : 500 BC to A.D 2000, Orient Longman Pvt., Ltd., 2004.
 4. Harbans Mukhia, Historians and Historiography during the Reign of Akbar, Vikash, New Delhi, 1976.
 5. K. A. Nizami, On History and Historians of Medieval India, New Delhi, 1983.
 6. Pathak, V.S. Ancient Historians of India : A Study in Historical Biographies. Asia Publishing House. 1966.
-

7. R.C. Majumdar & A.L. Srivastava, *Historiography*, Delhi, 1975.
8. Ranajit Guha, *Subaltern Studies*, 10 Vols.
9. Romila Thapar, *History and Beyond*, OUP, 2000, Ch, VI.
10. S.A. Khan, *History and Historians of British India*.
11. S.P. Sen, *Historians and Historiography of Modern India*.
12. V. Narayan Rao, *Text and Tradition in South India*, Permanent Black with Ashoka University.

SEMESTER - III

Paper : C-301

History of Science and Technology in India

Objectives:

The paper deals with the development of science and technology throughout the historical era. It discusses the sources and development of astronomy, agricultural and textile technology. It also shows the pioneering contributions of Indian scientists. Adding to that the paper shows the post colonial evolution of nuclear energy and defense researches in India.

Unit-I:

Science and Technology in Ancient India–The Beginning

1. Science and Technology in Vedic and Later Vedic Times
2. Development in Astronomy –Contribution of Aryabhata, Varahamihira and Bhaskara-I

Unit-II:

Development of Science and Technology in Medieval India

1. Growth of Agricultural Technology
2. Development of Irrigation Technology
3. Development of Textile Technology

Unit-III:

Science and Technology in Colonial India

1. Early European Scientists in Colonial India–Surveyors, Botanists, Doctors under the Company's Service
2. Indian Response to new Scientific Knowledge.

Unit-IV:

Science and Technology in Post-Colonial India

1. Nuclear Energy in India
2. Defence Researches in India

Unit-V:

Pioneer Indian Scientists and their Contribution

1. J.C. Bose
 2. P.C. Ray
 3. C.V. Raman
 4. Pathani Samanta
-

Course Outcomes:

The paper analyses the technological innovations in India throughout the years. It educates the students about the scientific strides made by Indian scientists on astronomy, agricultural, textile and mining. It educates also about the postcolonial evolution of nuclear energy.

Reading List:

1. A.K. Biswas, Science in India, Calcutta 1969.
2. A.K. Bag, Science and Civilization in India, Navrang Publication, New Delhi, 1985.
3. A.K. Bag(ed), History of Technology in India, Voll -From Antiquity to c.1200 A.D. INSA : New Delhi. 1997
4. A.M. Shastri. India As Seen in The Brhatsamhita of Varahamihira. Motilal Banarsidass : Delhi. 1969.
5. A. Rahman(ed.), History of Indian Science, Technology and Culture (AD1000–1800). OUP : New Delhi. 1998
6. B.R. Nanda(ed), Science and Technology in India, Vikas Publishing House Pvt. Ltd. New Delhi, 1977.
7. C.K. Raju, Cultural Foundations of Mathematics. Pearson Longman : New Delhi. 2007
8. D.M. Bose, A Concise History of Science in India, INSA : New Delhi, 1971. (Edet.al)
9. David, Arnold. Science, Technology and Medicine in Colonial India, The New Cambridge History of India Series, Cambridge University Press : Cambridge, 1999.
10. Debiprasad Chattopadhyaya. History of Science and Technology in India–The Beginnings, Firma KLM, Calcutta, 1991.
11. Deepak Kumar, Science and the Raj, Delhi : Oxford UP, 1995
12. Irfan Habib, Technology in Medieval India: C. 650-1750, Tulika Books, New Delhi, 2008.
13. S.N. Sen, Scientific and Technical Education in India, INSA, New Delhi, 1991.
14. The Cultural Heritage of India, Vol.VI –Science and Technology, The Ramakrishna Mission Institute of Culture : Calcutta

Paper : C-302**History of Odisha–PartIII (Cultural Strands)****Objectives:**

This paper attempts to map the cultural strands of the making of the cultural region of Odisha. Buddhist stupas, chaityas as well as the sculpture of Jaina art are dealt here. The regional development of different cults like Saiva, Vaishnava and Shakta, evolution and development of the Jagannatha cult and Mahima Dharma are also explained. Further, Kalinga art and architecture is discussed with case studies of select temples. Lastly, it maps the evolution of Odia language and literature and the festivals of Hindus as well as Tribals.

Unit-I

1. Cultural Heritage : Its Meaning, Nature and Classification
 2. Buddhist Stupas and Chaityas : Ashokan Art, Architecture at Ratnagiri
 3. Rock-cut Sculptures : Jain Sculpture at Khandagiri and Udayagiri
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Unit-II

1. Saivism in Odisha
2. Vaishnava Heritage in Odisha
3. Sakti Culture in Odisha

Unit-III- Evolution of Kalingan Style of Temple Architecture

1. Muktesvar
2. Lingaraj
3. Sun Temple (Konark)

Unit-IV

1. The Cult of Jagannath : Origin and Development and Philosophy
2. Mahima Dharma : Principles and Development, Its Impact on Socio-Cultural Life
3. Sarala Mahabharata and Panchasakha Literature

Unit-V

1. Fairs and Festivals—Hindu and Tribal
2. Evolution of Odia language
3. Modern Odia Literature—Radhanath Roy and Fakir Mohan Senapati

Course Outcomes:

At the end of this paper, the students will have been educated about the cultural norms of Odisha along with the meaning and categorization of heritage. It would also have been highlighted the Buddhist, Jaina art and architectures in Odisha. The Hindu Cults and their temple architectures in Odisha is also discussed. It makes the students enlightened about important festivals, artistic nature, education, cultural identity, and tourism potential of Odisha.

Reading List:

1. A. Easchmann, H. Kulke and G.C. Tripathy (eds), The Cult of Jagannatha and The Regional Traditions of Odisha, Manohar, New Delhi, 1978.
2. B.K. Mallik, Paradigms of Dissent and Protest : Social Movements in Eastern India (1400-1700), Manohar, New Delhi, 2004.
3. Debala Mitra : Khandagiri and Udayagiri, ASI : Delhi.
4. F. Bringhetti : Sakti Cult in Orissa, DK Printworld : Delhi, 2001.
5. J. Dora, Sakta Monuments of Orissa : A Study of Art, Architecture and Iconography, Delhi, 2009.
6. K.B. Tripathy : Evolution of Oriya Language and Script, Bhubaneswar: Sahitya Academy.
7. K.C. Mishra, The Cult of Jagannatha.
8. K.S. Behera: Temples of Orissa, Bhubaneswar : Sahitya Academy.
9. K.S. Behera : Konark Religion, History and Architecture, Aryan International : Delhi, 1996
10. L.K. Panda: Saivism in Orissa, Sandeep Prakashan: Delhi, 1985
11. M. Manasingh, History of Oriya Literature, Sahitya Akademi, New Delhi.
12. M.N. Das(ed), Sidelights on History and Culture of Orissa, Vidyapuri, 1977.

13. N.K. Bose, Canons of Orissan Architecture
14. N.K. Sahu, Buddhism in Orissa, Utkal University, 1965.
15. P.K. Mishra et al (eds), Comprehensive History and Culture of Orissa, Vol-I Pt.II, Kaveri Publication, New Delhi.
16. Prabhat Mukherjee : The History of Medieval Vaishnavism in Orissa, Asian Educational Services : Delhi, 1981.
17. S. Pradhan, Rock Art in Orissa.
18. Thomas Eugene Donaldson : Hindu Temple Arts of Orissa, 3 vols, E.J. Brill : Leiden, 1987.
19. Vidya Dehejia : Early Stone Temples of Orissa, 1978.

Paper : C-303

Socio-Cultural History of India (1757-1947)

Objectives:

This paper highlights Orientalism, Colonial attitude towards Indian traditions and the politics of language. It discusses the spread of missionary activities, the colonial response towards Indian press and growth of English education. The social movements, the question on women and the opposition against human sacrifice are discussed in this section of study. The paper also deals with the caste discourses and the anti-caste movements of India during the British era.

Unit-I:

1. Orientalism–Criticism of Orientalism
2. Colonialism and Indian Tradition
3. Politics of Language

Unit-II

1. Christian Missionaries and Indian Society
2. Growth of Press and Colonial Response
3. Debates on English Education

Unit-III

1. Socio-Religious Movements–Arya Samaj, Brahmo Samaj, Ramakrishna Movement
2. Wahabi Movement, Aligarh Movement

Unit-IV

1. Women's Question–Sati, Abolition of infanticide and Widow Remarriage
2. Age of Consent Bill, Human Rights

Unit-V

1. Caste as a Historical Category–Concept and Critique
2. Caste in Political Discourse
3. Anti-Caste Movements

Course Outcomes:

The paper educates about the Orientalist and colonialist version of Indian social and cultural trends. It also focuses on the politics of language under British rule and how it contributed to their response towards Indian press and education policies. It also educates on the existing caste discourses along with issues of women.

Reading List:

1. Alastair Pennycook : English and the Discourses of Colonialism, London & New York : Routledge, 1998.
 2. Amitabha Mukherjee : Reform and Regeneration in Bengal, 1774-1823, Calcutta : Rabindra Bharati University, 2000.
 3. Andre Beteille : Society and Politics in India : Essays in a Comparative Perspective, New Delhi: Oxford University Press, 1992.
 4. D.R. Nagaraj : The Flaming Feet and Other Essays : The Dalit Movement in India, Permanent Black, 2010.
 5. David Kopf: British Orientalism and Bengal Renaissance, Berkeley and Los Angeles : University of California Press, 1969.
 6. Edward Said : Orientalism, New York : Viking, 1978.
 7. Gail Omvedt : Cultural revolt in a Colonial Society : Non-Brahman Movement in Western India.
 8. Gail Omvedt : Dalits and the Democratic Revolution : Dr. Ambedkar and the Dalit Movement in Colonial India, New Delhi : Sage Publications, 1994.
 9. Gauri Viswanathan : Masks of Conquest : Literary Study and British Rule in India, Columbia: Columbia University Press; Twenty-fifth Anniversary edition, 2014.
 10. Geraldine Forbes: Women in Modern India, Cambridge University Press, Cambridge, 1996.
 11. Kenneth Jones : Social and Religious Movement in Modern India, New Cambridge History, 1989.
 12. Kenneth Ballhatchet : Race, Sex and Class Under the Raj: Imperial Attitudes and Policies and their Critics, 1793-1905, New York : St. Martin's Press, 1980.
 13. Kumkum Sangari and Sudesh Vaid (eds.): Recasting Women: Essays in Colonial History, Kali for Women, New Delhi, 1989.
 14. Louis Dumont : Homo Hierarchicus: The Caste System and its Implications, New Delhi: Oxford University Press, 1999.
 15. M.N. Srinivas : Caste in Modern India and Other Essays, Bombay : Asia Publishing House, 1962.
 16. Meenakshi Jain : Sati : Evangelicals, Baptist Missionaries and the Changing Colonial Discourse, Aryan Books International : New Delhi, 2016.
 17. S. C. Ghosh: The History of Education in Modern India, Orient Longman, Hyderabad, 1995.
 18. Susan Bayly : Caste, Society and Politics in India from the Eighteenth Century to the Modern Age, Cambridge University Press, Cambridge, 1999.
 19. Susobhan Chandra Sarkar, On the Bengal Renaissance, Papyrus, Calcutta, 1971.
 20. V. Geetha and S.V. Rajadurai, Towards a Non-Brahmin Millennium : From Jyothee Thass to Periyar, Samya, Calcutta, 2008.
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Paper : C-304

Nationalist Movement in India

Objectives:

The paper highlights the British Imperialism and the opposing conceptualization of Indian Nationalism and consciousness in 19th Century India. It deals with the emergence Indian National Congress, along with swadeshi movement and revolutionary nationalism. The revolt of 1857 inflamed the Home Rule Movement and the Gandhian led movements in the 20th century. The paper also analyses the rise of peasant and tribal movements and communal groups like Muslim League. It also deals with the Two-Nation theory, Partition, and Independence of India.

Unit-I

1. British Imperialism in India—A Theoretical Perspective
2. The Revolt of 1857 : Causes, Nature and Results
3. Growth of National Consciousness

Unit-II

1. Formation of Indian National Congress—Programme and work of Early Nationalists
2. Partition of Bengal and Swadeshi Movement
3. Revolutionary Nationalism

Unit-III

1. The rise of Gandhian politics
2. Non-Cooperation and Civil Disobedience Movements
3. Quit India Movement

Unit-IV

1. Peasant Movements
2. Tribal Movements
3. India Capitalist Class and their role in Indian National Movement

Unit-V

1. Subhash Chandra Bose and the INA
2. Communal Rift : Muslim League and Hindu Mahasabha
3. Two-Nation Theory and Partition and Independence

Learning Outcomes:

The paper highlights the concept of nationalism and growth of national consciousness in 19th Century India under British Imperialism. It also highlights the contribution of INC and other revolutionary organizations to propagate the nation of nationalism. It enlightens the students about the contribution of communal politics towards the Two-Nation Theory, Partition, and Independence of India.

Reading List:

1. A.R Desai, Social Background of Indian Nationalism, 1977.
 2. Bipan Chandra, Communalism in Modern India, Vikas Publishing House, Delhi, 1984.
 5. Bipan Chandra, India's Struggle for Independence.
 6. Bipan Chandra, Modern India.
 7. Bipan Chandra, Nationalism and Colonialism in Modern India.
 8. Eric Stokes, The Peasant and the Raj.
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9. J.R. McLane, Indian Nationalism and the Early Congress, Princeton, N.J.: Princeton University Press,
10. Rakhahari Chatterji, Working Class and the Nationalist Movement in India: The Critical Years, New Delhi, 1984.
11. Ranajit Guha, Elementary Aspects of Peasant Insurgency in Colonial India, Oxford University Press, Delhi 1982, and PB editions.
12. R.C. Majumdar. The History and Culture of the Indian People, Vol.9, 11, Bharatiya Vidya Bhavan: Mumbai.
13. Sekhar Bandyopadhyay, Nationalist Movement in India: A Reader, New Delhi, Oxford University Press, 2009.
14. Sumit Sarkar, Modern India 1885-1947, Delhi: Macmillan, 1983.
15. Sumit Sarkar, The Swadeshi Movement in Bengal, Permanent Black, New Delhi, 1973. al Development.
16. H. Tinkar, The Foundation of Local Self-Govt. in India, Pakistan and Burma. J.K. Mittal, Constituent Assembly of India.
17. L.N. Srivastav, A Simple Book of Constitutional Development and Indian Constitution.
18. M.V. Pylee, Constitutional History of Modern India (1600-2010), S.Chand & Co., New Delhi, 2011.
19. S.R. Bakshi, British Administrative Policy in India.12. Shiv Kumar Choube, Constituent Assembly of India.
20. Vishnoo Bhagaban, Indian Freedom Movement and Constitutional Acts.

Paper : E.C-305

Constitutional History of India (1757-1947)

Objective :

The paper deals with the evolvement of constitution in India through different acts, i.e., Regulating Act, Pitt's India Act, Government of India Acts, and Indian Council's Acts. The Morley Minto reforms and Montague Chelmsford Act made a major contribution towards the development of constitutional history of India. The Government of India Act of 1935 and the Indian Independence Act of 1947 was the repercussion of the above activities. The idea of federalism, separation of power and amending procedures are the outcome of the post Independent India.

Unit-I

1. Regulating Act of 1773
2. Pitt's India Act of 1784
3. Government of India Act of 1958 and Proclamation of Queen Victoria

Unit-II

1. Indian Councils' Act of 1861
2. Indian Councils' Act of 1892
3. Morley-Minto Reforms of 1909

Unit-III

1. Montague-Chelmsford Reforms of 1919
 2. Simon Commision and Nehru Report
-

3. Round Table Conference
4. Government of India Act of 1935

Unit-IV

1. August offer and Cripps Mission
2. Wavell Plan, Cabinet Mission Plan
3. June 3rd Mountbatten plan, Indian Independence Act of 1947

Unit-V

1. Formation of the Constituent Assembly and making of the Indian Constitution
2. Salient Features of the Indian Constitution
3. Important amendments to the Indian Constitution– 42nd Amendment, 44th Amendment, 61st Amendment, 72nd Amendment, 73rd Amendment

Learning Outcomes:

The paper deals with the evolution of constitution of India in the British era. The major reforms are the highlights of the paper and students get to know the concepts of federalism, separation of powers and its consequences in post Independent India. It also educates about the important amendments made to the Indian Constitution since Independence.

Reading List:

1. A.C. Banerjee, The Constitutional History of India (Vol-1)1600-1858.
2. A.C. Banerjee, The Constitutional History of India. (Vol-II)1858-1919.
4. B.B. Mishra, Central Administration of the East India Company (1773- 1834).
5. B.B. Mishra, The Administrative History of India (1834-1946).
6. B.B. Mishra, The Judicial Administration of the East India Company in Bengal.
7. G.N. Singh, Indian Constitutional and Nation

SEMESTER-IV

Paper : C-401

20th Century World–Part-II (1945-2000)

Objectives:

This paper basically deals with the organizations of post-World War era, i.e., UNO and NATO, and discusses revival of western European and eastern European nations through different plans and pacts. The section also deals with the DÉTENTE, SALT-I, SALTII, Globalisation and the disintegration of USSR. It also analyses the issues of West Asia, Regional security alliances and India's Foreign policy.

Unit-I

1. UNO–Formation, Structure and Objectives
 2. Special Agencies : UNESCO and WHO
 3. Human Rights
-

Unit-II UNO and major crises

1. Congo
2. Cyprus
3. Arab-Israel Conflict

Unit-III

1. The Cold War–Background and Super Power Rivalry
2. Revival of Western Europe–Truman Doctrine and Marshall Plan
3. NATO – Structure, Objectives, and Implications; Warsaw Pact and Eastern Europe

Unit-IV

1. The Cold War and International Crisis-(a) Berlin, (b) Cuba (c) Korea
2. Détente (1969-79) ; SALT I and SALT II
3. Reforms of Gorbachev and Disintegration of the USSR

Unit-V

1. Regional Security Alliances–NAM, ASEAN, SAARC
2. India's Foreign Policy–Sino-Indian Relations, Indo-Soviet Relations, Indo-Pak Relation
3. Globalisation–Its Economic and Political Implications

Learning Outcomes:

The paper will help make students aware of organisations and different associations at the global level. It highlights the political and diplomatic relationship between European and non-European nations. Lastly, it deals with the foreign policies and regional security alliances.

Reading List:

1. A.G. Hopkins, Globalization in World History, W.W. Norton & Company, 2002.
 4. Daniel R. Brower, The World in the Twentieth Century.
 5. K.B Keswani, International Relations in Modern World, (1900-2000).
 6. Melvin Leffler, For the Soul of Mankind, The United States, The Soviet Union and the Cold War, Bonus Publishers, 2007.
 7. N.C. Chatterjee, History of Middle East.
 8. Norman Lowe, Mastering Modern World History.
 9. P.M.H. Bell, The World Since 1945 : An International History, London, 2001.
 10. Palmer and Parkins, International Affairs.
 11. Peter Lane, Europe since 1945.
 12. Peter N. Stearns, Globalization in World History, Routledge, 2009.
 13. Peter V. Lonsmans, World Politics since 1945.
 14. V.P. Dutt, Indias Foreign Policy, New Delhi : Vani Educational Books, 1984.
-

Paper : C-402
Economic History of India (1757-1947)

Objectives:

The paper deals with different approaches of economic history, Indian agricultural policies, and British land revenue system in the Indian subcontinent. The de-peasantisation, deindustrialization, transportation facilities and commercialization of agriculture were the consequence of British economic policies. The debate of drain of wealth and development of banking system are also apart of the paper.

Unit-I

1. Agricultural Policy under the British—Problems of Indian Agriculture
2. British Land Revenue System—Permanent Settlement, Ryotwari Settlement and Mahalwari Settlement
3. De-Peasantisation

Unit-II

1. Commercialisation of Agriculture
2. Famine
3. Irrigation

Unit-III

1. Drain of Wealth—A debate
2. Imperial and Free Trade
3. Internal and External Trade

Unit-IV

1. De-industrialisation
2. Growth of Modern Industries
3. Labour Issues and Working class Movement

Unit- V

1. Development of Banking System
2. Development of Transport System : Railways, Roads, Shipping
3. Development of Communication System : Postal System and Telegraph

Learning Outcomes:

The paper elucidates different approaches to understand the economic history of British India from 18th Century to 20th Century. The theory of de-peasantisation and deindustrialisation are also studied in the paper. It also educates the modern form of financing system and drain of wealth from the colonies to colonialist states.

Reading List:

1. A.I. Levkevsky, The Development of Capitalism in India.
 2. Amiya Bagchi, Colonialism and Indian Economy.
 3. B.R. Tomlinson, The Economy of Modern India, 1860-1970, Cambridge, 1993.
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4. Claude Markovits, The Global World of the Indian Merchants 1750-1947.
5. D.R. Gadgil, Industrial Revolution in India.
6. David Arnold, Famine: Social Crisis & Historical Change, Oxford: Blackwell. 1988.
7. Dharma Kumar ed., The Cambridge Economic History of India, Vol. II (Orient Longmans, Delhi 1984).
8. Rajat, K. Ray, Industrialization in India : Growth and Conflict in the Private Corporate Sector, 1914-47, Delhi, 1985.
9. Ranajit Guha, A Rule of Property in Bengal : An Essay on the Idea of Permanent Settlement.
10. Tapan Raychaudhuri and Irfan Habib (eds.) Cambridge Economic History of India, Vol.I, S. Chand, Delhi, 1984.
11. Thomas Metcalf, Land, Landlords and the Raj.
12. Tirthankar Roy, The Economic History of India : 1857-1947, OUP, New Delhi, 2002.

Paper: EC-403

Dissertation

Objectives:

The dissertation paper aims at acquainting students with field research and primary data, develop research questions and appropriate methods to address these questions, learn reference and bibliography and Develop team work to visit field, and finally proceed towards compilation and analysis of data.

Learning Outcomes:

Upon completion of the dissertation, students will be able to develop critical thinking and problem-solving skills by asking right research questions. They will also be able to develop team spirit in jointly undertaking fieldwork and develop a constructivist approach.

Programme:

The students will understand a dissertation, i.e., project with viva voce, from their respective specialisation papers only during the final semester. The students may be allotted topics of their interest in the beginning of 3rd semester classes. The students will have to write the project/ dissertation within not less than 50 pages (typed in double space) based on original research. The students may be allowed to fill up their forms after their submission of the projects assigned to them. The student has to secure fifty percent of marks from the evaluation of the project and fifty percent of the marks in the viva voce test, both of which are compulsory.

Marks distribution:

1. **Project**—70marks
 2. **VivaVoce**—30marks
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Paper. C.404

Seminar and Assignment

The Postgraduate seminar is a multi-skills program that covers the academic and English language skills postgraduate students need for success. Students in the Seminar will.

- Practice academic skill drawing upon your own area of research and interest.
- Learn the conventions of academic writing (citing sources, intellectual property rights, making use of the internet, scholarly publications).
- Discuss as signed reading that model processes and strategies used in academic writing.
- Develop active listening skill using conversation, interviews, media broadcasts, lectures.
- Learn the conventions of presentations, roundtable or panel discussions and small group conversation.

Marks distribution:

Seminar - 50 Marks, Assignment - 50 Marks

Paper : D-405

India since Independence (1947-2000)

Objectives:

This paper deals with the socio-political scenario of India after Independence which includes integration of Princely States and linguistic reorganization of the states. The Five-Year plans, liberalization of economy in the 1990s, abolition of zamindari system, Bhoodan Movement and Green revolution are well discussed. The neutral politics during the Nehru era and emergency era in India of 1975 are also elucidated. The liberalization of Indian economy during the 1990s and its effects are discussed. The paper also analyses the issues and challenges of the status of Dalits and the Women in India.

Unit-I

Unit-II

1. Integration of Princely States
2. Linguistic Reorganization of the states
3. Integration of Tribes
1. India and Non-Aligned Movement
2. India–Pakistan Relations, 1947-2000
3. Indo-China War

Unit-III : Economic Reforms

1. Five-Year Plan and Economic Development (1947-1965)
 2. Zamindari Abolition
-

3. Bhoodan Movement
4. Green Revolution

Unit-IV

1. The Dalit Movements– Recent Socio-Political Trends
2. Mandal Commission and its Impact
3. Issue of Women Reservation

Unit-V:

- 1 India and Liberation of Economy
- 2 Globalization
3. Liberalization

Learning Outcomes:

The students will develop insight into the ways in which India emerged as a strong and large democracy managing its manifold contradictions. Basic understanding of the objectives outlined above would enable the students to understand the contemporary social dynamics and issues such as the Dalit Movements, Mandal Commission and Women's reservation.

Reading List:

1. A. Ramaiah, "Identifying Other Backward Classes," *Economic and Political Weekly*. pp.1203–1207 (6 June 1992).
 2. Anupama Rao, *The Caste Question: Dalits and the Politics of Modern India*, Permanent Black, Delhi, 2009.
 3. B.P. Singh, *India and Economic Policy in Nehru Era*.
 4. Bipan Chandra, et al, *India since Independence (1947-2000)*.
 5. Chittabrata Palit and Surendra Jha, *Situating Tribes in Indian History*.
 6. Crispin Bates and Subho Basu, *The Politics of Modern India since Independence*, Routledge/Edinburgh, South Asian Studies Series, 2011.
 7. Marc Gallanter, *Competing Equalities, Law and the Backward Classes in India*, Delhi, Oxford University Press, 1984.
 8. P.N.Dhar, *Emergency and Indira Gandhi India*, Delhi : Oxford University Press, 2003.
 9. Paul Brass, *The Politics of India Since Independence*, NCMHI-IV, Cambridge University Press, 2004.
 10. Ramachandra Guha, *India after Gandhi*, Delhi, Picador, 2007.
 11. Uma Kapila(ed.), *Indias Economic Reforms*, New Delhi : Academic Foundation, 1998.
 12. V. Ananth Krishan, *India since Independence*.
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MASTER OF ARTS IN POLITICAL SCIENCE

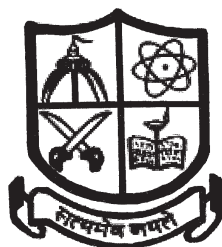
(SEMESTER PATTERN)

CHOICE BASED CREDIT SYSTEM SYLLABUS

TWO-YEAR FULL TIME PROGRAMME

COURSES OF STUDIES

(2023 -2024)



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Political Science Syllabus (2 Year Programme) 2023

Course Objectives:

The Department of Political Science currently admits 32 students to the M.A. programme. Semesters- I, II have five papers each having 20 Credits to be covered within 225 hours and Semester- III has 5 papers(three compulsory and two allied/ free papers) having 20 Credits, Semester- IV has 4(four) papers and 2(two) term papers having 20 Credits which is to be covered within 315 hours (Total Credits= 80; Total Marks=2000).

The course provides students with the opportunity to understand a body of seminal ideas in different papers including Indian Administration, Political theory, Indian Government and Politics, International Relations, Comparative Politics and Society and Politics in India that form normative benchmarks of public life and political process, and introduce students to certain original writings on the subjects cited above. The programme also introduces students to important theoretical and contemporary debates in practical political life. The Research Methodology paper is intended to secure analytical mastery over basic concepts, approaches, and introduces students to the basic tools and technique of research.

The Course also offers wide ranging optional papers that focus on gender and politics, human rights, political economy and social movements in India. These papers supplement the above core papers and provide students with the opportunity for a more intensive study of political ideas in modern India, public institutions, political parties, pressure groups, regional politics, social movements, centre-state relations, development policy and administration.

The Programme also offers two elective papers in Semester III for students from other departments. This provides basic insights to working of democracy in India and interdisciplinary understandings to politics and society.

Programme Specific outcomes:

Students will be able to

- Demonstrate a broad and coherent body of knowledge with depth in the underlying principles and concepts.
 - Integrate knowledge of the diversity of cultures and peoples.
 - Apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in the discipline of the Political Science.
 - Demonstrate capacity for reflection, planning, ethical decision-making and inter-disciplinary teamwork in diverse contexts of community engagement.
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SYLLABUS FOR CHOICE BASED CREDIT SYSTEM

First Semester					
Sl. No.	Subject Code	Subject Title	Internal	External	Credits
1.	PSC- C-1	Comparative Politics: Concepts and Models	30	70	04
2.	PSC- C-2	Public Administration: Principles & Approaches	30	70	04
3.	PSC- C-3	International Relations: Concepts & Theories	30	70	04
4.	PSC- C-4	Contemporary Political Theory	30	70	04
5.	PSC- C-5	Indian Government and Politics - I	30	70	04
Second Semester					
6	PSC- C-6	Comparative Political Process	30	70	04
7	PSC- C-7	Public Administration and Management	30	70	04
8	PSC- C-8	Global Politics: Contemporary Issues and Challenges	30	70	04
9	PSC- C-9	Contemporary Debates in Political Theory	30	70	04
10	PSC- C-10	Indian Government and Politics - II	30	70	04
Third Semester					
11	PSC- C-11	Political Thought - I	30	70	04
12	PSC- C-12	Research Methodology and Statistical Methods	30	70	04
13	PSC- C-13	India's Foreign Policy	30	70	04
14	PSC CE -1 Core Elective Course	Working of Democracy in India	30	70	04
15	PSC- C-14	Indian Political Ideas	30	70	04
Fourth Semester					
16	PSC- C-15	Political Thought - II	30	70	04
17	PSC- C-16	Political Sociology: Issues and Concepts	30	70	04
18	PSC CE -2 Core Elective Course	State and Local Administration in India: With Special Reference to Odisha	30	70	04
19	PSC- C-17	Governance & Public Policy in India	30	70	04
20	PSC- C-18	Dissertation /Project work		100	04

FIRST SEMESTER

PSC – C-1:

COMPARATIVE POLITICS: CONCEPTS AND MODELS

Introduction:

This is a foundational course in Comparative Politics. The purpose is to familiarize students with the basic concepts and approaches to the study of Comparative Politics. More specifically the course will focus on examining politics in a historical framework while engaging

Course Objectives:

- i. To familiarize students with the foundations of Comparative Politics and approaches to the study.
- ii. To develop an historical understanding on the various themes of Comparative Politics in developed and developing countries

Course Outcomes:

Students will be able to:

- i. Comprehend the basic concepts in Comparative Politics
- ii. Enrich their understandings in Comparative Politics by drawing comparisons between developed and developing countries

PSC –C101:

COMPARATIVE POLITICS: CONCEPTS AND MODELS

Unit - I

Comparative Politics: Approaches: Systems Approach, Structural-Functional Approach, Marxist Approach

Unit - II

State Theory: Debate over the nature of State in capitalist and socialist societies; Post-colonial State; Welfare State; Globalization and Nation-States

Unit - III

Constitutionalism: Concepts, Problems and Limitations; Typologies of Constitutions.

Unit - IV

Political Regimes: Democratic (Electoral, Liberal, Majoritarian and Participatory) and Non Democratic Regimes (Authoritarian, Military- dictatorial, Totalitarian and Fascist).

Unit - V

Political Elite: Meaning and Theories; Elite Theory of Democracy.

Reading List:

- Bingham Powell, Jr., Russell J. Dalton, and Kaare Strøm, Comparative Politics Today: A World View, 11th Edition, New York: Pearson, 2014
 - Newton, K. and Deth, Jan W. V. (2010) Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press.
-

- O'Neil, P. (2009) Essentials of Comparative Politics. (Third Edition). New York: WW. Norton & Company, Inc.
- Rod Hague and Martin Harrop, Comparative Government and Politics: An Introduction, Palgrave, 2010(8th Edition) Chilcote, Ronald H., Part I: Introduction, in Ronald H.
- Chilcote, Theories of Comparative Politics: The Search for a Paradigm Reconsidered, Westview Press, Boulder, 1994 (Second Edition).
- Caramani, Daniel (2008), Comparative Politics, OUP
- Almond and Coleman (1960) The Politics of Developing Areas, Princeton University Press, Princeton.
- Almond and Powell (1966) Comparative Politics: A Developmental Approach, Amerind Pub, New Delhi
- David Easton (1953) The Political System, Scientific Book Agency, Calcutta
- Howard Wiardo(ed) New Directions in Comparative Politics, OUP Boulder, 2002
- Peter Evans, Theda Skocpel et al (1999), Bringing the State Back In, Cambridge University Press, Cambridge.
- Adrian Leftwich (2000) States of Development: On the Primacy of Politics in Development, Polity Press, and Cambridge.
- Sartori, Giovanni, 'Compare, Why and How', in Mattei Dogan and Ali Kazancigil eds., Coyparing Nations, Concepts, Strategies, Substance, Blackwell, Oxford, 1994.
- Gabriel Almond and Sydney Verba, The Civic Culture: Political Attitudes and Democracy in Five Nations, Princeton University Press, Princeton, 1963.
- David Held, 'The Development of the Modern State' in Stuart Hall and Bram Gieben (ed.), Formations of Modernity, Polity in association with The Open University, 1992.
- Ralph Miliband, The State in Capitalist Society, Basic Books, 1969.

PSC –C-2:

PUBLIC ADMINISTRATION: PRINCIPLES AND APPROACHES

Introduction:

The course provides an introduction to the discipline of Public Administration by tracing its genesis and evolution. Besides giving an insight into the basic classical and contemporary theories of Public Administration, the course also explores the major approaches in Public Administration highlighting its varied and modern dimensions.

Course Objectives:

- i. To acquaint students with various theoretical perspectives on Public Administration
- ii. To give students a comprehensive understanding of contemporary administrative developments

Course Outcomes:

The students will be able to:

- i. Analyze the scope and relevance of various theories of Public Administration in contemporary times.
 - ii. Understand how the call for greater democratization is restructuring Public Administration.
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Unit - I

Nature and Scope of Public Administration, Development of Public Administration as an academic discipline, Public and Private Administration, Role of Public Administration in Developed and Developing Countries.

Unit - II

Theories of Organization: The Classical Theory, The Scientific Management Theory, Human Relations Theory, Rational Choice Theory.

Unit - III

Approaches to Public Administration: Comparative Public Administration, New Public Administration, New Public Management, Feminist Approach, New Public Service.

Unit - IV

Concepts of Public Administration: Leadership: Types, Functions and Theories, Motivation, Organisational Communication: Theories and Principles, Chester Bernard's Principles of Communication.

Unit - V

Development Administration: Nature, Issues and Characteristics; Riggs's Model; Citizens' Participation in Administration, Changing Nature of Public Administration in the era of Liberalisation and Globalisation.

Reading List:

- Basu, Rumki. Public Administration in the 21st century: A Global South Perspective. New York and London: Routledge, 2019.
 - Public Administration, Concepts and Theories. New Delhi: Sterling, 2018.
 - Bourgon, Jocelyne. A New Synthesis of Public Administration: Serving in the 21st Century. McGill-Queen's University Press, 2011.
 - Robinson, Mark. From Old Public Administration to the New Public Service. UNDP, Singapore, 2015.
 - Bhattacharya, Mohit. New Horizons of Public Administration. New Delhi: Jawahar Publishers, 2012.
 - Chakravarty, Bidyut & Prakash Chand. Public Administration in a Globalizing World. New Delhi: Sage, 2018.
 - Peters, B. Guy. The Next Public Administration: Debates & Dilemmas. Sage, 2018.
 - Sapru, R.K. Administrative Theories and Management Thought. New Delhi: PHI, 2013.
 - M. E. Dimock, and G.O. Dimock, Public Administration, Oxford, I.B.H. Publishing Co., 1975.
 - Theodoulou, Stella Z. & Ravi K. Roy. Public Administration: A Very Short Introduction. OUP, 2016
 - F. A. Nigro and G. L. Nigro, Modern Public Administration, New York, Harper Row, 1980.
 - Bourgon, Jocelyne. A New Synthesis of Public Administration: Serving in the 21st Century. McGill-Queen's University Press, 2011.
 - Marini, Frank (ed.). Towards NPA: Minnowbrook perspective. Scranton, Chandler Pub. Co., 1971.
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- Waldo, Dwight (ed.). Public Administration in a Time of Turbulence. Scranton, Chandler Pub. Co., 1971.
- Frederickson, H. George et al. Theories of Public Management. The Public Administration Theory Primer, Boulder, CO : Westview Press, 2015, pp. 97-130.
- Robinson, Mark. From Old Public Administration to the New Public Service. UNDP, Singapore, 2015.
- Sahni, Pardeep & Etakula Vayunandan, Administrative Theory, New Delhi PHI, 2010.

PSC –C-3:

INTERNATIONAL RELATIONS: CONCEPTS AND THEORIES

Introduction:

This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying International Relations. It also provides an overview of the major theoretical debates, emerging concepts, and contemporary challenges relating to war and pacifism in the era of globalization.

Course Objectives:

- To introduce students with the foundations of International Politics
- To provide an overview of the major theoretical debates starting from the twentieth century,
- To highlight perspectives from the Global South

Course Outcomes:

Students will be able to:

- Comprehend the basic concepts and theories of International Politics
- Develop an alternative understanding to Euro centrism of International Relations

Unit - I

Approaches to the study of International Relations: Idealism, Realism, Neo-realism, Neo-liberalism, Neo-Neo Debate, Marxism

Unit - II

Social Constructivism, Critical International Theory, Feminism, Post-modernism, Post- Structuralism

Unit - III

Key Concepts: State as an Actor, Challenges of Globalization and Information Revolution. Power, Sovereignty, Security: Traditional and Non-traditional, National Interest and Ideology.

Unit - IV

War and Pacifism: Conflict Resolution, Conflict transformation, Deterrence, Arms control and Strategic Stability.

Unit - V

United Nations: Aims, Objectives, Structure and Evaluation of the Working of UN; Peace and security Challenges; International Criminal Court.

Reading List:

- Martin Hollis and Steve Smith, (1991), The Growth of a Discipline, in Martin Hollis and Steve Smith, Explaining and Understanding International Relations, Oxford: Clarendon Press.

- J. Baylis, Smith and Owens, eds. (2017) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press.
- R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3rd Edition, Oxford: Oxford University Press,
- Goldstein, J. and Pevehouse, J.C. (2006) *International relations*. 6th edn. New Delhi: Pearson,
- Viotti, P.R. and Kauppi, M.V. (2007) *International relations and world politic: security, economy, identity*. 3rd edn. New Delhi: Pearson Education.
- Basu, Rumki (eds.) (2017), *International Politics: Concepts, Theories and Issues*, New Delhi: SAGE Texts.
- Goldstein, J.S. (2003) *International Relations*. 3rd edn. Delhi: Pearson Education.
- Hans Morgenthau. (1997), *Politics Among Nations*, New Delhi: Kalyani Publishers.
- E.H. Carr. (1981), *The Twenty Years Crisis: 1919-1939*, London: Macmillan,
- Kenneth Waltz. (1979), *Theory of International Politics*, London: Addison-Wesley Publishing.
- Scott Burchill et al, (2005), *Theories of International Relations* 3rd ed, Basingstoke: Palgrave Macmillan.
- Chris Brown and Kirsten Ainley. (2005), *Understanding International Relations*, 3rd Ed., Palgrave: Macmillan.
- Tim Dunne, M. Kurki Steve Smith. (2007). *International Relations. Discipline and Diversity*, Oxford University Press.
- J. E. Dougherty and others. (1971). *Contending Theories of International Relations* New York: Philadelphia.
- Keohane, Robert. (1984). *After Hegemony*. Princeton NJ: Princeton University Press.
- Keohane, Robert, and Joseph Nye. (1977). *Power and Interdependence*. Boston: Little, Brown
- Merchant, Carolyn. (1980). *The Death of Nature: Women, Ecology and the Scientific Revolution*. New York: Harper San Francisco, 1980.

PSC - C- 4:

CONTEMPORARY POLITICAL THEORY

Introduction:

This course aims to build up a clear understanding of the nature, theoretical enquiry and practice of Political Theory. It will also acquaint the students with important contemporary ideas, concepts and their practice.

Course Objectives

- To familiarize students with the theoretical dimensions of Political Science
- To acquaint students with critical contemporary areas in Political Theory

Course Outcomes:

Students will be able to:

- i. Develop sharp understanding of the subject and enrich skills of analysis and judgment
- ii. Comprehend the contemporary changes in the subject.

Unit - I

Approaches to the Study of Political Theory: Normativism, Positivism, Behaviouralism and Post Behaviouralism

Unit - II

- Debates on the Decline and Resurgence of Political Theory
- Role of Ideology; End of Ideology Debate
- Concept of Power and Hegemony

Unit - III

- Theories of State: Liberal, Neo-Liberal, Marxist, Pluralist, Post-Colonial and Feminist
- Globalization and State

Unit - IV

Concepts -

- Liberty
- Equality
- Justice
- Rights

Unit - V

- Democracy: Classical and Contemporary Models of Democracy: Procedural, Participatory and Deliberative

Reading List:

- Bhargava, R. and Acharya, A. (eds), (2008) Political Theory: An Introduction. New Delhi: Pearson Longman.
 - Vincent, A. (2004) The Nature of Political Theory. New York: Oxford University Press.
 - Rawls, John, 2001, Justice as Fairness: a restatement, Cambridge, MA: Harvard University Press.
 - Heywood, Andrew(2000) Key concepts in politics. London: Macmillan Education.
 - Heywood, Andrew (2017)Political Ideologies: An Introduction. 6th edition. Palgrave.
 - Walzer, M, 1983, Spheres of Justice, New York: Basic Books.
 - Nozick, Robert (1974). Anarchy, State and Utopia. New York : Basic Books.
 - Kymlicka, Will. Contemporary Political Philosophy: An Introduction, 2nd ed. Oxford University Press, 2002.
 - Bellamy, Richard (ed.). (1993) Theories and Concepts of Politics: An Introduction. Manchester University Press,
 - Dryzek John S. at al (eds.) (2008) The Oxford Handbook of Political Theory. OUP.
 - Farrelly, Colin. (2004) Introduction to Contemporary Political Theory. Sage Publications,
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- Gaus, Gerald F. and Chandran Kukathas (2004) *A Handbook of Political Theory*. Sage,
- Goodin, Robert E., Philip Pettit and Thomas Pogge. *A Companion to Contemporary Political Philosophy*. Blackwell Publishing, 2007.
- Held, David, (1998) *Modern Political Theory and the Modern State* , World View, New Delhi
- Held, David, (1987) *Models of Democracy*, Polity Press, Cambridge .
- Mckinnon, Catriona, 2008, 'Introduction' in Mckinnon, Catriona (ed), *Issues in Political Theory*, New York: Oxford University Press.
- Sandel, Michael, 1982, *Liberalism and the Limits of Justice*, Cambridge: Cambridge University Press.
- Raz, Joseph, 1986, *The Morality of Freedom*, Oxford: Clarendon Press.
- Dworkin, Ronald, 1977, *Taking Rights Seriously*, Harvard University Press.
- Sen, Amartya, 2000, *Development as Freedom*, Delhi: OUP: Introduction, Ch. 1
- Ramaswamy, S and S. Mukherjee (2014), *Political Theory: Ideas and Concepts*, Prentice Hall Pub, New Delhi
- Mill, J. S. (1991) *On Liberty and Other Essays*. ed. Jon Gray. Oxford: Oxford University Press.
- Berlin, I. (1969) 'Two Concepts of Liberty', in *Four Essays on Liberty*. England: Oxford University Press, pp. 118-172.

PSC –C- 5:

INDIAN GOVERNMENT AND POLITICS – I

Introduction:

This course will give an overview of the historical trajectory of the politics of India especially with regards to the making of the Indian Constitution. It will also acquaint the students with the structures and functions of the various political institutions in India.

Course objectives:

- To acquaint students with the ideological and philosophical ethos and values of Indian Constitution.
- To help students understand the actual functioning of various political institutions in India.

Course Outcomes:

Students will be able to:

- Understand and compare the philosophical and ideological basis of the Indian Constitution with the existing political institutions.
- Comprehend the relevance of the long history of constitutional development in India.

Unit - I

Making of the Indian Constitution: The Constituent Assembly -Background, Composition, Nature and its working

Ideological Contents: Preamble, Fundamental Rights and Directive Principles of State Policy, Distinctiveness of Indian Secularism

Unit - II

Constitution as an Instrument of Social Change: Basic Structure Debate & Major Constitutional Amendments

Federalism and its working: Nature and Areas of Tension in Centre-State Relations, Inter-State Council

State & Nation Building in India: State Reorganization, Demand for State Autonomy, Separatist Movements

Unit - III

Union Executive: President, Prime Minister & Council of Ministers: Critical Assessment

State Executive & Legislature: Governor, Chief Minister and Council of Ministers, Legislative Assembly and Legislative Council

Unit - IV

Union Legislature: Parliament (Composition and Role), Working of the Parliamentary System of Democracy, Parliamentary Committees

Unit - V

Judiciary: Integrated Judicial System in India, Judicial Review, Judicial Activism, Judicial Reforms

Reading List:

- Singh, M.P. and Rekha Saxena (2011), Indian Politics Constitutional Foundations and Institutional Functioning, New Delhi: Prentice Hall India Learning.
- Fadia, B.L.(2011), Indian Government and Politics , Agra: Sahitya Bhawan Publications.
- Pylee , M.V.(2003), Our Constitution Government and Politics , New Delhi : Universal Law Publishing Co.
- Bakshi, P.M.(2015), The Constitution of India , Delhi: Universal Law Publishing Co. Pvt. Ltd.
- Austin, Granville (1999), Working A Democratic Constitution: The Indian Experience , Delhi: OUP.
- Bhagwan, V & Vandana Mohla(2007), Indian Government and Politics , New Delhi: Kalyani Publishers.
- Brass, P.R.(2006), The politics of India since Independence, Cambridge: Cambridge University Press.
- Jayal, N.G. & Pratap Bhanu Mehta(eds.) (2010), The Oxford Companion to Politics in India , New Delhi: Oxford University Press.
- Weiner, Myron (1989), The Indian paradox Essays in Indian Politics, New Delhi: Sage Publications India Pvt. Ltd.
- S. Kashyap (2017), Our Constitution: An Introduction to India's Constitution and Constitutional Law, New Delhi: National Book Trust.
- M. P. Singh and Rekha Saxena. (2015) Federalizing India in the Age of Globalization, New Delhi: Primus Books
- D.D. Basu (2012), Introduction to the Constitution of India, New Delhi: Lexis Nexis
- Kohli, Atul, et.al. Routledge Handbook of Indian Politics. New Delhi: Routledge, 2018
- Khosla, Madhav et.al. The Oxford Handbook of Indian Constitution. New Delhi: Oxford University Press, 2016.
- Jayal, Niraja Gopal. The Oxford Companion to Politics in India. New Delhi: Oxford University Press, 2011.

SECOND SEMESTER

PSC –C-6:

COMPARATIVE POLITICAL PROCESS

Introduction:

The course provides a deeper insight into the conceptual and comparative perspectives on the structural and practical aspects of administrative processes. Besides, the course also highlights the evolution, significance and actual functioning of various types of administrative and political systems.

Course Objectives:

1. To train the students in the application of comparative methods to the study of politics.
2. To introduce undergraduate students to a range of important issues, literature, and concepts in the discipline of Comparative Politics.

Course Outcomes:

The students will be able to:

1. Conceptualize the role and relevance of various forms of administrative and political systems with a comparative perspective.
2. Learn the use of various comparative methods while analyzing the role and functioning of various political systems.

Unit - I

Approaches: Institutional, Political Economy and New Institutionalism; Comparative Methods.

Unit - II

Political Culture: Theories and Critique; Political Socialization, Political Recruitment and Political Communication. Political Change; Revolution: Theories and Types; Social Movements; New Social Movements.

Unit - III

Development: Underdevelopment, Dependency, Modernization, World Systems Theory, Development and Democracy.

Unit - IV

Theories and Functions of Political Parties, Pressure Groups ; Political Representation; Role of NGOs.

Unit - V

Public Policy Making; Role of Legislature, Executive, Judiciary; Civil Society and its Role.

Reading List:

- Bingham Powell, Jr., Russell J. Dalton, and Kaare Strøm, Comparative Politics Today: A World View, 11th Edition, New York: Pearson, 2014
 - Caramani, Daniel (2008), Comparative Politics, OUP
 - Ronald Chilcote (1994) Theories of Comparative Politics: The Search for a Paradigm Reconsidered, West view Press, Boulder.
 - Peter Evans, Theda Skocpel et al (1999), Bringing the State Back In, Cambridge University Press, Cambridge.
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- L.W. Pye and S. Verba (ed.), *Political Culture and Political Development*, Princeton University Press, Princeton NJ, 1976.
- G. Sartori, *Parties and Party Systems: A Framework for Analysis*, Cambridge University Press, Cambridge, 1976.
- H.J. Wiarda, *New Development in Comparative Politics*, Colorado, West-View Press, Boulder, 1986.
- Gabriel Almond and Sydney Verba, *The Civic Culture: Political Attitudes and Democracy in Five Nations*, Princeton University Press, Princeton, 1963
- Samuel Huntington, *The Clash of Civilizations and the Making of World Order*, Simon & Schuster, New York, 1995.
- Sunil K Choudhary, 'Theorizing Parties and Party Systems', Part I, Chapter I, *The Changing Face of Parties and Party Systems: A Study of Israel and India*. Springer and Palgrave Macmillan. 2018, pp. 3-22.
- Barrington Moore Jr., *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*, Allen Lane and Penguin, 1966.
- Theda Skocpol, *States and Social Revolutions: A Comparative Analysis of France, Russia and China*, Cambridge University Press, Cambridge, 1979.
- Charles Tilly, *Social Movements, 1768-2004*, Paradigm Publishers, Boulder, London, 2004.
- Fukuyama, F. *The End of History and the Last Man*. London: Penguin.
- O'Neil, P. (2009) *Essentials of Comparative Politics*. (Third Edition). New York: WW. Norton & Company, Inc.
- RK Sapru, *Public Policy – Formulation, Implementation and Evaluation*, Sterling Publishers Pvt. Limited., New Delhi, 2010.
- RV Vaidyanatha Ayyar, *Public Policy Making in India*, Pearson Education India, New Delhi, 2009.

PSC –C-7:

PUBLIC ADMINISTRATION AND MANAGEMENT

Introduction:

This paper deals with different dimensions of administration including personnel and financial management highlighting the major debates in the contemporary times. There is a need to understand the link between administration and management in a globalizing world, wherein environment, administration and development are all inter-related. The essence of Public Administration is explored through the various good governance initiatives introduced in India.

Course Objectives:

To introduce students:

- i. To different dimensions of Public Administration and Management
 - ii. To major debates on management of Public Administration in the contemporary times
 - iii. To the concept of governance in the context of a globalizing world
 - iv. To good governance practices in India
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Course Outcomes:

Students will be able to:

- i. Understand different dimensions of governance in the context of globalization
- ii. Also understand good governance practices in India

Unit - I

Financial Administration: The Budget (Types, Preparation and Implementation of Budget), Performance Budgeting, Zero- base Budgeting, Audit and CAG.

Unit - II

Major Issues in Administration: Relationship between Permanent Executive and Political Executive, Generalist –Specialist Controversy

Unit - III

Personnel Management: Recruitment, Training and Development, Employees' Morale, Workers' Participation in Management, Managing Conflict in the Organization: Mary Parker Follett, Employee-Employer Relationships, Management by Objectives (MBO): Peter Drucker

Unit-IV

Civil Service in India: Conduct of Civil Service, Neutrality and Anonymity, Ethics in Administration. Control over Administration- Legislative, Executive and Judicial.

Unit - V

New Trends: Good Governance, Citizen's Charter, e-Governance, Time Bound Service, Corporate Social Responsibility (CSR)

Reading List:

- Basu, Rumki. Public Administration in the 21st century: A Global South Perspective. New York and London: Routledge, 2019.
 - Basu, Rumki Public Administration, Concepts and Theories. New Delhi: Sterling, 2018.
 - Bevir, Mark. Governance: A Very Short Introduction. OUP, 2012.
 - Bhattacharya, Mohit. New Horizons of Public Administration. New Delhi: Jawahar Publishers, 2012.
 - Bhattacharya, Mohit. Restructuring Public Administration: Essays in Rehabilitation. New Delhi: Jawahar, 2007.
 - Chakravarty, Bidyut & Prakash Chand. Public Administration in a Globalizing World. New Delhi: Sage, 2018.
 - Erik-Lane, J. (2005) Public Administration and Public Management: The Principal Agent Perspective. New York: Routledge
 - Nicholas, Henri. Public Administration and Public Affairs. New Jersey: Pearson, 2013.
 - Medury, Uma. Public Administration in the Globalization Era: The New Public Management Perspective. New Delhi: Orient Blackswan, 2010.
 - Peters, B. Guy. The Next Public Administration: Debates & Dilemmas. Sage, 2018.
 - Caiden, N. (2004) 'Public Budgeting Amidst Uncertainty and Instability', in Shafritz, J.M. & Hyde, A.C. (eds.) Classics of Public Administration. Belmont: Wadsworth
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- B. K. Dey, *Personnel Administration in India: Retrospective Issues, Prospective Thought*, New Delhi, Uppal, 1991.
- J. Rabin, et.al., (eds.), *Handbook of Public Administration*, New York, Marcel Dekker, 1989.
- H. Singh, and M. Singh, *Public Administration in India: Theory and Practice*, New Delhi, Sterling Publishers, 1990.
- C. Stewart and D. Dunkerly (eds.), *Critical Issues in Organizations*, London, Routledge and Kegan Paul, 1977.
- M. M. Sury, *Government Budgeting in India*, New Delhi, Commonwealth Publishers, 1990.
- S. P. Verma and S.N. Swaroop, *Personnel Administration*, EROPA, 1993.
- J. Q. Wilson, *Bureaucracy: What Government Does and Why They Do It?*, New York, Basic Books, 1989.

PSC –C-8:

GLOBAL POLITICS: CONTEMPORARY ISSUES AND CHALLENGES

Introduction:

Besides introducing the students to the key debates on the major challenges at the global level, the course also will acquaint the students with the meaning and nature of globalization in the contemporary times. It will also impart 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.

Course Objectives:

1. To offer offers insights into key contemporary global issues such as the nuclear proliferation, ecological issues, international terrorism, human security and global governance.
2. To provide a clearer understanding on the contemporary nature of global issues and challenges and the means and ways to confront and resolve them.

Course Outcomes:

The students will be able to:

1. Understand the real nature of challenges before the global community and measures to resolve them.
2. Comprehend the nature of relationship between the state, non-state and trans-national actors in global politics.

Unit - I

End of Cold War; Uni-polarity, American Hegemony and New World Order, Contending Images of Global Future

Unit - II

Functionalism and Neo- Functionalism: Approaches to National Integration and World Government

Unit - III

Political Economy of International Relations: Dependency Theory, World System Analysis, New Imperialism Debate

Unit - IV

Alternative Perspectives on Security: Environmental Security, Peace and Development, Human Security and Security Privatization

Unit - V

Contemporary Global Concerns: International Terrorism, Environmental Concerns, Migration and Refugees, Human Rights and Humanitarian Intervention.

Reading List:

- J. Baylis, Smith and Owens, eds. (2017) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press.
- Joseph E. Stiglitz (2018), *Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump*, New York: W.W. Norton & Company
- Karns, Margaret P. and Karen A. Mingst (2009), *International Organizations: The Politics and Processes of Global Governance*, 2nd Edition, Boulder: Lynne Rienner, Chapter 2.
- Goldstein, J. and Pevehouse, J.C. (2006) *International relations*. 6th edn. New Delhi: Pearson, pp. 265-282.
- Hanhimäki, Jussi M. (2015) *The United Nations: A Very Short Introduction.*, New York: Oxford University Press
- Chris Brown with Kirsten Ainley, *Understanding International Relations*, 3rd Ed., Palgrave Macmillan, 2005.
- Tim Dunne, M. Kurki Steve Smith, *International Relations. Discipline and Diversity*, Oxford University Press, 2007.
- Basu, Rumki (eds.) (2017), *International Politics: Concepts, Theories and Issues*, New Delhi: SAGE Texts.
- Hedley Bull, *The Anarchical Society: A Study of Order in World Politics*, 3rd edn., Basingstoke: Palgrave. 2002.
- Arlene B. Tickner and Ole Wever, (eds.), *International Relations Scholarship Around the World*, London: Routledge, 2009.
- Navnita Chadha Behera, ed., *International Relations in South Asia: Search for an Alternative Paradigm*, New Delhi, Sage, 2008.
- Scott Burchill et al, (2005), *Theories of International Relations 3rd ed*, Basingstoke: Palgrave Macmillan.
- Chris Brown and Kirsten Ainley. (2005), *Understanding International Relations*, 3rd Ed., Palgrave: Macmillan.
- Tim Dunne, M. Kurki Steve Smith. (2007). *International Relations. Discipline and Diversity*, Oxford University Press.
- J. E. Dougherty and others. (1971), *Contending Theories of International Relations* New York: Philadelphia.
- C. Reus-Smith and Duncan Snidal, *The Oxford Handbook of International Relations*
- M. Hollis and S. Smith, *Explaining and Understanding International Relations*.
- Merchant, Carolyn. (1980), *The Death of Nature: Women, Ecology and the Scientific Revolution*. New York: Harper San Francisco, 1980.
- David Mitrany (1966), *A Working peace System*, Chicago: Quadrangle Press.
- Schmitter, Philippe C. (2005), 'Ernst B. Haas and the legacy of neo-functionalism', *Journal of European Public Policy*, Vol. 12, issue 2, April 2005, pp. 255–272.

PSC –C-9:

CONTEMPORARY DEBATES IN POLITICAL THEORY

Introduction:

This course is divided into two sections. Section- A helps the students familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. Section B introduces the students to the important debates in the subject.

Course Objectives:

- i. To familiarize students with the basic normative concepts in political theory
- ii. To acquaint students with critical contemporary debates in political theory
- iii. To provide students with new insights into the contemporary global challenges

Course Outcomes:

Students will be able to:

- i. Explore and understand new dimensions and debates in contemporary political theory
- ii. Enrich their understandings on contemporary debates

Unit I - Political Ideologies

- Liberalism, Marxism, Conservatism ,
- Neo-Liberalism, Neo-Marxism

Unit II - Debates on Liberalism:

- Liberal Egalitarianism(Rawls)
- Libertarianism (Nozick)
- Communitarianism (Sandel and Walzer)

Unit III - Cultural Pluralism and Liberal Theory

- Multiculturalism
- Identity Politics
- Cosmopolitanism

Unit IV– Critical Approaches

- Feminism
- Ecologism
- Post Modernism

Unit V

- State and Civil society
- Citizenship in the Age of Globalization

Reading List:

- Heywood, Andrew. Key concepts in politics. London: Macmillan Education, 2000.
 - Heywood, Andrew Political Ideologies: An Introduction. 6th edition. Palgrave, 2017.
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- Heywood, Andrew *Political Theory: An Introduction*, 4th edition. Palgrave, 2015
 - Walzer, M, 1983, *Spheres of Justice*, New York: Basic Books.
 - Nozick, Robert (1974). *Anarchy, State and Utopia*. New York: Basic Books.
 - Kymlicka, Will. *Contemporary Political Philosophy: An Introduction*, 2nd ed. Oxford University Press, 2002.
 - Sandel, Michael (1998) *Liberalism and the Limits of Justice*, Cambridge University Press,
 - Bellamy, Richard (ed.). *Theories and Concepts of Politics: An Introduction*. Manchester University Press, 1993
 - Dryzek John S. et al (eds.). *The Oxford Handbook of Political Theory*. OUP, 2008.
 - Farrelly, Colin. *Introduction to Contemporary Political Theory*. Sage Publications, 2004.
 - Gaus, Gerald F. and Chandran Kukathas. *A Handbook of Political Theory*. Sage, 2004.
 - Goodin, Robert E., Philip Pettit and Thomas Pogge. *A Companion to Contemporary Political Philosophy*. Blackwell Publishing, 2007.
 - Harvey, David(2007) *Brief History of Neo-liberalism*, OUP
 - Harvey, David(2005) *New Imperialism*, OUP
 - Rawls, John. *A Theory of Justice*, Revised edition. Harvard University Press, 1999.
 - B. Parekh, *Rethinking Multiculturalism: Cultural Diversity and Political theory*. Macmillan Press, London, 2000
 - C. Taylor, *Multiculturalism: Examining the Politics of Recognition*, edited by J.P. Mayer and M. Lerner, New York, Harper, London, Fontana, 1968.
 - S.K. White, *Political Theory and Postmodernism*, Cambridge University Press, Cambridge, 1991
 - L.M. Young, *Justice and the Politics of Difference*, Princeton University Press, Oxford, 1990.
 - A. Ahmed, *In Theory: Classes, Nations, Literatures*, Verso, London, 1992.
 - R. Guha and G.C. Spivak, *Selected Subaltern Studies*. Oxford University Press, Oxford, 1988.
 - R. Young, *White Mythologies: Writing History and the West*, Routledge, London, 1990
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PSC –C-10: INDIAN GOVERNMENT AND POLITICS-II

Introduction:

This course maps the working of the party system in India and conceptualises the conduct of elections and traces the patterns of voting behaviour. It also familiarizes students with the existence of communitarian solidarities, and their mutual transformation thereby in contemporary times besides giving an insight into the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

Course Objectives:

- i. To help students understand how the demands and aspirations of the common people can be articulated through various legitimate means such as voting and through party system and constitutional and statutory bodies in India.
- ii. To help students analyze the complex socio-cultural and politico-cultural texture of modern India.

Course Outcomes:

The students will be able to:

- i. Comprehend the actual process of political articulation and political execution in the modern Indian State.
- ii. Interpret the impact of region, religion and caste on the working of Indian Politics.
- iii. Analyse the changing dimensions of the Indian State.

Unit - I

Nature of Party System: Emerging Trends, Imperatives of Coalition Politics, Defection Politics and the Anti-Defection Law

Unit - II

Electoral System in India: Features, Elections -New Forces and Trends, Voting Behaviour and Electoral Reforms

Unit - III

Constitutional and Statutory Bodies: Comptroller and Auditor General, National Commission for Scheduled Castes, National Commission for Scheduled Tribes, National Commission for Human Rights, National Commission for Women, National Commission for Minorities.

Unit - IV

Political Economy and Development: Development Planning Model, Growth & Human Development

Globalization and the Indian State

Unit - V

Identity Politics- Issues and Challenges: Religion, Tribe, Caste, Region and Language

Social Movements: Farmers, Dalits, Tribals, Women, Environment Movements and Trade Union

Reading List:

- Singh, M.P. and Rekha Saxena(2011), Indian Politics Constitutional Foundations and Institutional Functioning, New Delhi: Prentice Hall India Learning.
 - Fadia, B.L.(2011), Indian Government and Politics ,Agra: Sahitya Bhawan Publications.
 - P. Mehta and N. Jayal (eds.) (2010), The Oxford Companion to Politics in India, New Delhi: Oxford University Press.
 - G. Austin (2010), The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press, 15th print.
 - P. Chibber and R. Verma (2018). Ideology and Identity: The Changing Party Systems of India, New Delhi: Oxford University Press.
 - P.R. DeSouza and E. Sridharan (eds.) (2006), India's Political Parties, New Delhi: Sage.
 - Arjan H. Schakel and Wilfried Swenden (2016) Rethinking Party System Nationalization in India (1952-2014)', Government and Opposition, Vol.53, No.1, pp.1-25.
 - Z. Hasan (ed.) (2002), Parties and Party Politics in India, New Delhi: Oxford University Press
 - B.D Dua, M.P Singh and Rekha Saxena (eds.) (2014) Indian Parliament: The Changing Landscape Delhi: Manohar, Delhi.
 - Brass, P.R.(2006), The politics of India since Independence , Cambridge: Cambridge University Press.
 - B.L. Shankar and Valerian Rodrigues (2014) The Indian Parliament: A democracy at work. New Delhi: Oxford University Press.
 - C. Jaffrelot, (2008) Why Should We Vote? The Indian Middle Class and the Functioning of World's Largest Democracy', in Religion, Caste and Politics in India, Delhi: Primus, pp. 604-619.
 - Kohli, Atul, et.al. Routledge Handbook of Indian Politics. New Delhi: Routledge, 2018
 - Khosla, Madhav et.al. The Oxford Handbook of Indian Constitution. New Delhi: Oxford University Press, 2016.
 - Jayal, Niraja Gopal. The Oxford Companion to Politics in India. New Delhi: Oxford University Press, 2011.
 - Frankel, Francine R. India's Political Economy 1947-2004 Second Edition, New Delhi: Oxford University Press, 2005.
 - Jaffrelot, Christophe, Atul Kohli and Kanta Murali (eds.). Business and Politics in India. Oxford University Press, 2019.
 - Rudolph L. and S Rudolph. In Pursuit of Lakshmi: The Political Economy of the Indian State. Orient Blackswan, 1987.
-

THIRD SEMESTER

PSC –C-11:

POLITICAL THOUGHT-I

Introduction:

This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke, Rousseau, Marx. This is a basic foundation course for students.

Course Objectives:

- i. To introduce students to Greek and medieval political thought
- ii. To provide students insights into the philosophies of Hobbes, Locke, Rousseau, Marx and Mill

Course Outcomes:

Students will be able to:

- i. Understand the foundations of Political Thought.
- ii. Understand Greek antiquity

Unit - I

Plato, Aristotle

Unit - II

Machiavelli, Hobbes

Unit - III

Locke, Rousseau

Unit - IV

Hegel, Karl Marx

Unit - V

Jeremy Bentham, J.S. Mill

Reading List:

- Plato (2009) *The Republic*, New York: Penguin.
 - Aristotle (1992) *Politics*, New York: Penguin.
 - Niccolo Machiavelli (2011) *The Prince*, New York: Penguin Books.
 - Mill, J.S., (1859) *On Liberty*. London: Fontana.
 - Mill, J.S., (1861), *Considerations on Representative Government*, first published 1861, new edition ed. R. B. McCallum, Basil Blackwell, Oxford 1946.
 - Mukherjee, S. and Ramaswamy, S. 2012: *A History of Political Thought*, PHI Learning Pvt. Ltd.
 - George, H. Sabine (2000), *A History of Political Theory*, Oxford and I.B.H. Publishing, New Delhi.
 - I. Hampsher-Monk, (2001) *A History of Modern Political Thought: Major Political Thinkers*
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from Hobbes to Marx, Oxford: Blackwell Publishers.

- Ian Adams and R.W.Dyson (2004) Fifty Great Political Thinkers, London, Routledge
- Terence Ball and Richard Bellamy (eds). (2003) Twentieth Century Political Thought, Cambridge:Cambridge University Press
- C. B. Macpherson (2011) Political Theory of Possessive Individualism: Hobbes to Locke, New York: Oxford University Press.
- J. Coleman, (2000) A History of Political Thought: From Ancient Greece to Early Christianity, Oxford: Blackwell Publishers.
- A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education.
- Boucher, D. and Kelly, P. (eds.).(2003) Political Thinkers: From Socrates to the Present, New York: Oxford University Press
- F.W. Coker, Recent Political Thought, The World Press Pvt. Ltd., Calcutta, 1971.
- A. Hacker, Political Theory: Philosophy, Ideology, Science, Macmillan, New York, 1961.
- J.H. Hallowell, Main Currents in Modern Political Thought, Holt, New York, 1960.
- C.L. Wayper, Political Thought, New Delhi, 1989 (Revised Edition) (English & Hindi).
- D. Germino, Modern Western Political Thought: Machiavelli to Marx, Chicago University Press, Chicago, 1972.
- F.W. Coker, Recent Political Thought, The World Press Pvt. Ltd., Calcutta, 1971.
- J.H. Hallowell, Main Currents in Modern Political Thought, Holt, New York, 1960.
- C.L. Wayper, Political Thought, New Delhi, 1989 (Revised Edition) (English & Hindi).
- Mukhopadhyay, A.K. 1990 Western Political Thought, Calcutta - KP Bagchi and Company
- Hampton, Jean (1998). Political Philosophy: An Introduction, Delhi: oxford University Press
- V. Chappell (ed.) (1999), The Cambridge Companion to Locke, Cambridge. Cambridge University Press.

PSC –C-12:

RESEARCH METHODOLOGY AND STATISTICAL METHODS

Introduction:

The research experience of students is greatly enriched by early exposure to conducting research. They are better off in understanding published works, determine an area of interest, can discover their passion for research and may pursue their research interests. Further students will be able to develop ability for scientific inquiry and critical thinking, strengthen abilities in creating knowledge base and communication with suitable use of qualitative or quantitative methods.

Course Objectives:

- To help students to learn how to develop scientific research designs and report writing.
 - To encourage the students to learn ways to describe and analyze research findings and their implementation.
 - To help students understand the logic of hypothesis testing in both quantitative and qualitative research.
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Course 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 test hypotheses
- Learn the use of statistical techniques for interpretation of data.
- Learn various sampling techniques.

Unit - I

Social and Political Research: Objectivity, Types of Research, Scientific Method: Characteristics, Process, Limitations.

Unit - II

Research Design: Meaning, Components, Identifying and Planning Research, Hypothesis: Meaning, Types, Sources, Formulation and Functions of Hypothesis.

Unit - III

Survey Methods; Tools and Techniques of Data Collection: Observations, Questionnaire, Interviewing, Sampling: Meaning, Types and Selection of Samples.

Unit - IV

Content Analysis; Data Analysis; Report Writing; Referencing Style

Unit - V

Basic Statistical Techniques: Frequency and Percentage Distribution, Measures of Central Tendency, Standard Deviation, Correlation, Coefficients, Chi-Square Test, SPSS

Reading List:

- Ranjit Kumar, Research Methodology: A Step-by- Step Guide for Beginners, 4th Edition, SAGE, 2014.
 - Young P.V. and Schmid, C.F., Scientific Social Surveys and Research, Asia Publishing House, Bombay, 1961.
 - Creswell, John W. Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications, 2013.
 - Babbie Earl, The Basics of Social Research, Printed at Thomson Higher Education, USA, 2008.
 - Biber Sharlene N.H and Leavy Patricia, The Practice of Qualitative Research, Second Edition, Sage Publication, Los Angeles, 2011.
 - Bhattacharjee, Anol, Social Science Research: Principles, Methods, and Practices 2nd Edition, USF Tampa Bay Open Access Textbooks Collection, 2012
 - Elliott, Alan C. and Woodward Wayne A, Statistical Analysis-Quick Reference Guidebook, Sage Publications, New Delhi, 2007.
 - Gomm Roger, Social Research Methodology: A Critical Introduction, Palgrave Macmillian, New York, 2008.
 - Osborne W. Jason, Best Practices in Quantitative Methods, Sage Publications, London, 2008.
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- Santosh Gupta, Research Methodology and Statistical Techniques, Deep and Deep, New Delhi, 1993.
- Devendra Thakur, Research Methodology in Social Sciences, Deep and Deep, New Delhi, 2003.
- Goode, W.J. and Paul Lyatt, 1952: Methods in Social Research, New York, Mcgrawhill.
- Merton R.K. 1968 Social Theory and Social Structure, New Delhi: Amerind.
- Mukherjee, P.N. (eds.) 2000: Methodology ICSSR in Social Research; Dilemmas and perspectives; New Delhi, Sage.
- Wilkinson and Bhandarkar, Methodology and Techniques of Social Research, Bombay: Himalaya, 2009.
- David McNabb (2015) Research Methods for Political Science, Routledge.

PSC –C-13: INDIA’S FOREIGN POLICY

Introduction:

This course’s objective is to acquaint students with the basic principles and determinants of India’s foreign policy by giving an overview of its historical evolution and contemporary objectives. While giving a detailed understanding of India’s evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international politics, the course will facilitate an understanding of the changing positions and development of India’s role as a global player since independence.

Course Objectives:

1. To make the students understand the changing nature of India’s foreign policy in contemporary times.
2. To assess India’s relations with the major powers and its domestic concerns and challenges.

Course Outcomes:

The students will be able to:

1. Examine the role and relevance of the basic principles of India’s foreign policy and its contemporary significance.
2. Debate and discuss the position of India as an emerging global power amidst its domestic concerns and challenges.
3. Get an insight into the factors affecting India’s relations with the major powers.

Unit - 1

- India’s Foreign Policy: Determinants of foreign policy; Continuity and Change
- Making of India’s Foreign Policy: PMO, Parliament, MEA

Unit - 2

- India’s Relations with Neighbours: SAARC, BIMSTEC, ASEAN, Look East & Act East policy
 - India’s Relations with Major Powers: USA, Russia, China
-

Unit - 3

India's Engagement with multipolar world: India's relations with European Union, BRICS, Shanghai Cooperation Organisation, African Union, Gulf Cooperation Council

Unit - 4

India and the United Nations: Role in UN Peace Keeping, Demand for Reforms in the UN

Unit - 5

- India's Approach to Major Global Issues : International Terrorism, Climate Change ; India's Nuclear Policy, Energy Security
- Recent developments in India's Foreign Policy: West Asia Policy, Indo-Pacific, Indian Ocean RIM

Reading List:

- Mohan, C. Raja. (2016). *Modi's World: Expanding India's Sphere of Influence*. Delhi: HarperCollins Publishers India.
 - Malone, David M., C. Raja Mohan, and Srinath Raghavan (eds.). (2015). *Oxford Handbook on Indian Foreign Policy*. UK: Oxford University Press.
 - Menon, Shivshankar. (2016). *Choices: Inside the Making of India's Foreign Policy*. Washington, DC: Brookings Institution Press.
 - C Rajamohan, *Crossing the Rubicon: The Shaping of India's New Foreign Policy* (New Delhi: Penguin, 2005).
 - Ian Hall (ed) (2014), *The Engagement of India: Strategies and Responses*, Washington, DC, Georgetown University Press
 - Muchkund Dubey, (2016), *India's Foreign Policy: Coping with the Changing World*, New Delhi, Orient Blackswan Pvt. Ltd.
 - Harsh, V. Pant, (2016), *India's Foreign Policy- An Overview*, New Delhi: Orient Blackswan.
 - Harsh, V. Pant, (ed) (2019), *New Directions in India's foreign Policy: Theory and Praxis*, New Delhi: Cambridge University Press
 - Sumit Ganguly (ed) (2016) *Engaging the World-Indian Foreign Policy since 1947* New Delhi, Oxford University Press
 - Deep K. Datta Ray, *The Making of Indian Diplomacy*. (New Delhi: Oxford University Press, 2015), pp. 139-147.
 - Jayashree Vivekanandan, *Interrogating International Relations: India's Strategic Practice and the Return of History* (Delhi: Routledge, 2011).
 - Shiv Shankar Menon, *Choices: Inside the Making of Indian Foreign Policy* (New Delhi : Penguin Books, 2016).
 - Gujral, I.K.(1998), *A foreign policy for India*, Delhi: External publicity division, MEA, Government of India.
 - Bandyopadhyaya, J.(2006), *The making of India's Foreign Policy*, New Delhi: Allied Publishers Pvt. Ltd.
 - Appadorai, A. and M.S. Rajan(1988), *India's Foreign Policy and Relations*, New Delhi: South Asian Publishers Pvt. Ltd.
 - S. Ganguly and M. Pardesi, (2009) *Explaining Sixty Years of India's Foreign Policy*, in India
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Review, Vol. 8 (1)

- Ch. Ogden, (2011) International Aspirations of a Rising Power , in David Scott (ed.), Handbook of India's International Relations, London: Routledge,
- 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.
- Perkovich, G.(2000), India's nuclear bomb: The impact on global proliferation New Delhi: OUP.
- Muni, S.D.(2010), India's Foreign Policy the democracy dimension, New Delhi: Foundation Books.
- Ganguly, S. and Rahul Mukherji(2011), India since 1980, New Delhi: Cambridge University Press.
- Malone, David (2014) Does the Elephant Dance , OUP.
- Tharoor, Shashi. (2013). Pax Indica: India and the World of the Twenty first Century. UK: Penguin

PSC –CE 1 (A): WORKING OF DEMOCRACY IN INDIA

Introduction:

This paper deals with concepts and different dimensions of democratic governance highlighting the major debates in the contemporary India. There is a need to understand the importance of the concept of governance in the context of a globalizing world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

Course Objectives :

To introduce students

- To different dimensions of democratic governance
- To major debates on governance in the contemporary times
- To the concept of governance in the context of a globalizing world
- To good governance practices in India

Course Outcomes:

Students will be able to:

- Understand different dimensions of governance in the context of Globalization
- Understand good governance practices in India

Unit - I

Democracy: A Historical Overview, Democracy and its Types.

Unit - II

Democracy in India: Origin and Growth; Major Democratic Institutions.

Unit - III

Grass-roots Democracy: Rural Local Self-Governments: Structure, Functions and Finances

Unit - IV

Grass-roots Democracy: Urban Local Self-Governments: Structure, Functions, and Finances.

Unit - V

Democracy in India: Performance, Issues and Challenges.

Reading List:

- Bakshi, P.M.(2015), The Constitution of India , Delhi: Universal Law Publishing Co. Pvt. Ltd.
- Fadia, B.L.(2011), Indian Government and Politics , Agra: Sahitya Bhawan Publications.
- F.Frankel, Zoya Hasan, R.Bhargava and B.Arora (ed.), Transforming India: Social and Political Dynamics of Democracy.
- Rajni Kothari, Rethinking Democracy, Hyderabad: Orient Longman, 2005.
- Atul Kohli (ed.), The Success of India's Democracy, Cambridge University Press, Cambridge, 2001.
- L.Rudolph and S.Rudolph, Explaining Indian Democracy: A Fifty-year Perspective, 1956-2006, Vol.2.
- Jayal, Niraja Gopal. The Oxford Companion to Politics in India. New Delhi: Oxford University Press, 2011.
- Kapur, Devesh, et.al. Rethinking Public Institutions in India. New Delhi: Oxford University Press, 2017
- Austin, Granville (1999), Working A Democratic Constitution: A History of the Indian Experience, Delhi: OUP.

PSC –C-14:**INDIAN POLITICAL IDEAS****Introduction:**

Based on the study of individual thinkers, the course gives an introduction to a wide span of thinkers and themes that defines the modern features of Indian political thought. It gives a detailed insight into the modern intellectual tradition in Indian political thought. While discussing the major debates in modern Indian philosophy, the course outlines the key Classical, Colonial, and Contemporary Indian political thinkers and their political philosophy.

Course Objectives:

1. To provide a clear insight into the sources of modern Indian political philosophy and their relevance in contemporary times.
 2. To help students learn more about the intellectual traditions that shaped our understanding of nationalism, national movements and colonialism.
-

Course Outcomes:

The students will be able to:

1. Comprehend the meaning and nature of modern Indian political thought.
2. Get a detailed insight into the intellectual history of colonial and modern India.
3. Understand the basic ideas and philosophy of modern Indian political thinkers.

Unit - I

Raja Rammohun Roy, Bal Gangadhar Tilak

Unit - II

Swami Vivekananda and Sri Aurobindo

Unit - III

Mahatma Gandhi, V.D. Savarkar and M.N Roy

Unit - IV

B. R. Ambedkar, Jayaprakash Narayan, Ram Manohar Lohia

Unit - V

Jawahar Lal Nehru, Deendayal Upadhyaya

Reading List:

- Rajiv Malhotra (2013) *Being Different: An Indian Challenge to Western Universalism* (New Delhi: Harper Collins)
 - Ramachandra Guha (2012) *Makers of Modern India* (New Delhi: Penguin Books)
 - Gurcharan Das (2012) *The Difficulty of Being Good: On the Subtle Art of Dharma* (New Delhi: Penguin Books)
 - Akash Singh Rathore and Ajay Verma, eds., *B.R.Ambedkar*, Oxford University Press
 - Lloyd I. Rudolph and Susanne Hoeber Rudolph (2009) *Postmodern Gandhi and Other Essays*, Oxford University Press
 - Judith Brown (2004) *Nehru: A Political Life*, Oxford University Press
 - B.R.Nanda (2004) *In Search of Gandhi: Essays and Reflections*, Oxford University
 - Varma V.P, (2012) *Modern Indian Political Thought*, Agra, Lakshmi Narain, Agarwal,
 - Mehta R.,(2006) *Foundations of Indian Political Thought: From Manu to the Present Day*, New Delhi, Manohar Publishers.
 - Valerian, Rodrigues (2003) *Readings in Dr.B.R.Ambedkar*, New Delhi, Oxford.
 - Thomas Pantham and Kenneth Deutsch(ed) *Political Thought in Modern India*, Sage, 1986
 - B.N. Ray, *Tradition and Innovation in Indian Political Thought*, Delhi 1998
 - U.N. Ghoshal, *A History of Indian Political Ideas* , OUP, 1996
 - M.S. Gore, *The Social Context of an Ideology: Ambedkar's Political and Social Thought*, Sage, 1999
 - Michael F. Brecher, *Nehru: A Political Biography*
 - J.K. Baral, *Indian Political Tradition*, Macmillan, 2004
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FOURTH SEMESTER

PSC –C15: POLITICAL THOUGHT-II

Introduction:

Philosophy and politics are closely intertwined. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence. Contemporary western political philosophy and debates are introduced to the students here.

Course Objectives:

- i. To introduce students the linkages between philosophy and politics
- ii. To provide students insights into the contemporary political debates in political philosophy

Course Outcomes:

Students will be able to:

- i. Comprehend the larger questions of western political thought
- ii. Understand the contemporary debates in political philosophy.

Unit - I

Mary Wollstonecraft

Unit - II

Lenin, Mao Zedong

Unit - III

Antonio Gramsci

Unit - IV

Hannah Arendt, John Rawls

Unit - V

Frantz Fanon

Reading List:

- Mary Wollstonecraft. (1792) *A Vindication of the Rights of Woman*, London: Penguin Classics.
 - Ian Adams and R.W.Dyson (2004) *Fifty Great Political Thinkers*, London, Routledge
 - Terence Ball and Richard Bellamy (eds). (2003) *Twentieth Century Political Thought*, Cambridge: Cambridge University Press
 - Michael H. Lessnoff (1999): *Political Philosophers of the Twentieth Century: An Introduction*.
 - B. Nelson, (2008) *Western Political Thought*. New York, Pearson Longman.
 - D. Boucher, and P. Kelly, (2003) (eds.) *Political Thinkers: From Socrates to the Present*. New York, Oxford University Press.
 - Hannah Arendt, *On Violence*, CA: Harvest Books, 1970.
 - Arendt, Hannah (1951), *The Origins of Totalitarianism*, New York: Harvest
 - Arendt, Hannah (2009), *On Revolution*, Penguin Classics. Rawls, John(1958). *Justice as Fairness*, *Philosophical Review*, vol. 57.
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- Rawls, John (1971). A Theory of Justice. Cambridge, Mass :Harvad University Press.
- Rawls, John (1982), 'The Basic Liberties and their Priority', Tanner Lectures on Human Values, vol.III Salt Lake City: University of Utah Press
- Rawls, John (1993). Political Liberalism, New Work: Columbia University Press.
- Tom Bottomore et al (eds) : A Dictionary of Marxist Thought. The entry on Gramsci
- David McLellan : Marxism after Marx. An Introduction. Chapter 14
- Frantz Fanon (2004), The Wretched of the Earth, translated from the French by Richard Philcox; introductions by Jean-Paul Sartre and Homi K. Bhabha: New York: Grove Press.
- Frantz Fanon, (2008), Black Skin, White Masks, Grove Press, New York
- C. Jones, (2002) 'Mary Wollstonecraft's Vindications and their Political Tradition' in C. Johnson, (ed.) The Cambridge Companion to Mary Wollstonecraft, Cambridge: Cambridge University Press, pp. 42-58.
- Gramsci, Antonio (1996), 'Selections from the Prison Notebooks', Orient Longman, Hyderabad.
- Simon, Roger (2015), Gramsci's Political Thought: An Introduction, London: Lawrence & Wishart Ltd; 3rd edition.
- Lenin, V.I. 1999 [1902]. What Is To Be Done? Burning Questions of Our Movement. New York: International Publishers.
- V. I. Lenin (1992). State and Revolution, New Delhi: Penguin.
- Mao Tse-Tung. (2003), On New Democracy, University Press of the Pacific.
- Mao Tse-Tung. (2015), On Guerrilla Warfare, Alpha Editions.

PSC –C 16:

POLITICAL SOCIOLOGY: ISSUES AND CONCEPTS

Introduction:

Politics and society are intertwined with each other and are inseparable. The paper seeks to explore both the institutional and non-institutional dimensions of politics by discussing various non-institutional and socio-political processes that inform and influence politics.

Course Objectives:

The paper seeks to:

- i. Sensitize students about the informal and non-institutional processes of politics and their role and functions.
- ii. Provide an in-depth understanding of various concepts and approaches to the study of Political Sociology

Course outcomes:

The students will be able to understand and explain the social context within which politics as a process operates and their influence on each other.

Unit - I

Political Sociology: Meaning and Scope, Development and Approaches.

Unit - II

Political Socialization, Political Recruitment, Political Participation and Political Communication.

Unit - III

The Sociological Tradition and Political Sociology: Seminal Ideas of Karl Marx and Max Weber, Sociological Ideas of Emile Durkheim and Talcott Parsons.

Unit - IV

Social Stability, Social Change, Political Role, Politics and Society, Nation and Society.

Unit - V

Elite Theories of Democracy: Circulation of Elites, Mosca, Pareto, C. Wright Mills and Pluralistic Critique.

Reading List:

- Amenta, Edwin, Kate Nash, Alan Scott, (2012), The Wiley-Blackwell Companion to Political Sociology, Oxford, Wiley Blackwell.
 - Roy, Shefali. (2014), Society and Politics in India Understanding Political Sociology, Delhi, PHI Learning, 2014
 - Dasgupta, Samir. (2011), Political Sociology, New Delhi: Pearson Education India.
 - L.S. Rathore(ed) Political Sociology, Meenakshi, Press, Meerut, 1991
 - Keith Faulks, Political Sociology: A Critical Introduction, Edinburg University Press, Edinburg, 1999.
 - Pareto, V.(1985), The Mind and Society, New York: Dover (Pp. 1421-1432).
 - Michael Rush, Politics and Society: An Introduction to Political Sociology, Harvester Wheatsheaf, New York, 1992.
 - Nagla, B.K.(ed), Political Sociology, Rawat publishers, New Delhi, 1999.
 - Robert E. Dowse and John Hughes, Political Sociology, London 1972
 - Michael Ross and Phillip Althoff, An Introduction to Political sociology, London 1972.
 - Lewis A. Coser, Masters of Sociological Thought, Rawat Publications, Jaipur, 1996
 - Robert A. Dahl, Modern Political Analysis, New Jersey, 1970.
 - L. Milbraith, Political Participation, Chicago, 1985.
 - Karl Deutsch, The Nerves of Government, New York, 1968.
 - Lucian Pye(ed) Communication and Political development, New Delhi, 1972
 - Gerth, H.H. and Mills, C.W.(ed), 1991, From Max Weber: Essays in Sociology, London, Routledge and Kegan Paul, (Introduction)
 - J.K. Baral and S. Baral, Political Sociology, Vidhyapuri, 2009
 - Gerth, H.H. and Mills, C.W.(ed), 1991, From Max Weber: Essays in Sociology, London, Routledge.
 - Ali Ashraf and L.N. Sharma (1986), Political Sociology: a new grammar of Politics, New Delhi, University Press.
 - Mukhopadhyay, A.K. (1977), Political sociology: An introductory analysis, Kolkata: K.P. Bagchi Publishers.
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PSC –CE-2:
STATE AND LOCAL ADMINISTRATION IN INDIA:
WITH SPECIAL REFERENCE TO ODISHA

Introduction:

The paper is an attempt to provide a detailed understanding of the functioning of the local administration in the State of Odisha. Besides providing a comprehensive study of various levels of local administration, the paper also introduces the students to the role of extra constitutional machineries and their impact on state machinery and vice versa.

Course Objectives:

The purpose of the paper is to:

- i. Provide an in-depth understanding of the structure, role and actual functioning of various levels of local administration in Odisha.
- ii. To familiarize the role and relevance of extra-constitutional machineries in the State.

Course Outcomes:

Detailed knowledge of the actual functioning of various constitutional and extra- constitutional machineries at the State level and the issues and challenges before them.

Unit - I

State Machinery: Executive at the State Level: Governor, Council of Ministers, Chief Minister, Legislature: Vidhan Sabha: Composition and Functions. Judiciary: High Court. Lokayukt, State Information Commission

Unit - II

Odisha Secretariat: Structure and Functions, Chief Secretary, Development Commissioner, State Administration: Board of Revenue: Role and Functions, Revenue Divisional Commissioner: Role and Functions; Mo Sarkar.

Unit - III

District and Block Administration: Role of the Collector and the B.D.O.

Unit - IV

Urban Local Governance: Historical Evolution of Urban Local Governance in India, Urban Governance in Odisha: 74th Constitutional Amendment Act, Municipal Corporation, Municipality, NAC: Structure, Functions and Finance, Reforms in Urban Governance.

Unit - V

Rural Local Governance: Historical Evolution of Rural Local Governance in India, Rural Government in Odisha: PRI Institutions, 73rd Constitutional Amendment Act, Reforms in Rural Governance and PESAAct.

Reading List:

- S.R. Maheswari, Local Government in India, Lakshmi Narain Agarwal, 2008.
 - Niraja Gopal Jayal and others, Local Governance in India – Decentralisation and Beyond, Oxford University Press, 2006.
 - Subrata K. Mitra. 2001. Making local government work: Local elites, Panchayati raj and governance in India, in: Atul Kohli (Ed.). The Success of India's Democracy. Cambridge: Cambridge University Press.
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- Ghosh, Buddhadeb & Girish Kumar-State Politics and Panchayats in India New Delhi: Manohar Publishers, 2003
- Sudhakar, V. New Panchayati Raj System: Local Self-Government Community Development -Jaipur: Mangal Deep Publications, 2002.
- Biju, M.R.- Decentralisation: an Indian experience, Jaipur: National Pub., 2007
- Sachdeva, Pardeep, Local Government in India, Dorling Kindersley (India) Pvt. Ltd, New Delhi, 2011
- Evelin Hurst and and Michael Mann (2005), Urbanization and Governance in India, Manohar, New Delhi.
- ISA Baud and J Dewit, New Forms of Urban Governance in India - Shifts, Models, Networks and Contestations, Sage, New Delhi, 2008.
- Amreswar Mishra. (1986), *Urban Government and Administration in India-*, Anu Books, Meerut.

PSC –C-17:

Seminar and Assignments /

Paper- GOVERNANCE AND PUBLIC POLICY IN INDIA

Introduction : The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programmes 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.

Learning Objectives :

- i. To introduce students with to the interface between public policy and administration in India.
- ii. To provide students with a non-western perspective on issues of decentralization, financial management, citizens and administration and social welfare.

Expected Outcomes:

Students will be able to :

- i. Comprehend the basic concepts and understanding of public policy and administration in India.
- ii. Develop a non-western perspective on the subject.

Unit - I

Governance, Good Governance; Role of State, Civil Society and individuals.

Unit - II

Institutional Mechanisms for Good Governance: Right to Information, Consumer Protection Act, Citizens' Charter; Grievance Redressal System: Ombudsman, Lokpal, Lokayukta.

Unit - III

Grassroots Governance: Panchayati Raj Institutions and their Functioning Planning and Development: Decentralised Planning, Planning for Development, Sustainable Development, Participatory Development, e-Governance; NITI Aayog.

Unit - IV

Public Policy as an instrument of socio-economic development: public policies with special reference to Housing, Health, Drinking Water, Food Security, MGNREGA, NHRM, RTE, NEP 2020.

Unit - V

Monitoring and Evaluation of Public Policy; Mechanisms of making governance process accountable: Jansunwai, Social Audit.

Reading List:

- Ashok Agarwal (Ed.), Governance - Case Studies, University Press India Pvt. Limited, Hyderabad, 2007.
- B Srinivas Raj, E-Governance Techniques- Indian and Global Experiences, New Century Publications, New Delhi, 2008.
- Subhash Bhatnagar, Unlocking E-Government Potential - Concepts, Cases and Practical Insights, Sage, New Delhi, 2009.
- Ayyar, R. V. Vaidnatha. A Public Policy Making in India. New Delhi: Pearson, 2012.
- Birkland Thomas A. An Introduction to the Policy Process. M.E. Sharpe, 2011.
- De, P.K. Public Policy and Systems, New Delhi: ;Pearson, 2012
- Dreze, Jean (ed). Social Policy, New Delhi: Orient Blackswan, 2016.
- G Desai, Information Growth and Economic Growth, Rawat Publications, Jaipur, 2005.
- RP Sinha, E-Governance in India, Initiatives and Issues in India, Center for Public Policy, 2006.
- Y. Parthasaradhi et.al., E-governance in India, Initiatives and Issues in India, Center for Public Policy, 2006.
- B.C. Smith and D.C. Pitt Computer Revolution and Public Administration, Palgrave, 2007.
- Prabir Kumar De, Public Policy and Systems, Pearson Education India, New Delhi, 2012.
- RK Sapru, Public Policy - Formulation, Implementation and Evaluation, Sterling Publishers Pvt. Limited., New Delhi, 2010.
- RV Vaidyanatha Ayyar, Public Policy Making in India, Pearson Education India, New Delhi, 2009.

PSC –C-18:**DISSERTATION**

Every student is required to prepare a dissertation on an issue/ topic of interest under the guidance and supervision of a teacher. Based on their knowledge of research methodology, the dissertation prepared is evaluated on the basis of scientific methodology adopted in writing the report, presentation skill and performance in the viva voce.

The dissertation will include the statement of the problem, research question, aims and objectives, hypotheses, and methods adopted for the study. The dissertation will be expected to highlight the major theoretical considerations underlining the logic and rationale for the area/subject of

research along with a comprehensive review of literature including substantive findings and theoretical and methodological contributions to the topic. The methods adopted for the research will have to be explained using appropriate methods of analysis and the entire report will be concluded with a list of major references.



MASTER OF ARTS IN PHILOSOPHY

(SEMESTER PATTERN)

CHOICE BASED CREDIT SYSTEM SYLLABUS

TWO-YEAR FULL TIME PROGRAMME

COURSES OF STUDIES

(2023 -2024)



Buxi Jagabandhu Bidyadhar Autonomous College

Bhubaneswar - 751014

Accredited at the 'A' Level by

National Assessment and Accreditation Council (NAAC)

Telephone/Fax : 0674-2436971, Website : www.bjbcollege.ac.in

SEMESTER - I				
Semester	Course Code	Title of the Course	Credit	Marks
I	C-101	Indian Metaphysics	4	30+70
	C-102	Western Metaphysics	4	30+70
	C-103	Western Ethics	4	30+70
	C-104	Logic	4	30+70
	C-105	Indian Political Thought	4	30+70
SEMESTER: II				
Semester	Course Code	Title of the Course	Credit	Marks
II	C-201	Indian Epistemology	4	30+70
	C-202	Western Epistemology	4	30+70
	C-203	Applied Ethics	4	30+70
	C-204	Contemporary Socio-Ethical Indian Thought	4	30+70
	C-205	Philosophical Classic (Western)	4	30+70
SEMESTER: III				
Semester	CourseCode	Title of the Course	Credit	Marks
III	C-301	Indian Ethics	4	30+70
	C-302	Philosophical Classic (Indian)	4	30+70
	C-303	Western Political Thought	4	30+70
	EC-304	Department Specific Elective-A	4	30+70
	C-305	Post-Kantian Western Philosophy	4	30+70
SEMESTER: IV				
Semester	Course Code	Title of the Course	Credit	Marks
IV	C-401	Phenomenology and Existentialism	4	30+70
	C-402	Philosophy of Language	4	30+70
	EC-403	Department Specific Elective-B	4	30+70
	C-404	Seminar & Assignment	4	50+50
	C-405	Project/Dissertation/Field Study	4	30+70

SEMESTER : I

C - 101

INDIAN METAPHYSICS

Course Objectives:

- * To familiarize with the basic terms in classical Indian metaphysics.
- * To understand the salient features of Indian metaphysics.
- * To analyse the ontological and epistemological theories in classical Indian philosophy.
- * To study the different views of reality and knowledge in Indian philosophy.

Course Content

Unit - I :

The Concept of Reality in the Upanishads, Jagrat, Svapna, Susupti and Turiya, Brahman, Svabhavavada, Consciousness as epiphenomenon

Unit - II :

The Concept of Reality in Jainism- Sat, Dravya, Guna, Paryaya, Jiva, Ajiva, Anekantavada, Ksanabhangavada, Anatmavada

Unit - III :

The Doctrine of Causality: Satkaryavada, Asatkaryavada and Satkaranavada; Doctrine of Evolution: Parinamavada and Vivartavada, Padartha and its kind

Unit - IV :

Kinds of Karma

The Concept of God : Theism of Nyaya and Atheism of Samkhya

Unit - V :

Self and Liberation: Nirvana, Moksha, Kaivalya & Mukti- Comparison among Systems

Recommended Reading List

- * Radhakrishnan, S. (2008), Indian Philosophy with an Introduction by J.N. Mohanty: Vol. I & II, Oxford
- * S.N. Dasgupta, (2018) A History of Indian Philosophy, (Volume-I & II), Rupa Publications
- * Murti, T.R.V., (2015), The Central Philosophy of Buddhism: A Study of the Madhyamika, Motilal Banarsidas.
- * Raju, P.T., (1986), Spirit, Being and Self: Studies in Indian and Western Philosophy, South Asia Books
- * Puligandla, R. (1997), Fundamentals of Indian Philosophy, D.K. Print World Ltd.
- * Mohanty, J.N., (2000), Classical Indian Philosophy: An Introductory Text, Rowman & Littlefield Publishers

Course Outcome(s):

- * Familiarity with the core themes of metaphysics.
 - * Comprehensive study of the metaphysical theories held by the different schools of classical Indian Philosophy.
 - * Exposition of the key metaphysical notions of matter, causation and the Self.
 - * Comparative understanding of the major theories of causation.
-

SEMESTER : I

C - 102

WESTERN METAPHYSICS

Course Objectives:

- * To expose students to analyse various metaphysical concepts and to explicate the recent debates in the field of metaphysics.
- * Students will study some of the classic texts in the history of western metaphysics.
- * To critically analyse different problems concerning metaphysics from modern philosophical perspectives.
- * It aims to facilitate their understanding of key questions and theories in western metaphysics, and to enhance skills in textual analysis.

Course Content

Unit - I:

Metaphysics: An Introduction.

Concepts of Reality: Plato's theory of Ideas, Aristotle's Form and Matter, Causation

Unit - II:

Dualism (Descartes), Monism (Spinoza) and Pluralism (Leibnitz) Bradley: Absolute Idealism, Appearance and Reality

Unit - III:

Space and Time; Substance and Universal; Concept of Person

Unit - IV:

Critique of Metaphysics: The linguistic Turn, Logical Positivism,

Unit - V:

Strawson: Revisionary vs. Descriptive Metaphysics

Recommended Reading List

- * Loux, M.J., (2006) *Metaphysics: A Contemporary Introduction*, Routledge
- * Patrick, G. T. W., (1958), *An Introduction to Philosophy*, Alen and Unwin
- * Garrett, B., (2006), *What is this thing called Metaphysic?* Routledge: New York
- * Swinburne, R., (1968), *Space and Time*, Palgrave Macmillan: UK
- * Taylor, R., (1974), *Metaphysics*, 4th Edition, Prentice Hall: New Jersey
- * Lowe, E.J., (2002), *A Survey of Metaphysics*, Oxford University Press
- * Ayer, A.J., (1936), *Language, Truth and Logic*, Penguin
- * Strawson, P.F., (1959), *Individuals: An Essay in Descriptive Metaphysics*, Routledge

Course Outcome(s):

- * Describe some of the central problems in western metaphysics and major positions and theories taken in response by some key philosophers in the tradition.
 - * Use clear English expression to develop coherent and consistent positions in relation to metaphysics.
 - * Analyse debates in the history of western metaphysics.
 - * Apply skills in philosophical research
-

SEMESTER : I

C - 103

WESTERN ETHICS

Course Objectives :

- * The main objective of this course to understand the important virtues of human conduct, relooking the human values, justice, temperance, courage and its essentialities in human existence.
- * To engage students with different meta-ethical theories
- * To critically examine the problems of moral epistemology
- * To explicate the psychological issues concerning morality

Course Content

Unit - I :

Moral Concepts: Good (Cognitive- non-cognitive, intrinsic-extrinsic), Right, Duty, Moral Obligation

Unit - II :

Normative Ethical Theories: Virtue ethics, Utilitarianism, Deontological Theory

Unit - III :

Meta Ethical Issues: Is-Ought Problem; Universalism Vs. Relativism; Subjectivism Vs. Objectivism

Unit - IV :

Naturalism and Non-naturalism; Prescriptivism,

Unit - V :

Emotivism: Ayer and Stevenson; Contextualism

Recommended Reading List

- * Frankena, W.K., (1973) Ethics, Prentice Hall INC.
- * Lillie, W., (1967) An Introduction to Ethics, Allied Publishers Pvt. Ltd.
- * Scheffler, S., (1988) Consequentialism and its Critics, Oxford University Press
- * Hursthouse, R., (1999) On Virtue Ethics, Oxford University Press
- * Hare, R.M., (1991) The Language of Morals, Oxford University Press
- * Moore, G.E., (1903) Principia Ethica, Cambridge University Press
- * Ayer, A.J., (2002) "A Critique of Ethics", in Language, Truth and Logic, Dover Publications INC
- * Broad, C.D., (1971), Broad's Critical Essays in Moral Philosophy, Ed. by D. R. Cheney; New York: Humanities Press

Course Outcome(s) :

- * Distinguish between ethical and non-ethical situations.
 - * Develop concepts based on moral issues and enquiry.
 - * Resolve moral responsibilities in complications.
 - * Defend one's views in supporting the moral concerns.
-

SEMESTER : I

C - 104 LOGIC

Course Objectives :

- * To introduce the students the basic concepts of symbolic logic
- * To explain different decision procedures of arguments
- * To provide detailed exposition of the quantification of language
- * To explicate the application of set theory for validating arguments

Course Content

Unit I :

What is logic? The nature of Argument; Truth and Validity; Symbolic Logic Simple and Compound statements; Conditional Statements; Argument Forms and Truth Tables; Statement Forms

Unit II :

The Method of Deduction: Formal Proof of Validity; Rule of Replacement; Proving Invalidity; Rule Conditional Proof.

Unit III :

The Rule of Indirect Proof; Proofs of Tautology; Strengthen Rule of Conditional Proof; Shorter Truth Table Technique-Reductio ad Absurdum Method

Unit IV :

Quantification Theory: Singular Propositions and General Propositions; Proving Validity: Preliminary Quantification Rules; Proving Invalidity; Multiply-General Propositions; Quantification Rules

Unit V :

What is a Fallacy? Classification of Fallacies; Fallacies of Relevance; Fallacies of Defective Induction; Fallacies of Presumption; Fallacies of Ambiguity

Recommended Reading List

- * Copi, I. M., (1973), Symbolic Logic, 5th Edition (Ch- 1, 2, 3, 4), Macmillan Publishing: London
- * Copi, I. M., C. Cohen & K. McMahaon (2014), Introduction to Logic, 14 th Edition, (Ch—4, for Unit-IV) Routledge

Course Outcome (s) :

- * State and prove soundness and completeness of first order logic.
 - * Carry out formal proofs in various logics discussed in the course.
 - * Enables the students to decode the notion of truth and falsity with the help of contingent, contradictory, and tautological propositions.
 - * Helps the students understand the notion of validity, invalidity and soundness of arguments.
-

SEMESTER : I

C - 105

INDIAN POLITICAL THOUGHT

Course Objectives :

- * To develop the critical understanding towards the different traditions and strands of political thought in India and in world in general.
- * It deals with the theoretical and structural aspects of Indian government and politics.
- * It aims at familiarizing the students about different concepts applied in Indian political system.

Course Content

Unit - I :

Mahabharata: Danda-niti, foundations, Rajdharma, Law and Governance, Narada's Questions to King Yudhisthir

Unit - II :

Kautilya: Sovereignty, Seven Pillars of Statecraft, State administration, State economy, law and justice, internal security.

UNIT - III :

Kamandaki: Social order and State elements: Varna Dharma and Asrama Dharma Constitutional Morality, Secularism and Fundamental Rights: Kinds of Fundamental Rights

Unit - IV :

Constitutionalism, Total revolution, terrorism, Swadeshi

Unit - V :

Social Democracy, State Socialism, Affirmative Action, Social Justice

Recommended Reading List

- * Gauba, O.P., (2015), Indian Political Thought, Mayur Paperbacks.
- * Kautilya, Arthshastra. New Delhi: Motilal Publishers, pp. 511- 514.
- * M.K Gandhi, Swaraj, or the Home Rule, Navajivan Trust, Ahmadabad
- * Kmandakiya, Nitisara
- * Rajagopalachari, C. The Ramayana
- * Rajagopalachari, C. The Mahabharat
- * Vyasadev, The Mahabharat

Course Outcome(s):

- * Engagement of the students with the recent debates of Indian philosophy developed by various contemporary Indian thinkers.
 - * Enable students to understand the operation of Indian political system.
 - * Students will assess the functioning different political bodies in India.
 - * Have clarity about applicability and suitability of a particular concept in India
-

SEMESTER : II

C - 201

INDIAN EPISTEMOLOGY

Course Objectives:

- * To discuss the different theories of Knowledge as advocated by different schools of Indian Philosophy.
- * To instill a comprehensive understanding of terms and concepts related to knowledge and proofs (Pramana), including logic.
- * To empower learners to discern errors in debates or arguments and construct logically flawless arguments.
- * To familiarize learners with the diverse Bharatiya frameworks depicting epistemology.

Course Content

Unit - I

Pramanas: Pratyaksa, Anumana and Upamana

Unit-II

Pramanas: Sabda, Arthapatti and Anupalabdhi

Unit III

Pramanyavada: Pramanya/Apramanya (Svatah and Paratah), Critique of Pramanyavada: Carvaka and Jayarasi Bhatta

Unit IV

Khyativadas (Theories of Error): Anyathakhyati, Viparitakhyati, Akhyati,

Unit V

Atmakhyati, Asatkhyati, Anirvachaniyakhyati, Satkhyati

Recommended Reading List

- * Dutta, D.M. (2017), The Six Ways of Knowing: A Critical Study of the Advaita Theory of Knowledge, Motilal Banarsidass
- * Chatterjee, S.C. (2015), The Nyaya Theory of Knowledge: A Critical Study of Some Problems of Logic and Metaphysics, Rupa Publications
- * Sharma, C.D. (2016), A Critical Survey of Indian Philosophy, Motilal Banarsidass
- * Prasad, J. (1987), History of Indian Epistemology, Munshiram Manoharlal Publishers
- * Saptaprakashnanda, S. (1965), Methods of Knowledge: According to Advaita Vedanta, AdvaitaAshrama
- * Kar, B. (1978), The Theories of Error in Indian Philosophy, Ajanta Publications

Course outcome(s):

- * Students will develop the ability to inductively connect empirical observations and experiences with abstract concepts and theories.
- * Learners will acquire the skill to distinguish between knowledge and opinion meticulously by analyzing evidence and evaluating proofs.
- * Students will learn to construct coherent and compelling arguments that are free from logical flaws, ensuring effective communication and reasoning in academic and professional settings.
- * Cultivation of the capacity of the students to identify right cognitions from wrong ones.

SEMESTER : II

C - 202

WESTERN EPISTEMOLOGY

Course objectives:

- * Enhance students' various approaches in epistemological areas of western philosophy.
- * To critically engage students with different components of knowledge
- * To evaluate different issues and problems concerning various theories of knowledge
- * To evaluate different problems concerning various theories of knowledge.

Course Content**Unit I :**

Plato and Traditional Definition of Knowledge: Truth, Belief and Justification, Theories of Truth: Correspondence, Coherence and Pragmatic

Unit II :

Gettier's Problem Theories of Justification: Foundationalism, Coherentism & Reliabilism

Unit III :

Internalism and externalism Scepticism: Types of scepticism, Scepticism and Certainty

Unit IV :

Knowledge of other minds

Unit V :

Science and Epistemology: Naturalized Epistemology

Recommended Reading List

- * Lemos, N., (2007), An Introduction to the Theory of Knowledge, Cambridge University Press
- * Gettier, E., (1963) "Is Justified True Belief Knowledge?", Analysis, Vol.23, No.6
- * Ayer, A.J., (1956), The Problem of Knowledge, Macmillan and Company Ltd.
- * Audi, R. (1988), Belief, Justification and Knowledge: An Introduction to Epistemology, Wadsworth Publishing Company
- * Pritchard, D., (2006), What is this thing called Knowledge? Routledge
- * Quine, W. (1969). "Epistemology Naturalized" in Ontological Relativity and Other Essays, New York: Columbia University, 69-90

Course Outcome(s):

- * Attracts students to read and understand Philosophical texts.
 - * It helps student how to argue in different concept.
 - * Students are expected to get acquainted with critical thinking pertaining to the major components of knowledge such as justification, belief, and truth.
 - * Enhancement of the capacity to understand the nature and role of scepticism in knowledge claims.
-

SEMESTER : II

C - 203

APPLIED ETHICS

Course Objectives:

- * To understand the practical aspects of ethics in reference to modern technology
- * To critically engage students about the ethical issues evident in medical practices
- * To develop an understanding of moral consciousness in business practices
- * To analyse the modern-day mainstream and social media from ethical point of

Course Content

Unit I :

Introduction: Ethics and Applied Ethics, Issues concerning Environment, Man & environment relation, Theories of Environmental Ethics- Anthropocentrism, Non-anthropocentrism

Unit II :

Bio-medical Ethics: Doctor- patient relation, Abortion, Euthanasia, Genetic Engineering

Unit III :

Business Ethics: Corporate Social Responsibility, Rights and Obligations of Stakeholders, Business and environment

Unit IV :

Media Ethics: Obligation of the media to the Society; social media and Ethical Problems. Media and Women,

Unit V :

Representation and differences-marginalization

Recommended Reading List

- * Singer, P., (2011), Practical Ethics, Cambridge University Press
- * Singer, P., (1986), Applied Ethics, Oxford University Press
- * Beauchamp, T.L. and J. F. Childress, (2013), Principles of Biomedical Ethics, Oxford University Press
- * Shaw, W., (2015), Business Ethics: A Text Book with Cases, CENGAGE Learning Custom Publishing
- * Plaisance, P.L., (2008), Media Ethics: Key Principles for Responsible Practice, Sage Publications Inc.
- * Hansson, S.O., (2017), The Ethics of Technology: Methods and Approaches, Rowman & Littlefield International
- * Mohapatra, P.K., (2008), Ethics and Society: An Essay in Applied Ethics, D.K. Print World, New Delhi
- * Byerly Carolyn M. and Karen Ross, (2006), Women & Media: A Critical Introduction, Wiley Publication
- * Sahoo, Harishchandra, (2020), An introduction to Practical Ethics, Kalyani Publishers

Course Outcome(s):

- * Students will be able to demonstrate a thorough insight in problems of Applied Ethics, and to discuss different views critically in writing.
 - * Help students to demonstrate an overview to differences, similarities and connections between different views within applied ethics and to give critical assessments of the different views.
-

- * Widen the perspectives of students towards the intricacies of moral decision making.
- * Students are able to establish coherence in the intellectual, behavioural and material aspects of the practical and professional life.

SEMESTER : II

C - 204

CONTEMPORARY SOCIO-ETHICAL INDIAN THOUGHT

Course Objectives:

- * To address the transition of traditional Indian Philosophical reflections to the contemporary Indian philosophy through concepts of Reality, Man and society.
- * It also addresses the Socio-ethical perspective of Mahima Dharma.
- * This course also introduced the caste system of Ambedkar.
- * To engage students about certain ideas concerning truth, nonviolence, swaraj etc. in Gandhian philosophy.

Course Content

Unit I

Ambedkar: Social Justice and Caste.

Jyotiba Phule: Critical understanding of Caste-system

Unit II

Bhima Bhoi: Socio-ethical perspective of Mahima Dharma Muhammad Iqbal: Man and superman, Intellect and Intuition

Unit III

Deen Dayal Upadhyaya: Integral Humanism, Tiruvallur: Tirukkural, Human Values

Unit IV

M. N. Roy: Radical Humanism, Materialism

Unit V

Maulana Azad: Humanism, Social Diversity and Tolerance

Recommended Reading List

- * Lal, B.K., (2014), Contemporary Indian Philosophy, Motilal Banarsidass Publishers
- * Sharma, R.N., (2021), Contemporary Indian Philosophy, Antlatic Publisher
- * Gauba, O.P., (2015), Indian Political Thought, Mayur Paperbacks.
- * Sahoo, H. (2019), Contemporary Indian Philosophy, Kalyani Publisher.

Course Outcome(s):

- * Students are expected to learn the coherence between traditional and modern Indian Philosophy.
 - * Enables the students to grasp the concepts of reality, Man, religion, and God etc. discussed by recent thinkers.
 - * Students are able to comprehend the practical aspects of human life in relation to religion, economy and politics etc. as deliberated by contemporary Indian philosophers.
 - * Engagement of the students with the recent debates of Indian philosophy developed by various contemporary Indian thinkers.
-

SEMESTER : II

C - 205 (10)

PHILOSOPHICAL CLASSIC (WESTERN)

1. NICHOMACHEAN ETHICS'

A classic work from the following the two courses in Western philosophy has to be selected for textual reading.

'NICHOMACHEAN ETHICS'

Introduction:

Aristotle one of the great philosophers who has given immense contribution to the sphere of philosophy and other sciences, has great many philosophical works. They have a large influence in many fields of study even today. One of his classical works is Nichomachean ethics, which deals about his ethical conceptions. The study of this classic is divided into ten books and for the convenience of the students four units have been framed. The first unit deals with the human good, the second unit deals with moral virtue and intellectual virtue, the third unit deals with justice and fourth unit deals with Pleasure, Happiness and Friendship.

Course objective:

The objective of this course is student will get to know philosophical and ethical classic of Aristotle relating moral knowledge, human nature, good, justice, moral and intellectual virtue etc. To introduce students how these students are important for his philosophical work.

Course outcome(s):

The students will get knowledge of the classic of Aristotle and how he has given strong support to moral thought and moral philosophy. How this subject will make a great impact on students about ethical conception of moral philosophy.

Course Contents

UNIT- I

Book - I: - The Human Good

UNIT- II

Book- II, III, IV, VI: - Moral Virtue and Intellectual Virtue

UNIT- III

Book- V: - Justice

UNIT- IV

Book- VII, VIII- Pleasure

UNIT- V

Book- IX, X: - Happiness and Friendship

Reference & further Readings

1. Aristotle, The Nicomachean Ethics: translated by David Ross, Oxford University Press, 2009.
 2. Anthony Kenny, The Aristotelian Ethics, Clarendon press. Oxford, 2016.
 3. Broadie, S., Ethics with Aristotle, Oxford, 1991.
 4. Cooper, J. M. "The Magna Moralia and Aristotle's Moral Philosophy," American Journal of Philology (1973)
-

SEMESTER : III

C - 301 (11) INDIAN ETHICS

Course Objectives:

- * To make the students to know Indian Ethics.
- * To make the students to understand the importance of Values and Karma.
- * To make students to understand the various dimensions in ethics.
- * To critically engage student to various contemporary practical ethical issues of traditional and modern thinkers.

Course Content

Unit I:

Ethical Concepts: Shreya and Preyas, Rta and Rna, Yajna, Sadhya-Sadhana, Niti and Nyaya (AmartyaSen)

Unit II:

Concept of Purusarthas, Svadharma, Varnasrama Dharma, Dharma and Sadharana Dharma, Law of Karma: Nishkama Karma, LokaSangraha

Unit III:

Ethics of Carvak: Hedonism, Ethics of Jainism: Samvara-Nirjara, Triratna, Panchavrata,

Unit IV:

Buddhism: Upaya-Kausala, BrhamaVihar, Matri, Karuana, Mudita, Upeksha, bodhi-sattva

Unit V:

Ethics of Yoga Philosophy, Gandhian Ethics: Truth, Ahimsa, Satyagraha, Means & End, Sarvodaya

Recommended Reading List

- * Mohapatra, P.K. (2019), Applied Perspective on Indian Ethics, Springer
- * Maitra, S.K., (1925), The Ethics of The Hindus, Calcutta University Press
- * Hiriyanna, M., (2019), Indian Conception of Values, PrekshaaPratisthana
- * Dasgupta, S., (1994), Development of Moral Philosophy in India, MunshiramManoharlal Publishers
- * Sharma, I.C., (1965), Ethical Philosophies of India, George Allen &Unwin
- * Prasad, R., (1998), Varnadharma, Niskama Karma and Practical Morality: Critical Essay on Applied Ethics, D.K. Print World Ltd.
- * Silva, P.D., (1993), "Buddhist Ethics" in A Companion to Ethics, Ed. Peter Singer, Wiley-Blackwell
- * Iyer, R.N., (2000), The Moral and Political Thought of Mahatma Gandhi, Oxford University Press
- * Sen, A., (2009), The Idea of Justice, Penguin UK
- * Krishna, D., (1989), The Art of the Conceptual: Explorations in a Conceptual Maze over Three Decades, South Asia Books

Course Outcome(s):

Upon successful completion of this course students are able to:

- * Understand the concepts of ethics and analyse the importance of Values and Karma.
 - * Enhancement of the capacity of the students to adduce moral reasoning.
-

- * Enables the students to realize the importance of the Indian concept of 'liberation' as it has been deliberated by different schools of thought.
- * Students are expected to have learned to understand the value of human moral life and would be able to apply it in different situations.

SEMESTER: III

C - 302 (12)

PHILOSOPHICAL CLASSICS (INDIAN)

1. Katha Upanishad

1. THE KATHA UPANISAD WITH SAMKARA'S COMMENTARY

Course objective

Katha Upanishad is the very popular Upanishad. It is the most beautiful Upanishad that answers the basic questions of end of human life. Here you are expected to know the question of the meaning of life and death, the question of immortality, the question of the meaning of dharma and adharma, the question of knowledge and ignorance.

Unit - I

The Place of Upanisads in the Indian Philosophical tradition; their number and general teachings

Unit - II

Pursuit of self-knowledge (atmajnana); sreyas and preya
(Chapter-1, sections 1 and 2)

Unit - III

The plight of the wise and the ignorant
(Chapter-1, sec.3)

Unit - IV

status of atmajna and Brahmajna
(Chapter-2, section 1)

Unit - V

Nature of atman here and hereafter; sansara as an inverted banyan tree
(Chapter-2, sections 1 and 2)

Recommended Reading List

1. Radhakrishnan, The Principal Upanisads
2. Ranade, R.D., A Constructive Survey of Upanishadic Philosophy
3. (Tr) Sastri, S.Sitaram, Katha and Prasna Upanisads with Sri Samkara's Commentary

Course Outcomes:

1. It will make students aware about the social relevance of Katha Upanisad
 2. It will help to know the true self (Atman) is identical with the ultimate reality (Brahman).
 3. It will let them know that one can achieve liberation (moksha) through the pursuit of self-knowledge and the realization of this identity help them solve contemporary problems and bring forth world peace.
 4. It will help them inculcate a critical and humane outlook towards the world.
-

SEMESTER : III
C - 303 (13)
WESTERN POLITICAL THOUGHT

Course Objectives:

This course should enable students to comprehend the Western tradition of Political Thought which has hugely influenced the growth of political processes, institutions and ideas around the world.

Course Content**Unit - I**

Plato: Ideal State and Justice, Aristotle: Theory and Practice, Justice and Friendship, Prudence and Statedmanship, Citizenship

Unit - II

Locke, Hobbes, Rousseau: Social Contract Theory

Unit - III

Isaiah Berlin: Conceptions of Liberty Bernard Williams: Idea of Equality
Liberalism: Rawls; Distributive justice, Nozick; Justice as Entitlement.

Unit - IV

Marxism: Dialectical Materialism, Alienation, and Classless Society. Communitarianism,

Unit - V

Multiculturalism, Feminism: Basic Concepts: Patriarchy, misogyny, Gender

Recommended Reading List

1. Will Kymlika- Contemporary Political Philosophy, an introduction
2. Colin Farrelly- An introduction to Contemporary Philosophy
3. Leo Strauss, Joseph Gopsey- History of Political Philosophy (Third Edition, The University of Chicago Press)

Course Outcome(s):

Enable students to learn the political ideas of western political thinking. Examining the features of Medieval Political Thought and know more about western thinkers regarding Politics.

SEMESTER : III
EC - 304 (1)
DEPARTMENT SPECIFIC ELECTIVE-A

1. Philosophy of Mind
2. Vedanta-I
3. Early Wittgenstein

1. PHILOSOPHY OF MIND

Course Objectives:

An appreciation of how the fundamental mental concepts are essentially amenable to philosophical sense over and above their usual psychological understanding and analysis.

Course Content**UNIT I**

Some Basic Concepts: Soul, Mind, Mental Phenomena; Cartesian dualism: Interactionism

UNIT II

Behaviourism: methodological and philosophical behaviourism;

UNIT III

Materialism: mind-brain identity theory; Functionalism: mind as a functional system

UNIT IV

Parallelism, Epiphenomenalism, Person Theory: Personal Identity; Disembodied Person

UNIT V

The Hard problem of Consciousness, Arguments for the Irreducibility of consciousness, the explanatory gap

Recommended Reading List

- * Shaffer, Jerome A., Philosophy of Mind, PHI, 1994
- * Heil, John, Philosophy of Mind: A Contemporary Introduction, New York, Routledge, Second edition, 2004
- * Mohapatra, P.K., (1990), Personal Identity, 2nd Edition, Decent Books, New Delhi
- * David Chalmers, The Conscious Mind: In Search of Fundamental Theory, Oxford: Oxford University Press, 1996.
- * David M. Armstrong, A Materialist Theory of Mind, London: Routledge, 1968.
- * E.J. Lowe, An Introduction to the Philosophy of Mind, Cambridge: Cambridge University Press, 2000.
- * NedBlock, OwenFlanaganandGüvenGüzeldere (eds.), The Nature of Consciousness, Cambridge: MIT Press, 1997.
- * Paul M. Churchland, Matter and Consciousness: A Contemporary Introduction to Philosophy of Mind, Cambridge, Massachusetts: MIT Press, 1998.

Course Outcome(s):

Understand and articulate some of the prominent issues in philosophy of mind. Analyse and critically evaluate theories, arguments, and presuppositions of prominent figures in philosophy of mind. Argue for a philosophical position related to the material covered in the course.

2. VEDANTA: I**Course Objectives:**

The primary aim of this course is to introduce you to the timeless Vedantic Philosophy and to enable you to apply its priceless wisdom in your day-to-day life. The philosophy of Vedanta empowers an individual to face the situations and problems of life, be it in profession, family or interpersonal relationships, with ease and dexterity. This, in turn, enables peace of mind and efficient living.

Course Content**Unit - I**

Advaita Vedanta: Brahman, Relation between Brahman and atman, Iswwara, Maya, jiva,

Unit - II

Advaita Vedanta : Three grades of satta, adhyasa vivartavada, anirvarchaniya khyati

Unit - III

Visitaadvaita Vedanta: saguna Brahman, refutation of Maya, , parinamavada, Jiva and jagat

Unit - IV

Bhakti, prapatti, Acharyanistha, Apratyakhyassidhi, satkhyati,

Recommended Reading List

1. Brahma-Sutra Bhasya of Sankaracarya, (Tr.) Swami Gambhirananda, Advaita Ashram, Kolkata.
2. Brahma Sutra, (Tr.) Swami Vireswarananda, Advaita Ashram, Kolkata.
3. Prof. Ganesh Das
4. Prof. Ganeswar Mishra
5. Rasvihary Das, Introduction to Shankara, Firma KLM, Pvt. Ltd., Kolkata.

Course Outcome(s) :

Knowledge of the sources of the Vedic knowledge.

Comprehension of the seamless nature of Vedic knowledge.

Understand the purpose and utility of Vedic knowledge systems in enriching human life.

3. EARLY WITTGENSTEIN (TRACTATUS)**Course Objectives:**

This course aims at showing continuity Wittgenstein's philosophical concerns through a close reading of the selected sections these two texts namely, Tractatus theologico philosophicus. The method and tool provided by Wittgenstein have its own philosophical significance and linguistic implication.

Course Content**Unit - I**

Logical atomism, atomic facts, elementary propositions, Objects

Unit - II

Picture theory of meaning, Logical Form & Logical Space, Truth functional logic, Tautology and contradiction

Unit - III

Solipsism: The relation between Self and World.

Unit - IV

The sayable and the showable, Nature of philosophy

Unit - V

Religion; Ethics; Mysticism

Recommended Reading List

- * Pitcher, George, (1964), The Philosophy of Wittgenstein, Prentice-Hall
- * Alfred Nordmann, Wittgenstein's Tractatus: An Introduction, New York: Cambridge University Press, 2005.
- * Anthony Kenny, Wittgenstein, England: Penguin Books, 1973
- * David Pears, The False Prison, Vol. 1 &2, Oxford: Clarendon Press, 1987.
- * G. E. M. Anscombe, An Introduction to Wittgenstein's Tractatus, London: Hutchinson University, 1971.
- * I.M. Copi and Robert W. Beard (eds.), Essays on Wittgenstein's Tractatus, London: Routledge and Kegan Paul, 1966.
- * Ludwig Wittgenstein, (1922/1961), Tractatus Logico-Philosophicus, (trans. D. F. Pears and B. F. McGuinness), London: Routledge and Kegan Paul

- * R. C. Pradhan, *The Great Mirror: An Essay on Wittgenstein's Tractatus*, New Delhi: KalkiPrakash, 2002.
- * Robert J. Fogelin, *Wittgenstein*, London: Routledge and Kegan Paul, 1987.

Course outcome(s):

1. Enables students to have learned the limit of language and mysticism.
2. Enables students to reflect on Wittgenstein's Tractatus which is a classic in the analytic tradition.
3. Students are expected to have learned a different philosophical turn that explicates the structure of language and reality.
4. Provides an understanding of philosophical problem and the dissolution of it.

SEMESTER : III

C-305 (14)

POST KANTIAN WESTERN PHILOSOPHY

Course objective:

This course introduces the Hegelian method as the foundation of continental tradition. It evaluates the Metaphysical thinking of Bradley. It critically analyses the existential issues about human life. To make students understand the critique of modern philosophy.

Course Content

Unit - I

Hegel: Dialectical Method, The nature of Spirit
A.N. Whitehead: Process Philosophy

Unit - II

Schopenhauer: The Nature of Will
Nietzsche: The Nature of Will; Power and Superman

Unit - III

Derrida: Deconstruction
Habermas: Critical Theory and Communicative Action

Unit - IV

Foucault: Concept of Knowledge and Power

Unit - V

Gadamer: Hermeneutics

Recommended Reading List

- * Russell, Bertrand, (1967) *History of Philosophy*, Simon & Schuster
- * Copleston, F.: *A History of Philosophy*, Vol. 1-9
- * Thilly, F. (2018), *A History of Philosophy*, Books and Books Unlimited
- * Dutta, D.M.: (1950), *Chief Currents of Contemporary Philosophy*, University of Calcutta
- * Richardson, John & Brian Leiter (Ed.), 2001, *Nietzsche*, OUP
- * Moran, D. (2000), *Introduction to Phenomenology*, Routledge

Course Outcome(s):

1. Analyse and synthesise the arguments and positions of Kantian and Post-Kantian philosophers.
2. Demonstrate a systematic understanding of the set of texts by Post-Kantian philosophy.

SEMESTER : IV

C - 401 (15)

PHENOMENOLOGY AND EXISTENTIALISM

Course Objectives:

- * To introduce students to core issues in the tradition of existentialism and phenomenology.
- * This course will help to develop an understanding of some of the key discussion in this tradition.
- * Students will be introduced to important writings that triggered the phenomenology and existentialism.
- * Students will be familiar with important philosophers of phenomenology and existentialism.

Course Content

Unit - I

Phenomenology: Nature of engagement, Origin & Development, Critique of naturalism and psychologism, Phenomenological method: Its nature and objective

Unit - II

Passionate Phenomenology: Descriptive psychology, transcendental ego, subjectivity, intersubjectivity and life world, Intentionality (noematic and noesis character of the consciousness)

Unit - III

Transformation of phenomenology: Heidegger (Nature of Dasein, Readiness to hand and presence at hand, Care). Emmanuel Levinas (The phenomenology of alterity)

Unit - IV

Engaged Phenomenology: Kierkegaard, Sartre (the engaged intellect, the transcendental ego, Existence V/s essence, Bad Faith, freedom)

Unit - V

Maurice Merleau-Ponty, (phenomenology of perception, philosophy of embodiment) Simone De Beauvoir: The Ethics of Ambiguity

Recommended Reading List

- * Dermot Moran: Introduction to Phenomenology, Routledge, New York, 2000.
 - * J. N. Mohanty and William R. Mckenna Ed. Husserl's Phenomenology: A Text Book.
 - * Washington DC: Center for Advanced Research in Phenomenology and University Press of America, 1989.
 - * Gordon Marino (Ed.): Basic Writings of Existentialism, The modern Library New York, 2004
 - * M.K. Bhadra: Critical Survey of Phenomenology & Existentialism, ICPR, New, Delhi.
 - * Edmund Husserl: Phenomenology & the Crisis of Philosophy, translated by Quentin Lauer, N. York, Harper Torchbook 1965
 - * Edmund Husserl: Idea of Phenomenology (Relevant Portions) The Macmillan Company, 1952
 - * Merleau-Ponty: Phenomenology of Perception
 - * Jean-Paul Sartre: The Transcendence of the Ego, Hill and Wang Published
 - * Jean-Paul Sartre: Being and Nothingness (Relevant Portions). Trans. by H.E. Barnes, London Methuen & Co. Ltd. 1994
 - * Jean-Paul Sartre: Existentialism and Humanism
 - * Martin Heidegger: Being and Time
-

- * Herbert Spiegelberg: Phenomenological Movement: A Historical Introduction Vol. – I & II (Relevant portions on Specific topics). The Hague, MartinusNijhoff, 1965.
- * Maurice Freedmen (Ed): Worlds of Existentialism, Humanities Press, U.S.A. (Relevant Selections from Kierkegaard, Sartre, Merleau-Ponty, Heidegger)
- * Robert Solomon: From Rationalism to Existentialism, Harpepr and Row Publishers, 1972
- * Geoffrey C1ive(ed): The Philosophy of Nietzsche, Meridian Publication, USA.
- * H. J. Black: Six Existentialist Thinkers
- * M.K. Bhadra: Critical Survey of Phenomenology & Existentialism, ICPR, New, Delhi.
- * M. K. Bhadra: Sartre's Ontology of Consciousness, Burdwan University
- * R.J. Hollingdale: Nietzsche: The Man and His Philosophy, Cambridge University Press
- * J. N. Mohanty: The Concept of Intentionality, Warren H. Green, Inc, St Louis, Missouri, U.S.A

Course outcome(s):

- * It will help students to make differences between existentialism and phenomenology.
- * Students will be able to compare among various writings about Phenomenology and existentialism.
- * Students will be familiar with the philosophical environment in which phenomenology germinated.
- * Students will be able to distinguish the basic differences between phenomenology and existentialism.

SEMESTER : IV

C - 402 (16)

PHILOSOPHY OF LANGUAGE

Course Objectives:

- * To investigate the nature of human language, its origins and use, the relationship between meaning and truth.
- * To know how language relates to human thought and understanding, as well as to reality itself.
- * To critically evaluate the rejection of traditional metaphysical thinking
- * To enhance the understanding of various theories of meaning

Course Content

Unit - I

Frege's theory of Sense and Reference, Russell's theory of Definite Description; P. F. Strawson: On Referring

Unit - II

Wittgenstein: Picture theory of Meaning,
Logical Positivism: Verifiability Theory of Meaning

Unit - III

Quine on Language and Meaning
Davidson on Truth and Meaning

Unit - IV

Wittgenstein: Use theory of meaning,

Unit - V

J.L. Austin: Speech act theory

Recommended Reading List

- * Ammerman, R., (1990), Classics of Analytic Philosophy, Hackett Publishing Co.
- * Miller, Alexander, (2018), Philosophy of Language, Routledge
- * Martinich, A.P, (1996) The Philosophy of Language, Oxford University Press
- * Biletzki, A. and AnatMatar, (1998), The Story of Analytic Philosophy: Plot and Heroes, Routledge
- * Stroll, A., (2001) Twentieth Century analytic Philosophy, Columbia University Press
- * Austin, J.L., (1975) How to do things with Words, Harvard University Press
- * Searle, J.R., (1969) Speech Acts: An Essay in the Philosophy of Language, Cambridge University Press
- * Ayer, A.J., (2002) Language, Truth and Logic, Dover Publications INC
- * Urmson, J.O., (1969) Philosophical Analysis: Its Development Between the Two World Wars, Oxford University Press
- * Pradhan, R.C., (2001), Recent Developments of Analytic Philosophy, Munshiram Manoharlal

Course Outcome(s):

1. Explain central arguments and ideas of a range of philosophical approaches to language across philosophical traditions.
2. Compare and contrast a range of philosophical approaches to language.
3. Enable students to understand major philosophical problems and to grasp various developments of analytic traditions.
4. Assess arguments and philosophical perspectives using critical reasoning.

SEMESTER : IV**EC- 403 (2)****DEPARTMENT SPECIFIC ELECTIVES-B**

1. **Philosophy of Mind-II**
2. **Vedanta-II**
3. **Later Wittgenstein**

1. PHILOSOPHY OF MIND-II**Course Objectives:**

Mind deals with Epistemological and Metaphysical issues while reflecting upon the nature of mind. Cognition is a mental a process. As a mental process it assumes two questions: What is nature of mind? And what is the nature of cognitive process such as perception, memory and reasoning etc.

Course Content**Unit - I : DESCARTES' MYTH**

- (1) The Official Doctrine
 - (2) The Absurdity of the Official Doctrine 15
 - (3) The Origin of the Category Mistake
 - (4) Historical Note
-

Unit - II : KNOWING HOW AND KNOWING THAT

- (1) Foreword
- (2) Intelligence and Intellect
- (3) Knowing How and Knowing That
- (4) The Motives of the Intellectualist Legend
- (5) 'In My Head'

Unit - III

- (1) The Positive Account of Knowing How
- (2) Intelligent Capacities versus Habits
- (3) The Exercise of Intelligence
- (4) Understanding and Misunderstanding
- (5) Solipsism

Unit - IV : SELF-KNOWLEDGE

- (1) Foreword
- (2) Consciousness
- (3) Introspection
- (4) Self-Knowledge without Privileged Access
- (5) Disclosure by Unstudied Talk
- (6) The Self
- (7) The Systematic Elusiveness of 'I'

Course Outcomes:

4. The course being very inter-disciplinary in nature, it equips students for further research in allied areas.
5. It will also enable students to understand the nature of mind in relation with body and external world.

2. VEDANTA-II**Course Objectives:**

Vedanta is the pursuit of knowledge into the self-knowledge and provides freedom from material desire and attachment. The literary, spiritual and philosophical interpretations of Vedanta school and its significance in modern times.

Course Content**Unit-I**

Davita Vedanta: Refutation of Nirguna Brahman and maya, vedavada, sakshi

Unit-II

Davita Vedanta: Bhakti, jnana, concept of Jnyanswarupa, kinds of inanimate; Suddhadvaita: concepts of Avikrta-Parinamavada

Unit-III

Achintya bhadabheda: achintya-veda-abheda, bhakti in Goudiya vaishnava- madhurya bhakti and vatslyya bhakti nabadha bhakti, jnana, jnana-bhakti samuchaya, paramatma,

Unit-IV

Contemporary Vedanta schools: Practical Vedanta of Swami Vivekananda,

Unit-V

Neo-Vedanta of Sri Aurobindo: Sacchidananda, Maya and Leela

Recommended Reading List

1. Ramanujacharya, Sri Bhasya
2. Srinivasachari, P.N., The Philosophy of Visistadvaita, Adyar Library and Research Centre
3. Raghavan, A. Srinivasa, Visistadvaita, T.T. Devasthanam
4. Dasgupta, S.N., A History of Indian Philosophy, Volume-III
5. Radhakrishnan, Indian Philosophy, Volume-I

Course Outcome(s):

The student will have fair understanding of how the earliest thinkers thought about the creation of the world, our knowledge of that world and what ought to be the purpose of our life in that world.

3. LATER WITTGENSTEIN**Course Objectives:**

- * This course will introduce students the later work of Wittgenstein's philosophy which is Philosophical Investigations.
- * To critically engage the idea of philosophical method as reflected by later Wittgenstein.
- * To make students understand the philosophical reflections on mind and language.
- * To elaborate on the ideas of natural language and grammar as critically discussed in Philosophical Investigations.

Course Content**Unit-I**

Rejection of essentialism, The therapeutic method of philosophy

Unit- II

Natural language and meaning, Meaning as Use: Language games, Forms of Life, the concept of Grammar,

Unit- III

Family Resemblance, Rule following: Kripke's interpretation.

Unit- IV

Private language argument: A. J Ayer, Saul Kripke

Unit- V

The Inner and Outer distinction, Seeing and Seeing as

Recommended Reading List

- * Pitcher, George, (1964), The Philosophy of Wittgenstein, Prentice-Hall
- * Anthony Kenny, Wittgenstein, England: Penguin Books, 1973.
- * David Pears, The False Prison, Two Volumes, Oxford: Clarendon Press, 1987.
- * G.P. Baker and P. M. S. Hacker, An Analytic Commentary on Wittgenstein's Philosophical Investigations, Oxford: Basil Blackwell, 1983.
- * Ludwig Wittgenstein, Philosophical Investigations, (trans. G. E. M. Anscombe), New York: MacMillan Company, 1953.
- * Marie McGinn, Wittgenstein and the Philosophical Investigations, London: Routledge Philosophy Guide Book, 1998.
- * Merrill B. Hintikka and Jakko Hintikka, Investigating Wittgenstein, Oxford, Basil Blackwell, 1986.
- * P.M.S. Hacker, Insight and Illusion: Wittgenstein on Philosophy and the Metaphysics of Experience, London: Oxford University Press, 1972.

- * R. C. Pradhan, Language, Reality and Transcendence: An Essay on the main Strands of Wittgenstein's Later Philosophy, USA: Brown Walker Press, 2009.
- * Robert J. Fogelin, Wittgenstein, London: Routledge and Kegan Paul, 1987.

Course Outcome(s):

- * Enables students to reflect on Wittgenstein's Philosophical Investigations which is a classic not only in philosophy of language but also allied areas of research.
- * Provides an understanding of philosophical problems.
- * Students are expected to have learnt the idea of subjective sensations and behaviour.
- * Students are expected to have learned a different philosophical turn that explicates the ordinary language philosophy.

SEMESTER : IV

C- 404 (17)

C- 401 SEMINAR & ASSIGNMENT

Full Marks- 100 (70+30)

SEMINAR & ASSIGNMENT

SEMESTER : IV

C- 405 (18)

PROJECT / DISSERTATION / FIELD STUDY

Full Marks- 100 (70+30)

Students can opt for any philosophical topic.

Minimum word count: 20000

Total five sections including introduction and conclusion.

Bibliography should follow the main writings and would not be included in the main body of the writings.

There must be a literature review for the dissertation.

Course Outcome(s):

1. Students will research on specific areas of Philosophy.
2. They will critically evaluate different theories of various philosophers.
3. It will help students to give their own review on those topics.



MASTER OF ARTS IN PSYCHOLOGY

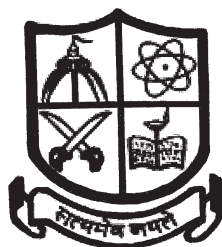
(SEMESTER PATTERN)

CHOICE BASED CREDIT SYSTEM SYLLABUS

TWO-YEAR FULL TIME PROGRAMME

COURSES OF STUDIES

(2023 -2024)



Buxi Jagabandhu Bidyadhar Autonomous College

Bhubaneswar - 751014

Accredited at the 'A' Level by

National Assessment and Accreditation Council (NAAC)

Telephone/Fax : 0674-2436971, Website : www.bjbcollege.ac.in

Programme Code PSY-1

1st Semester (Autumn)	Code	Marks	Credit	3rd Semester (Autumn)	Code	Marks	Credit
Advanced General Psychology –I	PSY-1 C-1	100	4	Educational Psychology	PSY- C-11	100	4
Advanced General Psychology –II	PSY-1 C-2	100	4	Applied Psychology- I	PSY- C-12	100	4
Life Span Developmental Psychology	PSY-1 C-3	100	4	Applied Psychology- II	PSY- C-13	100	4
Social Psychology	PSY-1 C-4	100	4	Basic Counselling Processes	EC-1	100	4
Practical	PSY-1 C-5	100	4	Practical	PSY- C-14	100	4
Total		500	20	Total		500	20
2nd Semester (Autumn)	Code	Marks	Credit	4th Semester (Spring)	Code	Marks	Credit
Research Methodology	PSY-1 C-6	100	4	Health Psychology	PSY-1 C-15	100	4
Psychological Statistics	PSY-1 C-7	100	4	Clinical Psychology-II	PSY-1 C-16	100	4
Clinical Psychology-I	PSY-1 C-8	100	4	Counselling Across Life Span	PSY-1 EC-2	100	4
Organizational Behavior	PSY-1 C-9	100	4	Seminar Presentation and Assignment	PSY-1 C-17	100	4
Practical (SPSS and Computer Application)	PSY C-10	100	4	Dissertation	PSY-1 C-18	100	4
Total		500	20	Total		500	20
GRAND TOTAL MARKS: 2000				TOTAL CREDIT: 80			

Programme Objectives:

- To promote in students a scientific temperament in understanding of the complexities of human behaviour and thought processes.
- To foster knowledge base in students about basic psychological concepts, methods, and tools relevant to the discipline.
- To help the students acquire skills that is required for applying the knowledge of Psychology in real life.
- To empower the students to become successful practitioners, researchers and professionals in future.

Programme Specific Outcomes:

- Ability to use skills in specific areas related to chosen specialization
- Basic professional skills such as data analysis, computer literacy, psychological testing, observation, technological application to conceptual growth etc.
- Spirit of scientific enquiry; Original thinking & curiosity; Self-development and self-regulation
- Developing positive attributes such as empathy, compassion, social participation, and accountability.
- Gender sensitization including gender respect, respect for one's own gender, dealing with gender confusion and gender identity issues.
- Ethical, social and ecological responsibility including acknowledging the dignity and presence of others, awareness of social order, learning of values and social concern.

Semester-I

Paper-I

Core-1

Advanced General Psychology –I

Marks-100

Credit-4

Course Objectives:

- To help the students to understand the psychological processes; to begin with attention, 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.

Learning 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,
-

the process of thinking and role of intelligence.

- Apply psychological principles to everyday life in positive ways
- Draw logical and objective conclusions about behaviour and mental processes from empirical evidence.
- Evaluate misconceptions or erroneous behavioural claims based on evidence from psychological science.

Unit - 1: Attention and Perception:

Attention: Nature and meaning of attention; Focused auditory attention; Focused visual attention; Divided attention; Automatic processing; Action slips; Perception: Approaches to Perception: Gestalt and Physiological and Information Processing Approach; Perceptual Organisation; Movement Perception; Perceptual constancy: shape, Space and depth perception; Role of motivation and learning in perception; Signal Detection theory, Subliminal perception Extra sensory perception, Errors in perception

Unit - 2:

Learning: Classical Conditioning, Operant Conditioning, Cognitive Learning Theories: Hull, Tolman, Seligman; Verbal learning

Unit - 3:

Memory: Process of memory: Encoding, Storage and Retrieval; Stages of Memory: Sensory Memory, Short term Memory/Working Memory, Long Term Memory; Models of Memory: Information Processing Model, Level Processing Model, Parallel Distributed Processing Model; Everyday Memory; Forgetting: Theories of Forgetting; Techniques of Improving Memory; Memory and Brain; Amnesia; Alzheimer's Disease

Unit - 4:

Thinking: Theories of thought processes: Associationism, Gestalt, Information Processing; Nature of Thought Process, Mental Images, Concepts and Process of Conceptual development, Problem solving, Reasoning, Judgment, Making decisions creative thinking, language and thought.

Unit - 5:

Intelligence: Theories of Intelligence: Spearman, Thurstone, Guilford, Gardener, Sternberg, Das; Nature and Nurture controversy; Mental Retardation; Giftedness; Emotional Intelligence; Artificial Intelligence

Text Books:

- Fundamentals of Psychology- Michael W. Eysenck, 2009 Psychology Press
- Psychology- Sandra K. Ciccarelli, & Glenn E. Meyer, 2006, Pearson Higher Education

Reference Books:

- Psychology- Robert A. Baron, 2001, Pearson India
 - Psychology: A Journey- Dennis Coon & John O. Mitterer, 2009, WADSWORTH, Cengage Learning
-

Paper-II
Core -II
Advanced General Psychology-II

Marks: **100**Credit-**4****Course Objectives:**

- To help the students to understand the structure and function of brain and different sense organ and biological processes behind human behaviour.
- To help the students gather knowledge about motivation, emotion, personality
- To help the students know about states of consciousness, biological rhythms, hypnosis, sleep

Learning Outcomes:

Students will be able to

- Understand the structure and function of nervous system, sensory actions and the processes of integration of sensory actions in creating and interpreting perceptual events.
- Gain knowledge of the importance of motivation and emotion in human life and how to control negative emotions and keep oneself motivated
- Identify different personality types of people around them
- Draw appropriate, logical, and objective conclusions about behavior and mental processes from empirical evidence.
- Evaluate misconceptions or erroneous behavioral claims based on evidence from psychological science.

Unit - 1:

Biological Basis of Behaviour: Evolutionary perspectives and Genetics; Nervous System: Neurons, Central nervous system, Autonomic nervous system; Neural transmission; Methods of studying brain; Endocrine system; Sense organs: Eye, Ear

Unit - 2:

Motivation: Basic concepts: Instinct, Need, Drive, incentive, Motivational cycle; Theories: Psychoanalytic, Cognitive, Humanistic- Maslow, Alderfer; Types of Motivation: Biological- Hunger and eating behaviour, Sex and sexual behaviour, Sleep; Social- Achievement, Affiliation, Approval, Exploratory behaviour, Curiosity, Cross-cultural perspective of Motivation: Aggression, Achievement, Power, Intrinsic motivation;

Unit - 3:

Emotion: Theories of Emotion: James-Lange, Arousal-interpretation theory, Cognitive theories- Zajonc, Lazarus, Parkinson; Physiological systems in emotion; External expression of emotion; Stress and Coping

Unit - 4:

Personality: Theories of Personality: Psychoanalytic-Freudian, Neo- Freudian, Social learning, Humanistic, Existential, Trait; Assessment of Personality: Interviews, Personality Inventory, Behavioural Assessment, Projective tests;

Unit - 5:

States of Consciousness: Rhythms and Cycles affecting the body: Biological rhythms- Circadian, Infradian, Ultradian, Sleep-wake cycle, Circannual cycles; Sleep: Stages of sleep, Regulation of sleep, Sleep deprivation, Theories of sleep; Sleep disorders; Dream: Theories of dream; Hypnosis: Hypnotic state, Theories of Hypnosis: Altered state theory, Non-state theory; Application of hypnosis; Consciousness-altering Drugs

Text Books:

- Fundamentals of Psychology- Michael W. Eysenck, 2009 Psychology Press
- Psychology- Sandra K. Ciccarelli, & Glenn E. Meyer, 2006, Pearson Higher Education

Reference Books:

- Psychology- Robert A. Baron, 2001, Pearson India
- Psychology: A Journey- Dennis Coon & John O. Mitterer, 2009, WADSWORTH, Cengage Learning

PAPER III**Core -III****Life Span Developmental Psychology**

Marks: -100

Credit-4

Course 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 different stages of human development starting from childhood to old age
- To make them aware of different developmental issues and ways to deal with them

Learning Outcomes:

Students will be able to

- Understand the nature, types, and principle of development.
- Identify the major issues, tasks and milestones of human development, such as physical, cognitive, social and emotional development throughout the lifespan
- Identify major theorists that contribute to the field of developmental psychology
- Apply developmental concepts to everyday life.
- Understand about the different aspects of preparation for future life.

Unit - 1:

Human development: Principles and Theoretical Perspectives of human development; Role of Heredity and Environment; Research designs in study of development. Factors affecting Prenatal Development and Developmental milestones in Infancy

Unit - 2:

Childhood: Physical Development; Cognitive Development: Piagetian Theory & Vygotsky's Socio-Cultural Perspective; Language Development and language disorders of childhood; Moral development: Kohlberg's Theory; Psycho-Social Development: Erickson's theory, developing sense of self and Gender roles, development of attachment and temperament

Unit - 3:

Adolescence: Physical development; Cognitive Development: Piagetian Theory and Vygotsky Socio-Cultural Perspective; Language Development; Moral Development: Kohlberg's Theory; Psycho-Social Development: Search for identity, Gender Roles and Sexuality; Problems during adolescence.

Unit - 4:

Adulthood: Physical Development; Cognitive Development: Schaie's model, Sternberg's perspective; Moral Development; Psycho-Social Development: Personality Development, Gender roles and Sexuality, Social and Intimate Relationship, Midlife Issues.

Unit - 5:

Old age: Physical changes; Theories of Aging: Programmed Theory & Damage Theory; Cognitive Functioning: Intelligence and Processing Abilities & Memory; Psycho-Social Issues: Mental and Behavioral Problems, Personal Relationship; Dealing with death and bereavement: Kubler Ross Theory of Dying, Bowlby theory of bereavement.

Text Book:

- Human Development by D.E.Papalia, S.W. Olds & R.D Feldman

Reference BOOKS:

- Human Development (Hardcover) by Grace J. Craig
- Life Span Human Development by C.K. Sigelman

Paper IV
Core - 4
SOCIAL PSYCHOLOGY

Marks: -100

Credit-4

Course Objectives:

- To explain the psychological aspects of various social phenomena
 - To provide sufficient knowledge and information about the nature and history of social psychology
 - To help them understand human behaviour in social settings
 - To explain dynamics of social relations, conflict, prejudice and cooperation
 - To help students understand how Health Psychology as a specialty within psychology addresses the role of behavioral factors in health and illness, its basic theories, models and applications
-

Learning Outcomes:

Students will be able to

- Describe and assess the basic psychological theories, principles, and concepts explaining Attitudes, behaviour and Persuasion; Liking and loving social cognition, social influence, decision making, group processes, pro-social behavior, aggression, conformity/obedience and stereotyping/prejudice.
- Relate knowledge of theory as well as current and past research in social psychology to situations in everyday life such as interpersonal and group relations.
- Explain how human behavior is influenced by such social factors as groups, authority figures, in-group bias etc

Unit - I:

Historical perspectives and Current trends in Social Psychology; Attitudes, behaviour and Persuasion; Liking and loving – Types of love, Factors affecting attraction, Theories of attraction, Theories in Cultural Context

Unit - II:

Social cognition: Understanding the social world; Schemas: Mental Framework for Organizing and Using Social Information; The Impact of Schemas on Social Cognition: Attention, Encoding, and Retrieval; Priming, Heuristics: Reducing Efforts in Social Cognition: Automatic and Controlled Processing: Two Basic Models of Social Thought: Potential Sources of Errors in Social Cognition; Social Perception: Attribution; Attribution, theories of attribution and attribution bias

Unit - III:

Understanding the social influence phenomenon; factors affecting conformity; Compliance ; Obedience behaviour ; Prosocial behaviour: Cultural view of pro-social behaviour; Helping and Altruism – The many faces of altruism, explaining altruism: A pessimistic bias

Unit - IV:

Groups: Role, status, Norms, Cohesiveness; Social facilitation and social loafing; Cooperation and conflict within groups; Decision making in Groups; Aggression: Theories of Aggression; Determinants of aggression; Prevention and control of

Unit - 5:

Current trends in Social Psychology: Psychology and Health; Body-mind Relationship, Biopsychosocial Model of Health, Conducting Health research. Placebo in treatment and research. Research methods in Health psychology. Research methods in Epidemiology: Observation, Randomized, Controlled Trials, Natural Experiments, Determining causation. Research tools.

Text Books:

- Social Psychology (1995), Magadham

Reference Books

- Social Psychology, Baron & Byrne
 - The Person and the Situation: Perspectives of Social Psychology (Paperback), by Lee Ross
-

Paper V
Core - 5
Practical

Marks: -100

Credit-4

Course Objectives:

This is a practical course designed to expose students with psychological (personality) tests and field visits.

- To help students demonstrate competence in administering, scoring and interpreting psychological tests.
- To get detailed information about the importance of mental health and well-being in the field of psychology.

Learning Outcomes:

Students will be able to:

- Understand the basic facts about psychological assessment.
- Understand and demonstrate the assessment of different types of tests.

Psychological Testing (100 Marks) will cover the following (any three):

- (1) Test of Creativity
- (2) Emotional intelligence Test
- (3) WISC-R
- (4) State -Trait anxiety Scale

Semester – II
Paper VI
Core-6
RESEARCH METHODOLOGY

Marks: -100

Credit-4

Course Objectives:

- To understand the tools and techniques used in collecting, analyzing and interpreting data.
- To enhance the understanding of various research designs.
- To develop their logical thinking required in carrying out scientific research.

Learning Outcomes:

- Demonstrate the ability to choose methods appropriate to research aims and objectives.
 - Understand the limitations of particular research methods.
 - Develop skills in qualitative and quantitative data analysis
 - Develop advanced critical thinking skills.
-

Unit - 1:

Correlation and causal relationship; decision making and sampling techniques.

Unit - 2:

Methods and tools of research

Unit - 3:

Experimental, quasi-experimental and single-subject designs

Unit - 4:

Qualitative research (Ethnography, Phenomenology, Grounded Theory); Methods of Qualitative research (Narratives, Participant Observation, Interview)

Unit - 5:

Report writing: Major components of Research Report; Plagiarism check, publishing in peer-reviewed journals, UGC –CARE list of Journals, impact factor, citation analysis

Text Books:

- Research Methods in Psychology (1995), Elmer's, D.G. Et al: West

Reference Books:

- Research in Education (2007), Best & Kahn
- Research Methods in Psychology - 4th American Edition, by Carrie Cuttler, Rajiv S. Jhangiani, Dana C. Leight

Paper -VII**Core-7****PSYCHOLOGICAL STATISTICS**

Marks: -100

Credit-4

Course Objectives:

To create among students an in - depth understanding of quantitative data including their analysis and interpretations in psychological research and further, to help students learn the usefulness and application of different statistical methods

Outcome:

Students will be able to independently carry out their assigned practical, field works and research projects requiring quantitative analysis and interpretation of data

Unit - I:

Introduction to Statistics: Normal Probability Curve- Characteristics, errors, and applications; Hypothesis testing: Type I and Type II error, Level of significance, Confidence interval, effect size, Power of the test

Unit - II:

Parametric Statistics: Assumptions, advantages, and limitations, single sample, z - test, Independent and correlated sample ' t ' test, One way analysis of variance, Two-way analysis of variance, post-hoc tests- Scheffe and Tukey.

Unit - III:

Non - parametric Statistics: Mann - Whitney U test, Wilcoxon signed - rank test, Kruskal - Wallis H test, Friedman's Two-way ANOVA, Chi - square tests.

Unit- IV:

Correlations: Pearson's product - moment correlation- ungrouped and grouped data, Rank order correlation, Special types of correlations - Phi - coefficient, partial and multiple Correlations

Unit - V:

Regressions: Bivariate regression- Assumptions of regression, Building blocks of regression, Regression line, equation, and parameters, interpretation of regression and accuracy of prediction, Concept of multiple regression.

Book:-

1. Aron, A., Aron, E. & Coups, E. (2012) Statistics for Psychology (6 Edition) Delhi: Pearson
2. Garrett, H.E. (2015). Statistics in Psychology and Education (6th Edition), Delhi: Surjeet Publications
3. Gravetter, J.F. & Wallnau (2012). Statistics for the Behavioural Sciences (3rd Edition), NY: West Publishing Company 4
4. Mangal, S.K. (2002). Statistics in Psychology and Education (2nd Edition), Delhi: Prentice Hall
5. Mishra G.C. (2021). Statistics in Psychology and Education (2nd Edition), Ludhiana: Kalyani Publisher 6
6. Mohanty, B. & Misra, S. (2016). Statistics for Behavioural and Social Sciences (1st Edition), New Delhi: Sage Publication
7. Siegel, S. (1986). Non - parametric Statistics, (3rd Edition). NY: McGraw Hill

Paper VIII**Core-8****CLINICAL PSYCHOLOGY-I**

Marks: -100

Credit-4

Course Objectives:

- To develop knowledge and practice skills in the domain of Clinical Psychology
- To understand of psychopathology and diagnostic / intervention considerations.
- To understand mental health issues across the lifespan based on a solid understanding of psychopathology.

Learning outcomes:

Students will be able to

- Students will be academically prepared to work within health service psychology,
 - Develop the necessary knowledge base to competently, ethically, and effectively function as a clinical psychologist in a wide variety of settings with diverse populations.
-

Unit -1:

Current paradigms in Psychopathology: Biological, psychoanalytic, humanistic and existential, learning and cognitive. Classification and diagnosis: DSM (Changes in the current classification) and ICD. Issues in the classification of abnormal behavior.

Unit - 2:

Stress- Clinical reaction to stress, adjustment disorder: Acute stress disorder; Dissociative Disorder; Conversion disorder; treating stress-related problems.

Unit - 3:

Anxiety Disorders: generalized Anxiety disorders: Phobias, Obsessive- Compulsive disorder, Trauma, Interpreting and treating Anxiety disorders.

Unit - 4:

Schizophrenia: Clinical features; subtypes; causes; Treatment; Mood Disorder: Unipolar and Bipolar- Clinical features; causes; Treatment

Unit - 5:

Personality disorders: Paranoid, Schizoid and Schizotypal Personality Disorder, Histrionic and narcissistic Disorder, Border- line Personality Disorder, Anti- social behavior, Treatment of Personality Disorder

Text Books:

- Abnormal Psychology: Davison & Neale: Wiley

Reference Books:

- Introduction to Health Psychology: Branon, & Feist (2007) Thomson & Wadsworth Abnormal Psychology: Sarason & Sarason ;Pearson

Paper - IX
core - 9
Organization Behavior

Marks: -100

Credit-4

Course Objectives:

- To understand the base of knowledge about the principles of psychology as they are applied in industrial and organizational settings.
- 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 mentof human resources in the organizations.

Learning Outcomes:

Students will be able to

- Understand the importance of organizational psychology (OP)
- Explain human behavior and human differences influencing work behaviour

Unit - 1:

Defining Organisational Psychology, Meaning of organisational behaviour (OB); Foundations of OB, Importance of OB; OB Models; Traditional and modern organisations; Challenges and Opportunities for Managers, Organisation as an open system; Concept of Psychological capital; Building a learning organisation

Unit - 2:

Organizational Structure and Design; Organizational Culture, Creativity, and Innovation: Meaning and Definition; How is culture created? Creativity in organisations; Characteristics of creative individuals, methods of enhancing creativity; Innovation in organisations

Unit - 3:

Work-Related Attitudes: Job Satisfaction: Theories, Job satisfaction and employee performance; Employee Motivation: Theories of work motivation: Need/Content, Process, Reinforcement and Cognitive approaches; Personality attributes and work performance, personality-job fit

Unit - 4:

Leadership: Difference between management and leadership, Theories and current approaches in Leadership, Managerial grid, Effective Team building, Organisational Communication: Types and functions; overcoming barriers in organisational communication

Unit - 5 :

International organizational Behaviour: Trends in international business; Behaviour across countries; Hofstede's cultural dimensions; leadership across cultures; Technology and international business environment; Achieving corporate excellence.

Text Books:

- Essentials of Organizational Behavior by Stephen Robbins and Timothy Judge

Reference Books:

- Organizational Behaviour, 2009 by K.Aswathappa, Himalya Publishing House
- Behaviour in organizations, 2003 by J. Greenberg & R.A. Baron.

Paper-X**Core-10****Practical (SPSS & Computer application)**

Marks: -100

Credit-4

Course 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.
 - To introduce participants to the basic practice of statistics by using SPSS
-

Learning Outcomes: Students will be able to

- Understand the nature Psychological variables and how to measure them with appropriate scale.
 - Explain the processes of describing and reporting statistical data.
 - Know the methods of drawing inferences and conclusions for hypothesis testing by using appropriate statistical analysis.
 - Define a variety of statistical variables, understand how to start SPSS, enter basic data into SPSS, carry out a statistical analysis that can test hypotheses
- (A) Statistical Packages for Social Sciences (SPSS): (70 MARKS)
The students will be expected to understand the data entry process and must have all the statistical analysis covered under the statistics course.
- (B) Computer application (30 MARKS) will cover the basics such as MS Word, PowerPoint & Excel

Semester III**Course Objectives:****Paper -XI****Core -11****EDUCATIONAL PSYCHOLOGY**

Marks: -100

Credit-4

Course Objectives:

- To understand human behaviour in educational context
- To understand factors underlying teaching-learning process

Learning outcomes: Students will be able to

- Explain the meaning, scope and functions of concepts of education and psychology.
- Describe the developmental issues faced by school age children.
- Explain the importance and necessity of educational psychology.
- Explain the role of motivation on learning and classroom behavior.
- Understand classroom management techniques.
- Apply psychological concepts to optimize learning and performance

Unit-1:

Teaching-Learning process and Sociocultural Diversity Teaching-Learning process; Culture, socioeconomic status, Ethnicity, Language issues, Multi-cultural education, culturally relevant teaching, Gender, Views on Gender Development, Gender Stereotyping, Gender-role classification, eliminating gender bias.

Unit- 2:

Motivation, Teaching and Learning Exploring motivation; Nature of motivation; Perspectives on motivation; Motivation to achieve; Motivation, Relationships and Socio-cultural contexts; How to reach low achieving students.

Unit-3:

Effective Teaching and Managing the Classroom Teacher Effectiveness defining teaching quality time analysis, Essential teaching skills, Direct instruction, Helping students construct knowledge. Need for management; Designing the physical environment of the classroom; Creating positive environment for learning; Being a good communicator; Dealing with problem behavior.

Unit-4:

Learners who are Exceptional Children with disabilities; Educational issues; Involving children with disabilities; children who are gifted and their education, National Education Policy 2020 and **Disability issues.**

Unit-5:

Classroom Assessment Classroom as an assessment context, Traditional tests, Alternative assessments, Grading and reporting performance, Computers in the assessment system, standardized tests, nature of standardized tests, Aptitude and achievement test, **Issues in assessment, Students diversity and assessment.**

Text Books:

- Educational Psychology :Paul Eggen & Don Kauchak

Reference Books:

- Educational Psychology-by John W. Santrock
- Educational Psychology-by N. L. Gage and David C. Berliner

Paper XII
Core -12
Applied Psychology – I

Marks: -100

Credit-4

Course Objectives:

The present course is designed to help students get information about how psychology goes to work by venturing into new areas of human behaviour and relationships.

- It will help the students understand the role of psychologists in community services including helping the disadvantaged and otherwise-challenged groups.
- It will help the students appreciate the importance of psychology in fields of information technology and mass media.

Learning Outcomes:

By the end of the course the students will be able to:

- Perform their role as applied psychologists in community services as well as in fields like helping disadvantaged groups and rehabilitation activities.
 - Understand the intricacies of relationships between human behaviour and information technology.
-

Unit - 1:

Community Psychology: Definition and concept of community psychology; Role of Community psychologist in social change, Use of small groups in social action; Arousing community consciousness and action for handling social problems; Group decision making and leadership for social change; Effective strategies for social change.

Unit - 2:

Rehabilitation Psychology: Primary, secondary and tertiary prevention programs - role of psychologists; Organizing of services for rehabilitation of physically, mentally and socially challenged persons including old persons, Rehabilitation of persons suffering from substance abuse, juvenile delinquency.

Unit - 3:

Application of Psychology to disadvantaged groups: The concepts of disadvantaged, deprivation; Social, physical, cultural and economic consequences of disadvantaged and deprived groups; Educating and motivating the disadvantaged towards development; Relative and prolonged deprivation.

Unit - 4:

Psychological problems of social integration: The concept of social integration; The problem of caste, class, religion and language conflicts and prejudice; Nature and manifestation of prejudice between the in-group and out-group; Causal factors of social conflicts and prejudices; Psychological strategies for handling the conflicts and prejudices; Measures to achieve social integration.

Unit - 5:

Application of Psychology in Information Technology and Mass Media: The present scenario of information technology and the mass media boom and the role of psychologists; Learning through IT and mass media; Multilevel marketing; Impact of TV and fostering value through IT and mass media; Psychological consequences of recent developments in Information Technology.

Text Books:

Applied Psychology by Smarak Swain, New Vishal Publications, New Delhi.

Reference Books:

- Applied Psychology: Research, Training and Practice SECOND EDITION , by Rowan Bayne & Gordon Jinks, SAGE
 - Applied Psychology, by Graham C. Davey , John Wiley & Sons
-

Paper XIII
Core-13
Applied Psychology – II

Marks: -100

Credit-4

Course Objectives:

The present course is designed to acquaint the students with various areas of applied psychology.

- To help the students appreciate the importance of psychology in the area of economic development.
- It will make the students aware about the role of human behaviour in environmental pollution and its conservation.
- To help students understand about how psychology is useful in the field of defence.
- It will help the students appreciate the importance of psychology in fields of sports psychology, politics and terrorism.

Learning Outcomes:

By the end of the course the students will be able to:

- Perceive the intricacies of relationships between human behaviour and economic development.
- Develop positive behaviours towards conservation of environment.
- Know the role of military psychologists and aspects of defence where psychology plays a role.
- Understand the role of psychologists in fields of sports, politics and dealing with terrorism.

Unit - 1:

Psychology and Economic development: Achievement motivation and economic development; Characteristics of entrepreneurial behavior; Motivating and training people for entrepreneurship and economic development; Consumer rights and consumer awareness, Promotion of entrepreneurship among youth including women entrepreneurs.

Unit - 2:

Application of psychology to environment and related fields: Environmental psychology- effects of noise, pollution and crowding; Population psychology: psychological consequences of population explosion and high population density; Motivating for small family norm; Impact of rapid scientific and technological growth on degradation of environment.

Unit - 3:

Application of Psychology in the field of Defence: The concept of Military psychology, Aviation psychology and Psychological warfare. Role of Military psychologists in the defence, Selection, recruitment and training of personnel. Facilitating the process of adjustment of personnel to military life-Role of Counseling. Psychological disorders due to war. Human engineering in Defence

Unit - 4:

Psychology of Gender: Issues of discrimination, Management of diversity; Glass ceiling effect, Self-fulfilling prophecy, Women and Indian society.

Unit - 5:

Other applications of psychology: Sports psychology-improving performance of sports personnel, Psychology and understanding of political behavior. Voting behaviors, Psychology of corruption, Psychology of terrorism and strategies to deal with it.

Text Books:

- Applied Psychology by Smarak Swain, New Vishal Publications, New Delhi.

Reference Books:

- Applied Psychology: Research, Training and Practice SECOND EDITION , by Rowan Bayne & Gordon Jinks, SAGE
- Applied Psychology, by Graham C. Davey , John Wiley & Sons

Paper XIV**EC-1****BASIC COUNSELLING PROCESSES**

Marks: -100

Credit-4

Course Objectives:

This course is designed to give students an insight about the basic processes involved in counselling.

- It will help the students in knowing about the development of counselling as a profession and recent advances in the field of professional counselling.
- The students will learn about the theoretical foundations, processes and techniques underlying different counselling approaches.
- It will help the students in understanding the different phases of counselling relationship.

Learning Outcomes:

By the end of the course the students will be able to:

- Describe the historical development and recent trends in counselling psychology.
- Understand the basics of counselling process by applying the different counselling approaches.

Unit - 1:

Definition and nature of counseling: Counseling, Guidance, Psychotherapy, current trends in counselling, Counselling during disaster / crisis.

Unit - 2:

Theoretical approaches to counseling: Psychoanalytic, affective, cognitive, and behavioral.

Unit - 3:

Building counseling relationships, Factors influencing counseling processes. Client qualities, characteristics of an effective counselor, counseling interviews: online and offline

Unit - 4:

Stages of counselling: Exploration & identification of goals, Working on counselling relationship, Termination of a counselling relationship; Phases of online counselling

Unit - 5:

Ethical and legal issues of counselling (online and offline)

Text Books:

- Counseling: A comprehensive profession, (2009) Gladding, S.T. Pearson

Reference Books:

- Encyclopedia of Counseling by Frederick T. L. Leong, 2008 Working with Ethnicity, Race and Culture in Mental Health by Hári Sewell

Paper XV**Core-14****PRACTICAL**

Marks: -100

Credit-4

Course Objectives:

This is a practical course designed to expose students with psychological (personality) tests and field visits.

- To help students demonstrate competence in administering, scoring and interpreting psychological tests.
- To get detailed information about the importance of mental health and well-being in the field of psychology

Learning Outcomes:

Students will be able to:

- Understand the basic facts about psychological assessment.
- Understand and demonstrate the assessment of different types of tests.

Psychological Testing (100 Marks) will cover the following (any three):

1. Geriatric Depression Scale
 2. Life satisfaction Scale
 3. Work life balance Scale
 4. Test of Resilience
-

SEMESTER IV
Paper XVI
Core -15
Health Psychology

Marks: -100

Credit-4

Course Objectives:

Course Objective: As a relatively new branch of Psychology, it aims at providing a new perspective of health highlighting on promoting positive health behaviours among human beings.

Outcome:

Students will be amply benefitted in understanding and implementing health care services based on a strong psychological foundation.

Unit-I:

Nature, Development, Model and need: Definition of Health Psychology, Mind - Body relationship, History of development as a branch of study, Biopsychosocial Model, Clinical implications, Changing pattern of illness, Advances in Technology and Research

Unit-II:

Health Behaviours: Role of behavioural factors in Disease and Disorder, Health behaviours and health habits, Practicing and changing health behaviours, Barriers to modify poor health behaviours, Attitude change, Health Belief Model, Health modifications through family, Self- Help Groups, Schools, Workplace Intervention, Community Based Intervention, Mass Media, Internet.

Unit-III:

Health Promoting and Compromising Behaviours, Pain management: Benefits of Exercise, Healthy diet, Sleep and health, Alcoholism and problem Drinking, Treatment programme, Preventive approaches, Smoking and Nicotine addiction, Intervention to reduce smoking, Smoking prevention programme, Elusive nature of pain, Acute and chronic pain and Personality, Pain Control Techniques.

Unit-IV:

Seeking and Using Health Care Services: Recognition and Interpretation of symptoms, Nature of patient - provider communication, Placebo effect, non-adherence to treatment Regimens, Ways to improve adherence to treatment, Structure of the Hospital, Effect of Hospitalization on the patients, Burnout among Health Care Professionals.

Unit-V:

Management of Chronic and Terminal Disorders: Cancer, Diabetes, Heart Disease, Hypertension, Quality of life, Emotional responses to Chronic illnesses, Personal Issues, Social Interaction problems, Gender and the impact of Chronic illness, Positive changes Intervention - Pharmacological, Individual Therapy, Relaxation, Stress Management and Exercise

Book:

1. Allen, F. (2011). Health Psychology and Behaviour (1st Edition) , Tata McGraw - Hill Edition
 2. Brannon, L. & Feist, J. (2007) Introduction to Health Psychology (1st Indian reprint), New Delhi: Akash Press
 3. Robin, D. M. & Leslie, M. R. (2017). Health Psychology (1st Edition), New Delhi: Pearson 122
-

Paper XVII
Core-16
CLINICAL PSYCHOLOGY-II

Marks: -100

Credit-4

Course Objectives:

- To develop knowledge and practice skills in the domain of Clinical Psychology
- To understand of psychopathology and diagnostic / intervention considerations.
- To understand mental health issues across the lifespan based on a solid understanding of psychopathology.

Learning outcomes: Students will be able to

- Students will be academically prepared to work within health service psychology,
- Develop the necessary knowledge base to competently, ethically, and effectively function as a clinical psychologist in a wide variety of settings with diverse populations

Unit 1:-

Therapeutic Approaches- Psychotherapy, Humanistic and Existential therapies, Cognitive psychotherapy, Cognitive – behavioural approaches: , Cognitive – behavioural therapy, Behaviour therapy

Unit 2:-

Substance- related disorder- Substance use disorders, Substance induced disorders, Alcohol - related disorders, Drug – related disorders: The opioids cocaine and hallucinogens.

Unit 3:-

Depressive disorders and Suicide - Dysthymic disorders, Major depressive disorder, causes and treatment of depression; Suicide: Risk factors for suicide, Life events and suicide, Suicide contagion, Prevention of suicide.

Unit 4:-

Sexual Variants and disorders: changing views of sexual behaviour, Homosexuality; Gender Identity disorder in children and adults, causes of gender identity disorder; paraphilias: symptoms and types

Unit 5:-

Pervasive developmental disorder: Autistic disorder- characteristics, perspectives and treatment of Autism, Mental Retardation- levels of Mental retardation, causes, prevention and intervention in mental retardation.

TEXT BOOKS:

- Abnormal Psychology: Davison & Neale: Wiley

REFERENCE BOOKS

- Introduction to Health Psychology: Branon, & Feist (2007) Thomson & Wadsworth
 - Abnormal Psychology: Sarason & Sarason ;Pearson
-

Paper – XVIII
EC-2
COUNSELLING ACROSS LIFE-SPAN

Marks: -100

Credit-4

Course Objectives:

This course is designed to give students an insight about the basic processes involved in counselling individuals belonging to different phases of life span.

- It will provide students the knowledge of counselling techniques and skills to work with children and adolescents.
- The students will understand the principles and skills needed for counselling adults; specifically in the field of marital and family counselling.
- It will help the students to identify the special needs of old age and provide counselling to them.

Learning Outcomes:

By the end of the course the students will be able to:

- Identify the various issues faced by children, adolescents, adults and older adults for which they may require counselling.
- Understand and practically apply the principles and skills needed for counselling children and adolescents
- Gain knowledge and application of counselling skills to deal with the marital and family issues faced by adults.
- Understand the mental health concerns of older adults and develop appropriate intervention strategies.

Unit 1:

Counseling children with special concerns: Child abuse, children of divorced parents, children in alcoholic families, latch-key children, homeless children, suicidal behavior.

Unit 2:

Counseling in schools: Poor self-concept, cheating, truancy, under-achievement, day-dreaming, shyness and withdrawal, excessive tension and anxiety, distractibility, immaturity and dependent behaviour, school phobia.

Unit 3:

Counseling the adolescents: relationship difficulties, self-esteem, depression, anxiety, eating disorder, substance abuse, AIDS Counseling, sexual abuse and harassment, gender identity, career counseling.

Unit 4:

Counseling the adults: Marriage counselling, family counselling.

Unit 5:

Counselling for the aged: Retirement, illness, disability, bereavement.

TEXT BOOKS:

- Counselling: A comprehensive profession, (2009) Gladding, S.T.: Pearson
- Counselling children, (1992) Thomson, C.L., Rudolph, L.B. Brooks/Cole

REFERENCE BOOKS

- Counselling older clients (2003) Orbach, A. Sage
- Counselling and psychotherapy with older people (2008) Terry, P. , Palgrave

Paper X1X**Core-17****SEMINAR PRESENTATION AND ASSIGNMENT**

Marks: -100

Credit-4

Course Objectives:

- To equip students with the knowledge and skills required to engage in a natural setting for collection of relevant data.
- To train students to listen, ask questions and supplement observation when one is a participant observer.
- To train the students in analysis of data collected from natural settings
- To enable students to communicate clearly and precisely.
- Build confidence while presenting ideas in a group setting.
- To get rid of nervousness that comes from evaluation apprehension.
- To become a good audience while others are presenting

Learning Outcomes:

On course completion, the students would be able to develop the following skills:

- Participant and Non-participant Observation
- Systematic reporting of observed data
- Presentation Skills & Discussion Skills.
- Listening Skills, Argumentative Skills and Critical Thinking. ...
- Questioning & Interdisciplinary Inquiry
- Engaging with Big Questions and Studying Major Works.

Assignment (50 MARKS)

The students are required to understand the processes of observation and the tools that can be used for undertaking an observational study. Students need to observe the cases under consideration and prepare a report on that basis. The viva-voce examination requires them to explain the process and results of observation undertaken.

Seminar presentation: (50 MARKS)

The students will choose a topic of interest to Psychology for presentation in a students' seminar where students will ask questions regarding the topic and the performance will be evaluated by two teachers. The average of the two will be the marks scored by the student. The student will learn to make power point presentation, use of laptops and pointers to highlight the points.

Course Objectives:**Paper XX****Core -18****Dissertation**

Marks: -100

Credit-4

Course Objectives:

- To engage students in systematic and critical review of appropriate and relevant information sources.
- To enable students to apply qualitative and/or quantitative evaluation processes to original data.
- To make students understand and apply ethical standards of conduct in the collection and interpretation of data.
- To enable students to report in a scientific manner the research exercise thus undertaken

Learning Outcomes:

A student, on completion of the course will be able to have the following:

- Mastery in basic principles, methods and tools of the discipline.
- Skill in application of the basic concepts and methods in real life.
- Independent thinking and a sense of critical appreciation of the subject matter.
- A responsible approach and intention to apply knowledge towards collective well-being.

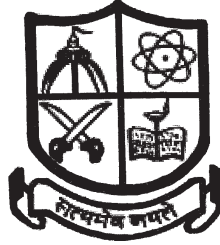
The Thesis will involve a student working towards a publishable research work.

MASTER OF ARTS IN SANSKRIT

(SEMESTER PATTERN)

CHOICE BASED CREDIT SYSTEM SYLLABUS
TWO-YEAR FULL TIME PROGRAMME

COURSES OF STUDIES (2023 -2024)



Buxi Jagabandhu Bidyadhar Autonomous College

Bhubaneswar - 751014

Accredited at the 'A' Level by

National Assessment and Accreditation Council (NAAC)

Telephone/Fax : 0674-2436971, Website : www.bjbccollege.ac.in

1.0 Introduction

The overall management of the college is vested with the State Government. However, at the institutional level, the Principal is responsible for day-to-day administration and is assisted by a Vice-Principal. Besides, the three major aspects of the organization, namely the Academic, the Accounts and the Administrative affairs are supervised by three Senior Faculty members acting as Bursars.

B.J.B Autonomous College is one of the premier educational institutions of the State. It came into existence in 1957 through the initiative of the Government of Orissa. Named after Buxi Jagabandhu Bidyadhar Bhramarabara Ray Mahapatra, the rebel extraordinary of pre-independent India, it is located over an area of 28.2 acres of land near Kalpana Square on the National Highway connecting Cuttack and Puri. It is situated at a distance of 3 k.ms from Biju Patnaik International Airport and 2 k.ms from Bhubaneswar railway station. It was an affiliated college of Utkal University till 1998. It has been functioning as an autonomous institution since 1999 following the conferment of autonomy by the UGC. Autonomy was renewed by UGC on 2016. The college was placed in Grade 'A' in 2004 after an assessment by the National Assessment and Accreditation Council (NAAC), an autonomous body of the University Grants Commission, New Delhi. The 2nd Cycle of NAAC accreditation was conferred on the college on 2016 with the college securing Grade 'A' with 3.19 CGPA which was from 02/12/2016 to 1/12/2021. Recently the college has initiated steps to achieve the 3rd cycle of NAAC accreditation. Institutional Information for Quality Assessment (IIQA) has been submitted successfully by the college on 11 3rd January, 2022. The Self Study Report (SSR) has been prequalified for assessment on 19th August, 2022.

The Institution is an equal opportunity organization of higher learning and noted for dissemination of knowledge and skills in Science, Humanities and Commerce. The college is guided by the noble mission "Learning for Leadership". It is engaged in preparing the talented youth as responsible and useful citizens by providing quality education through academic, cultural and physical activities. Over the years the Institution has in terms of infrastructure, Student enrolment and subject options. Needless to say, in keeping with its fast expansion as a premier multi-faculty co-educational institution, it has earned the reputation of attracting the largest no. of meritus students to its various programme of study from all over the state and outside.

Department of Sanskrit, BJB Autonomous College, Bhubaneswar is one of the oldest Department was established on 1957. This Department had Introduce UG course from 1957 with 26 Strength of Students. Post Graduate programme is also implemented on the year 2023. The Faculties of Department have proved themselves potentially strong by their erudition quality of teaching and domain on the ancient knowledge.

- Seminar Library - Department has a Seminar library compressing of Three hundred no. of books.

Books are regularly issued to students.

- Seminars - Weekly seminar is conducted on every Wednesday covering three periods i.e. (2.30pm - 4.45pm) under the guidance of our faculty members.
 - Department has organized following seminars in the last three years. During the academic session 2013-2014 the Annual seminar of the department was held on 14 march 2014. Dr. Bibhuti Bhusan Mohapatra, Lecturer Rajdhani College, Bhubaneswar was the chief guest. He delivered his speech on "Sabdasakti". In the next academic session i.e. 2014-2015 the Annual seminar was held on 28th February, 2015. Dr. Indulata Das, Director of all India yogo Oriental study (AIYOS) Bhubaneswar graced the occasion as chief guest. She delivered her speech on 'Astanga Yoga'. During the academic session 2015-16. The annual seminar was held on 30.03.2016. Sri Nirmal Chandra Panda, Superintendent Sanskrit
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Studies, Odisha, Puri was invited as Chief Guest. He delivered his speech on 'Geetayam Karma Yoga'.

- Awareness Programme - Staff and Students have taken pledge on vigilance. Awareness Day on 27.10.2014 and organized a special seminar on 'prevention of corruption'.
- Debate and Essay competition - On 31st October, 2014, The 'National Unity day' department had organized debate and essay competition among the students of department and distributed prizes to the winners.

The course curriculum is being structured by providing the students to read the subjects with 20 papers of 2000 marks having 80 credits and awarding different grades from O to F instead of class or division as per the current guidelines of the UGC under choice based credit system. The following are the Details of different grades.

	Grades	Marks Secured out of 100	Points
Outstanding	"O"	100-90	10
Excellent	"E"	89-80	9
Very Good	"A"	79-70	8
Good	"B"	69-60	7
Fair	"C"	59-50	6
Pass	"D"	49-36	5
Failed	"F"	Below 36	0

- **A Candidate has to secure Grade- D or above to pass in each of the papers.**
- **The medium of writing answers in examinations is either Sanskrit in Devanagari script or English in Roman script.**

THE SALIENT FEATURES OF THE COURSE CURRICULUM

This syllabus provides for implementation of Choice based Credit courses under Semester Pattern. In this pattern, there shall be four Semesters having 20 papers, each having 4 credits, thus 80 credits and in total 2000 marks. A student is supposed to earn 4 credits for a theory paper of 100 marks by attending 40 hours of lecture and 30 to 40 hours outside class and self-study and for a Dissertation of 100 marks of 4 credits, he/she has to devote 20 hours for contacting the teacher and 100 hours outside for preparation.

The Distribution of Courses and Credits:

1st Semester-	(A)	5 Hard Core Papers-	5×4 = 20 Credits	(C- 1- 5)
2nd Semester-	(A)	5 Hard Core Papers-	5×4 = 20 Credits	(C-6-10)
3rd Semester-	(A)	4 Core Papers-	4×4 = 16 Credits	(P-11-14)
	(B)	Elective Paper-	1×4 = 04 Credits	EC-1 (P- 15)
4th Semeste-	(A)	2 Core Papers-	2×4 = 8 Credits	(P-16-17)
	(B)	Dissertation-	1×4 = 4 Credits	(P-18)
	(C)	Seminar & Assignment-	1×4 = 4 Credits	(P19)
	(D)	Elective Paper-	1×4 = 4 Credit	EC-2 (P-20)

2.0 COURSE STRUCTURE IN BRIEF

Core Subject - C Elective - EC

Each Paper carries 100 marks i.e. 70 marks as End-Semester Examination and 30 marks as Mid-Semester Examination. Each Unit of the End-Semester Examination will carry 14 marks.

FIRST SEMESTER

Sl. No.	Course Code	Course Name	Marks (End+Mid Sem.)	Cr.	Remarks
1.	Sans-1.1.1	Vedic Language & Literature	100 = (70+30)	4	C-1
2.	Sans-1.1.2	Grammar (Siddhanta Kaumudi)	100 = (70+30)	4	C-2
3.	Sans-1.1.3	Systems of Indian Philosophy-I	100 = (70+30)	4	C-3
4.	Sans-1.1.4	Poetics - I	100 = (70+30)	4	C-4
5.	Sans-1.1.5	Prose and Poetry	100 = (70+30)	4	C-5

SECOND SEMESTER

Sl. No.	Course Code	Course Name	Marks (End+Mid Sem.)	Cr.	Remarks
1.	Sans-1.2.6	Ancillary Vedic Literature	100 = (70+30)	4	C-6
2.	Sans-1.2.7	Grammar and Philology	100 = (70+30)	4	C-7
3.	Sans-1.2.8	Systems of Indian Philosophy-II	100 = (70+30)	4	C-8
4.	Sans-1.2.9	Sanskrit Plays and Poetics	100 = (70+30)	4	C-9
5.	Sans-1.2.10	Prose, Poetry and Drama	100 = (70+30)	4	C-10

THIRD SEMESTER

Sl. No.	Course Code	Course Name	Marks (End+Mid Sem.)	Cr.	Remarks
1.	Sans-2.3.11	Poetics and Plays-II	100 = (70+30)	4	C-11
2.	Sans-2.3.12	Prosody & Poetics	100 = (70+30)	4	C-12
3.	Sans-2.3.13	Research Methodology, Fundamentals of Grammar, Art of Translation & Manuscriptology	100 = (70+30)	4	C-13
4.	Sans-2.3.14	Technical Literature	100 = (70+30)	4	C-14
5.	Sans-2.3.15	Rasa & Dhvani text	100 = (70+30)	4	EC(1) P15

FOURTH SEMESTER

Sl. No.	Course Code	Course Name	Marks (End+Mid Sem.)	Cr.	Remarks
1.	Sans-2.4.16	Ancient Indian History, Culture and Epigraphy	100 = (70+30)	4	C-16
2.	Sans-2.4.17	Different Schools of Kavya Shastra	100 = (70+30)	4	C-17
3.	Sans-2.4.18	Dissertation (Within 70 A-4 size Pages)	100 = (70+30)	4	C-18
4.	Sans-2.4.19	Seminar & Assignment (Seminar Paper-Max.-10 pages) (Assignment Paper- Maximum-20-25 pages)	50 = (30-Theory +20 Presentation) 50 = (Theory)	4	C-19
5.	Sans-2.4.20	Kavya & Poetics	100 = (70+30)	4	EC(2) P-20
		Total	2000	80	

DETAILED SYLLABUS:**1ST SEMESTER:****Core Paper - 1****Vedic Language and Literature**

Full Marks = **100** i.e. (**70** Marks as End Semester Examination and **30** Marks as Mid. Semester Examination. Each Unit of the End. Semester Examination will carry **14** Marks.)

Course Objectives-

This paper is Vedic Language and Literature. The objective of this paper is to make the students aware of the Vedic culture and civilization.

Course Learning Outcomes-

Vedic Scriptures are the hidden treasure of many branches of modern knowledge. So the students would be able to establish a co-ordination between oriental and modern learning system by studying Vedic texts.

Unit-I

Hymns from the Rgveda with Sayana's commentary on

- (i) Agni (1.1)
- (ii) Indra (2.12)
- (iii) Vishvamitra-nadi Samvada (3.33),
- (iv) Usas (5.80),
- (v) Surya (1.125)
- (vi) Nasadiya suktam (10.129).

One Long Question-10, One Explanation-4

14

Unit-II

Hymns from the Yajurveda and Atharvaveda.

- (i) Suklayajurveda : Prajapati 23(1-5)
- (ii) Suklayajurveda-Purusa(1.16)
- (iii) Rastrabhivardhanam (1.29)
- (iv) Prithvi (12.1) 1-20 mantras,
- (v) Kala (19.53)

One Long Question-10 & One Explanation-4

14

Unit-III

Aitareya Brahmana - Harischandra-Sunahsepa-upakhyana

One Long Question-10 & One Explanation-4

14

Unit-IV

Ishavasyopanisad

One Long Question-10 & One Explanation-4

14

Unit-V

Kenopanisad

One Long Question-10 & One Explanation-4

14

Books Recommended :

1. The New Vedic Selection, Telang & Chaubey, Bharatiya Vidya Prakashan, Varanasi, Part-I & Part-II, 1973
2. Navina Vaidika Sancayanam (Part I&II), Jamuna Pathak and Umesh Prasad Singh, Chowkhamba Krishnadas Academy, Varanasi, 2005 & 2010.
3. Rksukta-Vaijayanti - H.D.Velankar, Vaidika Samshodhana Mandala, Pune, 1965
4. Rksuktashati - H.D. Velankar, Bharatiya Vidya Bhavan, Mumbai, 1972
5. Atharvaveda with Sayana's comm. - (4 vols.) published from V.V.R.I, Hoshiarpur, Punjab.
6. Vaidika Sahitya aur Samskriti, Baladev Upadhyay, Sharada Samsthan, 37 B, Rabindrapuri, Durgakunda, Varanasi
7. Vaidika-vanmayasyetihasa (in Sans), Acharya Jagadish Mishra, Chaukhamba Surabharati Prakashan, Varanasi
8. Ishavasyopanisad, Gita press, Gorakhpur, U.P.
9. Ishavasyopanisad, Sampurnananda Sanskrit University, Varanasi.
10. Kenopanisad, Gita Press, Gorakhpur, U.P.
11. The Harischandropakhyana (the story of Sunasepa) of the Aitareya Brahmana edited with Sayana s Comm, Trans., Ed. Umashankar Sharma, Chowkhamba Vidya Bhawan, Varanasi, 4th Edn. 1989.

CORE PAPER - 02**Grammar (*Siddhanta-kaumudi*)**

Full Marks = **100** i.e. (**70** Marks as End Semester Examination and **30** Marks as Mid. Semester Examination. Each Unit of the End. Semester Examination will carry **14** Marks.)

Course Objectives-

The objective of this Grammar paper is to strengthen the ability of the students for making and using effective words and sentences.

Course Learning Outcomes-

Grammar is the intellectual instrument that keeps any language and literature vibrant and alive. Students would be able to form correct words and sentences by studying Sanskrit Grammar.

Unit-I

Samjna, Paribhasa,

Explanation of 2 sutras from Smjna 2×5=10

1 Sutra/Prakriya from Paribhasa-1×4=4

14

Unit-II

Ac-sandhi

Explanation of 2 sutras-5×2=10

1 Prakriya- 1×4=4

14

Unit-III

Samasa: Avyayibhava

Explanation of 2 sutras-5×2=10
1 Prakriya -1×4=4 14

Unit-IV

Samasa- Tatpurusa
Explanation of 2 sutras-5×2=10
1Prakriya -1×4=4 14

Unit -V

Karaka (1-4)
Explanation of 2 sutras-5×2=10
1 Short question i.e.Bhattoji's line -1×4=4 14

Book Recommended:

1. Siddhanta-kaumudi –With Balamanorama and Tattvabodhini, Motilal Banarsidass, Delhi
2. Vaikarana-Siddhanta- kaumudi with Balamanorama and Tatvabodhini , Gopalm dutta Pandeya.
3. Siddhanta-kaumudi - Eng, S.C. Vasu, Motilal Banarsidass, New Delhi
4. Siddhanta-kaumudi-(Ed) S. R. Ray, Sanskrit Pustak Bhandar, Kolkata, Siddhanta-kaumudi - (Ed) Karaka - Bishnupada Bhattacharya
5. Siddhanta-kaumudi - (Ed) M.V. Mahashabde, Dadar Book Depot, Dadar, Bombay

CORE PAPER -03**Systems of Indian Philosophy-I (HC-3)**

Full Marks = 100 i.e. (70 Marks as End Semester Examination and 30 Marks as Mid. Semester Examination. Each Unit of the End. Semester Examination will carry 14 Marks.)

Credit- 4**Course Objectives-**

This paper of Indian philosophy enhances the philosophical outlook and approach h of the students.

Course Learning Outcomes-

Philosophy is the essence of any subject oriented text. Especially the philosophical texts in Sanskrit aim at to realize the inner self. So these texts are included in the syllabus.

Unit-I and II

Samkhya-karika (Complete text)
2 Long-type questions - 10×2=20
2 Short questions- 4×2=8 28

Unit-III

Vedantasara(Anubandha Chatustaya to Sukhma shariranirupana)
1 Long-type questions -10×1=10
1 Short questions- 4×1=4 14

Unit-IV

Vedantasara (Panchikarana prakriya to Jeevanmukta)

1 Long-type questions -10×1=10

1 Short questions- 4×1=4 14

Unit-V

Patanjala Yogasutram (Samadhipadah,Ch-1)

1 Long-type questions -10

1 Short questions-4 14

Books Recommended:

1. Samkhya-karika, (Hindi Tr), Jagannatha Shastri, Motilal Banarasisass, 1998.
2. Samkhya-karika with (Eng), Tr, By Wilson, Delhi, 1978
3. Shastri Rakesh, Sankhya karika, Parimal Publication, Delhi, 2017 .
4. Shastri Rakesh, Vedantasara, Parimal Publication, Delhi, 2017 .
5. Vedantasara, (Eng. Tr), Swami Nikhilananda, Advaita Ashram, R.K. Mission, Calcutta, 1974
6. Vedantasara (Hindi), Mahesh Candra Bharatiya, Ghaziabad, 1978
7. Sarvadarsana-samgraha, (Eng. Tr.) By. E.B. Cowell, Delhi, 1981
8. Sarvadarsana-samgraha, (Hindi Tr.) By Umashamkar Sharma, Chaukhamba, 1969
9. Vedantasara with Sans. Com. Gudharthadipika and (Eng trans.), Haramohan Mishra, Vidyapuri, Cuttack.
10. Desikachar Kausthub, Yoga sutras of Patanjali, Krushnamachary healing and yoga foundation, 2020
11. Swami Bharati veda, Yoga sutras of Patanajali , Motilal banarsi dass ,2015 .
12. Shastri Udayaveer, Yogadarshanam , Vijay kumar govindram hasanand ,2015
13. Mishra Vachaspati, Patanjala yoga sutrani, Anandashrama , Pune, 2004

CORE PAPER – 04**Poetics - I**

Credit - 4

Full Marks-

100 i.e. 70 marks as End-Semester Examination and 30 marks as Mid-Semester Examination. Each Unit of the End-Semester Examination will carry 14 marks.)

Course Objectives-

This paper is poetics and it creates and sharpens the rhetorical view of the students.

Course Learning Outcomes-

Poetics and Rhetoric's are the guiding principles of Literary Texts. By studying these texts, the students would be able to create their own literary compositions with ornamentation.

Unit-I

Natyasashtra of Bharata (Ch-1)

1 Long-type question -10

1 Short question-4 14

Unit-II

Dhvanyaloka, Uddyota-1 (Karikas 1-12)

1 Long-type question -10

1 Short question-4 14

Unit-III

Sahityadarpana Ch-1 & Ch-2

1 Long-type question -10

1 Short question-4 14

Unit-IV

Sahityadarpana Ch-4

1 Long-type question -10

1 Short question-4 14

Unit-V

Selected Alamkaras from Kavyaprakash of Mammata (without sub-division)- Slesa, Vakrokti, Upama, Rupaka, Utpreksa, Samasokti, Apahnuti, Nidarshana, Arthantaranyasa, Drstanta, Vibhavana, Vishesokti, Samkara, Samsrsti.

Laksana-udaharana- Samanvaya of 2 Alamkaras- 7×2= 14

Books Recommended

1. "Sanskrit Poetics", Cultural Heritage of India, Vol-5 (Ed) by Gaurinath Sastri, 1978
2. "Literary Theory", Indian Conceptual Framework, by Kapil Kapoor, Affiliated East- west Press-1998
3. Behera Laximinarayan , Natya Shastra ,Vedic Pustakalaya, Bhubaneswar,2023 .
4. Natyasashtra of Bharat Muni (Eng. Tr.) By N.P. Unni, 1998
5. Natyasashtra of Bharat Muni (Part I), Sudha Rastogi, Krishnadas Academy, Varanasi, 1989.
6. Natyasashtra of Bharat Muni (Part I), Odisha Sahitya Academi, Bhubaneswar.
7. Indian Literary Theories, K. Krishnamurty, Delhi, 1985
8. Bharatiya Kavyasashtra ki Bhumika (in Hindi), by Nagendra, Delhi, 1963
9. Dhvanyaloka of Anandavardhana, K. Krishnamurty, Motilal Banarsidass, Delhi, 1982
10. Dhvanyaloka of Anandavardhana, Sobhit Mishra, Chowkhamba Sanskrit Series Office.Varanasi, 1953.
11. Dhvanyaloka of Anandavardhana, Pt. Kulamani Mishra, Odisha Sahitya Academi, Bhubaneswar.
12. Dhvanyaloka, Lokamani Dahal, Bharatiya Vidya Prakashan, Delhi, 3rd Edition, 2014.

13. Dhvanyaloka Eka Adhyayana, Thanesh Chandra Upraiti, Samskrta Granthagar, Delhi, 2009.
14. Sahityadarpana of Vishvanatha with Laksmi Sanskrit Com., Sesharaja Sharma Regmi, Chowkhamba Krishnadas Academy, Varanasi, 2013.
15. Sahityadarpana (Ed.) P.V. Kane, MLBD, Delhi.
16. Rath Suryamani , Kavyaprakashah, Sambit Prakashanam , 2018
17. Jhalkikar vamanacharya, Kavyaprakashah, BORI, Pune,

CORE PAPER -05

Prose and Poetry (C-5)

Credit- 4

Full Marks- 100 i.e. 70 marks as End-Semester Examination and 30 marks as Mid-Semester Examination. Each Unit of the End-Semester Examination will carry 14 marks.)

Course Objectives-

This paper contains the prose and poetry. The objective of this paper is to develop the creative ability of the students.

Course Learning Outcomes-

Oriental prose and poetry- texts are the path – shower to new generation for their creative writings. So these texts are included.

Unit-I & Unit-II

Kadambari (Mahasveta-vrttanta)

2 Long-type questions – 2 X 10 = 20

1 Explanation- 4

1 Short Question - 4 28

Unit-III

Naisadhiyacaritam (canto-1)

1 Long-type question -10

1 Explanation- 4 14

Unit-IV

Meghadutam (Uttaramegha)

1 Long-type question -10

1 Explanation- 4 14

Unit - V

Ramayana of Valmiki :

Kiskindha kanda – Chapter

1 Long-type question -10

1 Explanation- 4 14

Books Recommended :

1. Kadambari, by S.P. Pandeya, Krsnadas Academy, Varanasi.
 2. Kadambari, by Samir Sharma, Choukhamba Vidya Bhavan, Varanasi.
 3. Kadambari: A Classic Sanskrit story of Magical Transformations (Eng.Trans), Gwendolyn, Layne, New York and London: Garland Publishing, 1991
 4. Kadambari. (Ed.) Peter G. Peterson, Bombay: Government Central Book Depot., 1884
 5. The Kadambari of Banabhatta: Purvabhaga.(Ed.) P.V. Kane, Motilal Banarsidass Publishers, 1921
 6. Bana's Kadambari: Purvabhaga Complete (Translation into English), (Ed.) M.R. Kale, Motilal Banarasidass Publishers, Delhi, 1968
 7. The Kadambari of Bana (Translation into English), (Ed.) C.M. Riding, Royal Asiatic Society, London, 1896.
 8. Naisadhiyacaritam, Narayan Ram Acharya, Chowkhamba Vidya Bhavan, Varanasi, 1998.
 9. Naisadhiyacaritam (Canto I-3), Dr. Keshav Rao Musalgaonkar, Chowkhamba Sanskrit Bhavan, Varanasi, 2001.
 10. Naisadhacarita of Sriharsa (English Translation), K.K. Handiqui, Deccan College, Poona, 1965.
 11. Meghadutam with the commentary of Ed.) T. Ganapati Shastri, 1919
 12. Meghadutam of Mahakavi Kalidasa, Chowkhamba Vidybhavan, Varanasi-1, 1964
 13. Vallabhadeva and Provided with a Complete Sanskrit-English Vocabulary, (Ed.) Eugen Hultzsch, Royal Asiatic society, London, 1911.
 14. The Meghaduta of Kalidasa, M.R. Kale, MLBD, Delhi.
 15. Valmiki Ramayana, R.T. Vyasa, Oriental Institute, Vadodara, 1992
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2ND SEMESTER

CORE PAPER -06

Ancillary Vedic Literature (C-6)

Credit- 4

Full Marks- 100 i.e. 70 marks as End-Semester Examination and 30 marks as Mid-Semester Examination. Each Unit of the End-Semester Examination will carry 14 marks.)

Course Objectives-

Familiar with the allied components of Vedic studies. This paper is Ancillary Vedic Literature. The objective of this paper is to make the students. Familiar with the Vedic Literature.

Course Learning Outcomes-

Nirukta deals with the formation of Vedic words, Bhasyabhumika is the background of Vedic Commentary and Rkpratisakhya is the grammar text relevant to Vedic study. So these texts are included to understand the Vedic texts properly.

Unit-I

Rk-pratisakhya Patala-I (Samjnas such as Samanaksara, Sandhyaksara, Svara, Sparsa, Sosma, Vyanjana, Anunasika, Rakta, Aksara, Aghosha, Ghosha, Svarabhakti, Yama, Samyoga, Pragrhya, Riphita)

Explanation of 4 Samjnas- $3.5 \times 4 = 14$

Unit-II

Niruktam Ch-7(Devatanam Akarachintanam)

1 Long-type question -10

1 Short question- 4

Unit-III

Brhaddevata, Ch-1 (1 to 70 Karika)

1 Long-type question -10

1 Short question- 4

Unit-IV

Niruktam (Padas 1-3 of 1st Adhyaya)

4 Explanations including Etymologies – $3.5 \times 4 = 14$

Unit-V

Niruktam (Padas 4 - 6 of 1st Adhyaya)

4 Explanations including Etymologies – $3.5 \times 4 = 14$

Books Recommended

1. Rkpratishakhya with Uvata s com. (Ed.) Ramprasad Tripathy, published by the Director, Sampurnananda Sanskrit Research Institute, Varanasi.
2. Rkpratishakhya Patalas I-IV (Ed.), Braja Bihari Chaubey, Bharatiya Vidya Prakashan, New Delhi.

3. Rgvedapratishakhyam Uvatabhasya-sahitam Ed.by V.K. Varma, .Chaukhamba Samskruta Pratisthan, Jawahar Nagar, Bunglow Road, Delhi-110007, 2nd Edition, 1986.
4. The Nighantu and Nirukta with text & Eng. Tr. By Laxman Svarup, Motilal Banarasidass, Delhi, 1967.
5. The Nighantu and Nirukta with the Commentary of Durgacarya, Ed.by Mukunda Jha Bakshi, Panini, New Delhi.
6. Niruktam- Pancadhyayi, Meherchand Lacchmandas Publication, New Delhi- 110002.
7. Vaidika Sahitya aur Samskriti, Baladev Upadhyay, Sharada Samsthan, 37 B. Rabindrapuri, Durgakunda, Varanasi
8. Vaidika-vanmayasyetihasa (in Sans), Acharya Jagadish Mishra, Chaukhamba Surabharati Prakashan, Varanasi
9. *Sayana's Introduction to the Rg Veda* (Eng, Trans.) P. Peterson.
10. Brhaddevata , Ray Ramkumar , Chaukhmba Sanskrit Sansthan, Varnasi .1989

CORE PAPER - 07

Grammar and Philology

Credit- 4

Full Marks- 100 i.e. 70 marks as End-Semester Examination and 30 marks as Mid-Semester Examination. Each Unit of the End-Semester Examination will carry 14 marks.)

Course Objectives-

This Grammar and Philosophy paper aims at to develop the critical and grammatical outlook of the students.

Course Learning Outcomes-

Grammar and philology helps in using the right word in appropriate place and it is very much necessary in a language subject. So it is included in the syllabus.

Unit-I

Vaiyakarana Siddhanta kaumudi : Hal Sandhi-Sutras -111 to 149

Explanation of 2 Sutra, $2 \times 3 = 6$

Visarga Sandhi -150 to 161

Explanation of 2 Sutras, $2 \times 4 = 8$

Unit-II

Vaiyakarana Siddhanta kaumudi : Samasa – Bahuvrihi and Dvandva

Explanation of 2 sutras - $5 \times 2 = 10$

1 Prakriya - $1 \times 4 = 4$

Unit-III

Vaiyakarana Siddhanta kaumudi : Karaka (Pancami to Saptami)

Explanation of 2 Sutras- $5 \times 2 = 10$

1 Short question i.e. Bhattoji s line - $1 \times 4 = 4$

Unit-IV

Phonetics, Phonology, Semantics, Syntax and Morphology. Chief Characteristics and Classification of Indo- European language.

1 Long-type question -10

1 Short question- 1×4=4

Unit-V

Indo- European Origin of Sanskrit, Veda and Avesta, Vedic and Classical Sanskrit, Pali,Prakrit and Apabhramsa

1 Long-type question -10

1 Short question- 1×4=4

Books Recommended:

1. Siddhanta-kaumudi - With Balamanorama and Tattvabodhini, Motilal Banarsidass, Delhi
2. Siddhanta-kaumudi - Eng, S.C. Vasu, Motilal Banarsidass, New Delhi
3. Siddhanta-kaumudi-(Ed) S. R. Ray, Sanskrit Pustak Bhandar, Kolkata
4. Siddhanta-kaumudi - (Ed) Karaka - Bishnupada Bhattacharya
5. Siddhanta-kaumudi - (Ed) M.V. Mahashabde, Dadar Book Depot, Dadar, Bombay.
6. Siddhanta-kaumudi - (Ed) G.K. Dash & K. Dash, A.K. Mishra Agencies, Cuttack
7. Siddhanta Kaumudi (Samjna, Paribhasa and Karaka Prakarana) (Ed.) Minati Mishra, Vidyapuri, Cuttack
8. Siddhanta-kaumudi - (Ed) Samasa - Madhubala Sharma & J. Shastri, MLBD, Delhi
9. Siddhanta-kaumudi (Part I & II), Gopal Datta Pandey, Chowkhamba Surabharati Prakashan,Varanasi, 4th Edition, 1996.
10. Siddhanta - kaumudi (Part I & II), Govindacharya, Chowkhamba Publications, Varanasi.
11. Yubhatah Samskrutam Prati (in Sanskrit) - G.B. Palsule, rashtriya Sanskrit Sansthan, New Delhi
12. Elements of the Science of Language-I.J.S. Taraporewala, Calcutta University, 4 Edition, 1978.
13. An Introduction to Comparative Philology (relevant portions), I.II.III -P.D. Gune
14. Linguistic Introduction to Sanskrit, I, II, III- B.K. Ghosh
15. Indo - Aryan and Hindi - S.K. Chatterjee
16. Tulanatmaka Bhasa Vijnana (in Hindi)- Mangaldev Shastri
17. An Introduction to Sanskrit Linguistics - M.S. Murti
18. Bhasavijnana evam Bhasasastra, Kapildev Dwivedi, Visvavidyalaya Prakashan, Varanasi-13, Edition, 2012.

CORE PAPER - 08
Systems of Indian Philosophy-II

Credit- 4

Full Marks- 100 i.e. 70 marks as End-Semester Examination and 30 marks as Mid-Semester Examination.
Each Unit of the End-Semester Examination will carry 14 marks.)

Course Objectives-

This paper contains the systems of Indian philosophy. The objective of this paper is to highlight the major philosophical texts of Sanskrit.

The students would be able to co-relate the principles of different philosophy. So these texts are included hear.

Unit-I

Tarka-samgraha (from the beginning up to Pramana)

1 Long-type question -10

1 Short question- 1×4=4

Unit-II

Tarka-samgraha (From Pramana till the end of the text)

1 Long-type question-10

1 Short question- 1×4=4

Unit-III

Artha-samgraha (Concept of Bhavana and Vidhi)

1 Long-type question -10

1 Short question- 1×4=4

Unit-IV

Artha-samgraha (Concept of Nisedha and Arthavada)

1 Long-type question -10

1 Short question- 1×4=4

Unit-V

Bauddha-darshana from Sarvadarshana-samgraha

1 Long-type question -10

1 Short question- 1×4=4

Book Recommended:

1. *Tarka-samgraha* of Annambhatta with Tarkadipika and Nyayabodhini (Tr. & Ed.) Athale & Bodas, BORI, Pune - 1988.
 2. *Tarka-samgraha*, (Hindi Tr.) Dayanand Bhargav, Motilal Banarasidass, 1998
 3. *Artha-samgraha*, (Ed.) Gajendra Gadkar & R.D. Karmarkar, Motil Banarasidass, 1984
 4. *Artha-samgraha* (Ed.) Vacaspati Upadhyaya, Chaukhamba Orientalia, Varanasi, 1983.
 5. *Sarvadarsana-samgraha*, (Eng.Tr.) E.B. Cowell, Delhi, 1981.
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6. *Sarvadarsana-samgraha*, (Hindi Tr.) Umashamkar Sharma, Chaukhamba, 1969
7. *Shastri Rakesh, Tarka samgraha ,Chaukhmaba Sanskrit Pratisthan, Varnasi, 2016*
8. *Shastri Rakesh , Artha samgraha ,Chaukhmba Orientalia ,Delhi ,2021*

CORE PAPER - 09

Sanskrit Plays & Poetics

Credit- 4

Full Marks- 100 i.e. 70 marks as End-Semester Examination and 30 marks as Mid-Semester Examination. Each Unit of the End-Semester Examination will carry 14 marks.)

Course Objectives-

This paper is Sanskrit play and poetics. Poetics is the theory and play is the practice. So the objective of this paper is to correlate. The theory with the practical aspects.

Course Learning Outcomes-

Plays are the mirror of the society and poetics helps in developing a positive social view among the people. So this is prescribed in the syllabus.

Unit-I

Mrchhakatikam of Sudraka(Act-1-3)

1 Long question- 10

1 Explanation- 4

Unit-II

Mrchhakatikam of Sudraka(Act 4-6)

1 Long question- 10

1 Explanation- 4

Unit-III

Uttara-rama-caritam of Bhavabhuti(Act-1 - 4)

1 Long question- 10

1 Explanation- 4

Unit-IV

Uttara-rama-caritam of Bhavabhuti (Act-5 - 7)

1 Long question-10

1 Explanation- 4

Unit- V

Dhvanyaloka Uddyota -1, (Karikas 13-upto the end.)

1 Long-type question - 10

1 Explanation /Short Note -4

Books recommended:

1. *Mrcchakatikam*, (Ed.) M.R. Kale, Booksellers and Publishers Co, Bombay, 1952.
2. *Mrcchakatikam* with the comm. of Pruthvidhara, Nirnaya Sagar Press, Bombay.
3. *Uttara-Ram-Charita* of Bhavabhuti. Critically edited with notes and an English translation by Shripad Krishna Belvalkar. Harvard University Press 1915
4. *Uttara-rama-charitam* of Bhavabhuti (Ed.) by P.V. Kane.
5. *Uttara-rama-caritam* of Bhavabhuti (Ed.) by M.R. Kale
6. *Uttara-rama-caritam* of Bhavabhuti (Ed.) by G.K. Bhatt
7. *Dhvanyaloka* of Anandavardhana, K. Krishnamurty, Motilal Banarsidass, Delhi, 1982
8. *Dhvanyaloka* of Anandavardhana, Sobhit Mishra, Chowkhamba Sanskrit Series Office. Varanasi, 1953.
9. *Dhvanyaloka* of Anandavardhana, Pt. Kulamani Mishra, Odisha Sahitya Academi, Bhubaneswar.
10. *Dhvanyaloka*, Lokamani Dahal, Bharatiya Vidya Prakashan, Delhi, 3rd Edition, 2014.
11. *Dhvanyaloka Eka Adhyayana*, Thanesh Chandra Upraiti, Samskrta Granthagar, Delhi, 2009

CORE PAPER-10

Prose, Poetry & Drama

Credit- 4

Full Marks- 100 i.e. 70 marks as End-Semester Examination and 30 marks as Mid-Semester Examination. Each Unit of the End-Semester Examination will carry 14 marks.)

Course Objectives-

1.2.10(B)-The objective of this paper is to provide the scope for deeper study of creative Literature.

Course Learning Outcomes-

These texts are helpful in developing a positive attitude towards life and literature.

Unit-I

Vasavadatta - From Introductory verses till '*Kathayitumarebhe*'.

1 Long question- 10

1 Explanation- 4

Unit-II

Gitagovindam Ch - I to IV

1 Long question- 10

1 Explanation- 4

Unit-III

Mudraraksasa of Visakhadatta (Act-1-5)

1 Long question- 10

1 Explanation- 4

Unit-IV

Venisamhara of Bhatta narayana(1-3)

1 Long question- 10

1 Explanation- 4

Unit-V

Venisamhara of Bhatta narayana(4-6)

1 Long question- 10

1 Explanation- 4

Books Recommended

1. *Vasavadatta*, A Sanskrit Romance of Subandhu, Louis H. Gray, MLBD, Delhi, 1962.
 2. *Vasavadatta* with Comm. Capala, Pandit Shankar Dev Sastri, Chowkhamba Vidyabhavan, Varanasi, 1997.
 3. *Vasavadatta* of Subandhu, Jamuna Pathak, Chowkhamba Sanskrit Series Office, Varanasi.
 4. *Gitagovindam* or the love song of the dark lord, (Ed.) B.S. Miller, MLBD, Delhi.
 5. *Gitagovindam* (Ed.) Bhagaban Panda, Dept. of Culture, Govt, of Orissa.
 6. *Gitagovindam* with *Rasikapriya*, Sivaprasada Dwivedi, Chowkhamba Surabharati Prakashan, Varanasi, 2012.
 7. Sri Gitagovindam, Prof. Vidya Niwas Mishra, Sampurnananda Sanskrit University, Varanasi, 2005.
 8. *Mudraraksasa* of Visakhadatta, M.R. Kale, MLBD, Delhi.
 9. *Mudraraksasa*, Madhaba Janardana Ratate, Bharatiya Vidya Prakashan, Delhi, 2007.
 10. *Mudraraksasa*, K.T. Telang, Nag Publishers, Delhi, 1985.
 11. *Venisamhara* of Bhattanarayana, M.R. Kale, MLBD, Delhi, 1998.
 12. *Venisamhara*, Shivaraj Shastri, Sahitya Bhandar, Subhas Bazar, Merut.
 13. *Venisamhara*, A.B. Gajendra Gadkar, Bombay, 1941.
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3RD SEMESTER

CORE PAPER - 11

Poetics and Play - II

Credit- 4

Full Marks- 100 (i.e. 70 marks as End-Semester Examination and 30 marks as Mid Semester Examination. Each Unit of the End-Semester Examination will carry 14 marks.)

Course Objectives-

This paper contains poetics and short play. This paper helps the students to witness the application of poetics in Sanskrit Plays.

Course Learning Outcomes-

Poetics develops the critical outlook to study and write literary texts in a positive way and small plays are more effective on social reforms. So these texts are included.

Unit-I

Kavyaprakasa, Chapter- I (Kavyalaksana, Kavyaprayojana, Kavyahetu and Kavyabheda)

1 Long-type question -10

1 Short question- 4

Unit-II

Kavyaprakasa, Ch.-II (Sabdasakti - Abhidha, Laksana, Vyanjana, Abhihanavayavada, Anvitabhidhanavada)

1 Long-type question-10

1 Short question- 4

Unit-III

Sahitya-darpana, Ch-III (Karikas -1-130)

1 Long-type question-10

1 Short question- 4

Unit-IV

Sahitya-darpana, Ch-III (Karikas -131- upto the end.)

1 Long-type question-10

1 Short question- 4

Unit-V

Ratnavali of Harsa

1 Long-type question-10

1 Explanation- 4

Books Recommended:

1. *Kavyaprakasha* with Sanskrit Comm. , V. Jhalakikar, BORI, Pune, 1950.
2. *Kavyaprakasha* with Sahityacudamani and Sudhasagara Commentary, Rewaprasada Dwivedi, Banaras Hindu University, Varanasi, 1st Edition, 1981.

3. *Kavyaprakasha* with the Commentary Pradipa, Udyota and Prabha, Biswanath Bhattacharya and Jay Sankar Lal Tripathi, Banaras Hindu University, Varanasi, 1st Edition, 2003.
4. *Kavyaprakasa* (English Translation), M.M. Dr. Ganganath Jha, Bharatiya Vidya Prakashan, Delhi, 2005.
5. *Sahityadarpana* of Vishvanatha with *Laksmi* Sanskrit Comm., Sesharaja Sharma Regmi, Chowkhamba Krishnadas Academy, Varanasi, 2013.
6. *Sahityadarpana* (Ed.) P.V. Kane, MLBD, Delhi.
7. *The Sahityadarpana*, English Translation, J.R. Ballantyne and Pramada Dasa Mitra, MLBD, Delhi, 2016.
8. *Indian Literary Theories*, by K. Krishnamurthy, Delhi, 1985
9. *Bharatiya Kavyasashtra ki Bhumika* (in Hindi), Nagendra, Delhi, 1963
10. *Ratnavali* (Ed.) Global Vision Publishing House, 19A/E G.T.V. Enclave, Delhi, 2004
11. *Ratnavali* (Ed.) M.R. Kale, Motilal Banarsidass, 1996

CORE PAPER-12

Prosody & Poetics

Credit- 4

Full Marks- 100 (i.e. 70 marks as End-Semester Examination and 30 marks as Mid- Semester Examination. Each Unit of the End-Semester Examination will carry 14 marks.)

Course Objectives-

2.3.12(B)-This paper is prosody and poetics which makes the students able to compose Sanskrit Kavyas.

Course Learning Outcomes-

While composing verses in traditional meters, the knowledge of prosody is required. So these texts are included to meet that need. Sanskrit traditional meters are the original source of classical music. So it may be relevant for the students to know about the classical music.

Unit-I

Chandomanjari (The following Chandas are to be studied) Indravajra, Upendravajra, Upajati, Prthvi, Praharsini, Bhujangaprayata, Mandakranta, Rathoddhata, Vasantatilaka, Shikharini, Sardula-vikridita, Vamsastha, Sragdhara, Harini, Malini, Drutavilambita

Laksya-laksana- samanvaya of 2 Chandas- $2 \times 7 = 14$

Unit-II

Kavyaprakasa - Ch-IV (upto the view of Bhattanayaka)

1 Long question- 10

1 Short question- 4

Unit-III

Kavyaprakasa- Ch.-IV (the theory of Abhinavagupta - Abhivyaktivada)

1 Long question- 10

1 Short question- 4

Unit-IV

Kavyaparakasa – Ch- IV (up to the end of Asamlaksya-krama-vyangya)

1 Long question- 10

1 Short question- 4

Unit-V

Vakroktijivita of Kuntaka- Ch-I

1 Long question- 10

1 Short question- 4

Books Recommended:

1. *Chandomanjari* with Sans. Comm. (Ed) Sri Ramdhana Bhattacharya, Calcutta
2. *Chandomanjari* with Sans. Comm., Parameswar Dina Pandey, Krishnadas Academi, Varanasi,
3. *Kavyaparakasha* with Sanskrit. Comm., V. Jhalakikar, BORI, Pune, 1950.
4. *Kavyaparakasha* with Sahityacadamani and Sudhasagara Commentary, Rewaprasada Dwivedi, Banaras Hindu University, Varanasi, 1st Edition, 1981.
5. *Kavyaparakasha*, With the Commentary Pradipa, Udyota and Prabha, Biswanath Bhattacharya and Jay Sankar Lal Tripathi, Banaras Hindu University, Varanasi, 1st Edition, 2003.
6. *Kavyaparakasa* (English Translation), M.M. Dr. Ganganath Jha, Bharatiya Vidya Prakashan, Delhi, 2005.
7. *Vakroktijivitam* (Ed) Krishnamoorthy, Karnataka University, Dharwar, 1977.

CORE PAPER-13**Research Methodology, Fundamental Grammar,
Manuscriptology and Essay Writing**

Credit- 4

Full Marks- 100

Course Objectives-

The Research methodology develops a penerative and analytical attitude of the students about the guideline to make their project manageable smooth and effective.

Fundamental Grammar will help the students to develop their communicative skill and writing skill also.

Manuscriptology helps to know about the ancient scriptures and understanding the Indian traditions of language studies.

Essay writing develops the creativity and analytical thoughts among the students.

Course Learning Outcomes-

Research Methodology gives the education researcher the necessary training in gathering material and arranging or card indexing them, Participation in the field work when required and also training in techniques for the collection of Data appropriate to the particular problem. Fundamental

grammar develops the penetrative attitude towards the Sanskrit text and Criticism. Essay writing develops to ornate the basic Sanskrit language envisaged in the ancient Sanskrit text. Manuscriptology helps to find out the ancient knowledge in the unpublished Manuscripts in India and abroad also.

Unit-I

Defination of Research, Basic characteristic and Procedure of Research, Types of Research, Scope of Research, Survey of Research and Modern Trends, The qualities of a good Researcher.

1 Long Question 10 = 10

1 Short Question 4 = 4

Unit-II

Sources of Data, Tools of Research, Methods of Data Collection, Preparation of a Research Paper, Meaning of Indology, Research Institutes of Indology , Indological Research Journals.

1 Long question- 10

1 Short question- 4

Unit-III

Fundamental of Grammar & Art of Translation.

Unit-IV

Basic Ideas on Manuscriptology. General Introduction of Manuscriptology, Collection and Preservation of Manuscript.

Unit-V

One Essay Writing 14

Books Recommended

1. Acharya Satyanarayan, Samskruta Sodha Prabidhih(in Sanskrit) Puri, Odisha ,2005
2. Dash Keshab Chandra, Elements of Research Methodology in Sanskrit ,The Kashi Sanskrit Series 281, Chaukhamba Sanskrit Sansthan Varanasi,1992.
3. Ed. by Nagendra , Translated by- Mishra Harshanath, Anusandhanasya Pravidhi prakriya (in Sanskrit), Central Sanskrit University, New Delhi, 2010.
4. Tripathi Bhagirathi Prasad, Anusansdhana Paddhati (Sanskrit), In Upadhya Valadeva et al (Eds)The Saraswati Sushma : Journal of the Sampurnanada sanskrit University, Varanasi, Vikarama sambad 2015.
5. Chattarejee Subodh kumar , Gabeshana Pravidih,Vidyapuri 3rd edition ,2010
6. Jaganath S , Manuscriptology , Parimal Publication, 2007
7. Murty R.S Sivaganesha, Introduction To Manuscriptology , Sharada Publishing House,2012
8. Nandi Sivagopala , Manuscript and Manuscriptology in India , Kaveri books, 2010

CORE PAPER-14

Technical Literature

Credit- 4

Full Marks- 100 (i.e. 70 marks as End-Semester Examination and 30 marks as MidSemester Examination. Each Unit of the End-Semester Examination will carry 14 marks.)

Course Objectives-

This paper contains the technical literature. It helps the students to earn their livelihood.

Course Learning Outcomes-

Some technical texts on Ayurveda, Horticulture, Engineering and Architecture is prescribed here to prepare the students for self- employment.

Unit-I

Manusmrti : Saptamodhyaya

Long Question-10

1 Short type question 4

Unit-II

Surapala's Vrksayurveda (Verses 1- 90)

1 Long Question-10

1 Short type Question- 4

Unit-III

Ayurveda : Caraka Samhita Sutrasthanam – Pancamodhyaya (Matrasitiyodhyaya)

1 Long-type question -10

1 Short Note- 4

Unit-IV

Vastu Vidya : Brhatsamhita – Chapter 52

1 Long-type question -10

1 Short Note- 4

Unit-V

Arthasastra 2nd Adhikarana- XII (akaradhyaksa) and 2nd Adhikarana, Ch-XXI & XXII (Sulkadhyaksa)

1 Long Question-10

1 Short type Question- 4

Books Recommended

1. Manusamhita (English Translation), Sacred Books of the East Vol. 23, MLBD, Delhi.
 2. Manusmrti, Jvala Prasad Chaturvedi, Randhir Book Sales, Haridwar, 1992.
 3. Manusmrti, Braja Kishore Swain, Sadgrantha Niketan, Puri.
 4. Surapala s Vrksayurveda, Dr, Sri Krishna Jugnu, Chowkhamba Sanskrit Series Office, Varanasi, 2010.
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5. Surapala's *Vrksayurveda* by Lallanji Gopal, Sandeep Prakashan, New Delhi.
6. *Vrksayurveda* (Ed) by Dr, Srikrushna Jugnu, Chawkhamba Samskrutaserie office, Varanasi.

ELECTIVE (A)-EC -1(P-15)

Rasa and Dhvani Texts

Credit- 4

Full Marks- 100 (i.e. 70 marks as End-Semester Examination and 30 marks as Mid- Semester Examination. Each Unit of the End-Semester Examination will carry 14 marks.)

Course Objectives-

2.4.18(B)-The objective of this paper is to make the students aware of the Odishan Contribution to the field of poetry and poetics.

Course Learning Outcomes-

Later poetics like *Rasagangadhara* conveys some new and developed ideas of creative writings in comparison to ancient texts. So this text is prescribed along with Odishan contribution.

Unit- I

Rasagangadhara Chap.-I : up to Dhvani bheda i.e. from beginning till the end of the sentence-arthantarasamkramitavacyo'tyantatiraskrtavacyasca.

1 Long question -10

1 Short question-4

Unit-II

Rasagangadhara Chap-I : Rasasvarupa i.e. beginning from the sentence – samucita-lalita-sannivesacaruna --- till the end of the sentence – nimittani coddipakaniti bodhyam

1 Long question -10

1 Short question-4

Units III-V

Dhvanyaloka Chap. III, Karika I-17

1 Long question -10

1 Short question-4

Units IV

Dhvanyaloka Chap. III, Karika I8-32

1 Long question -10

1 Short question-4

Units V

Contribution of Indian and Western Authors to Sanskrit Poetry and Poetics :

Jayadeva, Gangadhara Mishra, Krisnananda, Visvanatha Kaviraja, Kavidindima Jivadevacarya, Kavichandra Raya Divakara Mishra, Kavindra Markandeya Mishra, Haladhara Mishra, Kavi Nityananda, Jagannatha Mishra, Vasudeva Praharaja, Vakravak Cakrapani Patanaik, Rajaguru Vasudeva, Ratha Somayaji, Kaviraja Harekrishna Purohita and Kavibhusana Gopinatha Patra,

Ambika dutta Vyasa, V Raghavan, Arastu, Lanjains, Kroche.

2 Short Notes – 7 X 2 = 14

Books Recommended

1. Panditaraj Jagannatha's Rasa Gangadhara, Part - I, Shankarji Jha, Vidyanidhi Prakashan, Delhi, 2015
 2. Rasagangadharh, Part I, Pt. Madan Mohan Jha, Chowkhamba Vidyabhawan, Varanasi, 2013.
 3. Rasagangadharh, Part I, Ramadhar Sharma, Bharatiya Vidya Prakashan, Delhi.
 4. Rasagangadharh, Mathuranath Shastri, MLBD, Delhi, 1983.
 5. Dhvanyaloka of Anandavardhana, K. Krishnamurty, Motilal Banarsidass, Delhi, 1982
 6. Dhvanyaloka of Anandavardhana, Sobhit Mishra, Chowkhamba Sanskrit Series Office, Varanasi, 1953.
 7. Dhvanyaloka of Anandavardhana, Pt. Kulamani Mishra, Odisha Sahitya Academi, Bhubaneswar.
 8. Dhvanyaloka, Lokamani Dahal, Bharatiya Vidya Prakashan, Delhi, 3rd Edition, 2014.
 9. Dhvanyaloka Eka Adhyayana, Thanesh Chandra Upraiti, Samskrta Granthagar, Delhi, 2009.
 10. A descriptive Catalogue of Sanskrit Manuscripts of Odisha (Vol. II), K.N. Mahapatra, Odisha Sahitya Academy, Bhubaneswar, 1996.
 11. Cotribution of Odisha to Sanskrit Literature, R.N. Panda and G.C. Nanda, Kalpana Publications, Bhubaneswar, 2018
 12. Arthasastra of Kautilya, Vol. I, II, III, T. Ganapati Shastri, Rashtriya Sanskrit Sansthan, New Delhi, 2002.
 13. Arthasastra, Vol. I & II, Odisha Sahitya Academi, Bhubaneswar.
 14. Arthasastra of Kautilya, Vachaspati Gairola, Chowkhamba Vidyabhawan, Varanasi, 1996.
 15. Carakasamhita Part I, Narendranath Sengupta and Balaichandra Sengupta, Rashtriya Sanskrit Sansthan, New Delhi, 2009.
 16. Brhat samhita Part 1, Krsna Candra Dvivedi, Sampurnananda Sanskrit University, Varanasi, 1996.
 17. The Brihatsamhita, N.C. Iyer, Sri Satguru Publications, Delhi, 1987.
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4TH SEMESTER

CORE PAPER-16

Ancient Indian History, Culture and Epigraphy

Credit- 4

Full Marks- 100 (i.e. 70 marks as End-Semester Examination and 30 marks as MidSemester Examination. Each Unit of the End-Semester Examination will carry 14 marks.)

Course Objectives-

This paper contains the Ancient Indian History, Culture and Epigraphy. It helps the students to know their own past and culture.

Course Learning Outcomes-

History of some ancient Indian civilizations, inscriptions, temple architecture and sculpture are included here to build a bridge between past and present.

Unit-I

Sources of Indian History, Indus Valley, Sarasvati Valley, Vedic Age, Vedic Life, Upanisadic way of Life-

1 Long question= 10

1 Short question- 4

Unit-II

Six Systems of Thought, Buddhism, Jainism (General Outlines), Caturvarga, Varnasrama Vyavastha and sodasa samskaras (up to marriage samskara only).

1 Long question= 10

1 Short Question - 4

Unit-III

Temple Architecture and Sculpture with special reference to : Sri Jagannath Temple at Puri, Sri Lingaraj Temple at Bhubaneswar and Sun Temple at Konark.

1 Long question- 10

1 Short question-4

Unit-IV

Ashoka's Dhauli Rock Edict and Hatigumpha Inscription of Kharavela.

1 Long question= 10

1 Short question-4

Unit-V

Samudragupta's Prayaga Prasasti (Allhabad Pillar Inscription), Aihole Inscription of Pulakesin).

1 Long question= 10

1 Short question-4

Books Recommended

1. *The Wonder that was India*, A.L. Basham, Indian Edition, Rupa Paper back, 1989, Chap. III

for section on History, Chap. VII for section on Religious Systems and Thought, Chap. VIII for section on the Arts.

2. *Cultural Heritage of India*, Vol. I five essays in Part-I under the heading „The background of Indian Culture
3. *The Indus sarasvati Civilization: Origin, Problems and Issues*, S.C. Gupta, Delhi, 1996
4. *Civilization of Ancient India*, Louis Renou, Trans. By Phillip Spratt, Calcutta, 1959.
5. *Bharatiya Kala*, V.S. Agrawal, Varanasi, 1966
6. *Introduction to Indian Art*, A. Kumar Swami, Delhi, 1969
7. *Sanskrit Inscriptions*, Rajbali Pandeya.
8. *Abhilekhamanjusa*, Dr. Ranjit Singh Sain, New Bharatiya Book Corporation, Delhi, 2010.
9. *History of Orissa*, Vol.-I, N.K. Sahu, Utkal University.
10. *Bharatasya Samskrutkanidhih*, Ramji Upadhyaya, Chowkhamba Publications.
11. *Dharmasastre sodasa samskarah*, Rastriya Sanskrit Vidyapeeth, Tirupati.

CORE PAPER-17

Different Schools of *Kavyasastra*

Credit- 4

Full Marks- 100 (i.e. 70 marks as End-Semester Examination and 30 marks as MidSemester Examination. Each Unit of the End-Semester Examination will carry 14 marks.)

Course Objectives-

2.4.19(B)-This paper contains the six schools of Sanskrit poetics and it makes the view of the students broader regarding the study of Creative Literature.

Course Learning Outcomes-

In addition to the study of specific texts, the general idea about the six schools of poetics is required for the students of literature. So the same schools along with technical terms are included here.

Unit-I

Origin of Kavya-sastra, Alankara and Riti School

1 Long question-10

1 Short question- 4

Unit-II

Dhvani and its opponents

1 Long question-10

1 Short question- 4

Unit-III

Rasa, Vakrokti and Auchitya schools

1 Long question-10

1 Short question- 4

Unit-IV

Technical Terms relating to the Core Elective Group : Sahityam, Kavyam, Kavii, Sahrdayah, Vakyam, Padam, Vibhavah, Anubhavah, Vyabharibhavah, Sthayibhavah, Rasah, Rasabhavah, Rasabhasah, Dhvanih, Alamkara, Gunah, Ritih, Abhidha, Lakshana, Vyanjana, Pratibha, Vyutpatti, Abhyasa.

4 Short Notes X 3.5= 14

Unit-V

One Essay relating to the Core Elective Group - 14

Books Recommended

1. *History of Poetics*, P.V. Kane, Motilal Banarsidass, New Delhi
2. *History of Poetics*, S.K. Dey, Firma K.L. Mukhopadhyaya, Calcutta
3. *Bharatiya Kavyashastra ki Parampara*, Nagendra, National Publishing House, 1964.
4. A Handbook of Literary Terms, M.H. Abrams and G.G. Harpham, Cengage Learning India Private Limited, 418, F.I.E., Patparganj, Delhi, 2011.
5. Kavyasastriya Paribhasika sabdom ki nirukti, Dr.Devi Prasada Dwivedi, Sampurnananda Sanskrit University, Varanasi, 2007.

CORE PAPER - 18**Course Title- Preparing Dissertation**

Credit- 4

Full Marks- 100 (i.e. 70 marks as End-Semester Examination and 30 marks as MidSemester Examination. Each Unit of the End-Semester Examination will carry 14 marks.)

Course Objectives-

It is the dissertation paper and the objective is to create a research bent of mind among P.G. Students

Course Learning Outcomes-

This paper helps to enrich the research ability of students. The students learn to develop a research oriented attitude by studying this paper.

A Dissertation and its Viva Voce of 100 marks

Dissertation	– 70 marks
Viva Voce	– 30 marks

CORE PAPER-19

Seminar, Assignment

Credit- 4

Full Marks- 100

Course Objectives-

A Seminar may be the purpose of education, such as a lecture, where the participants engage in the discussion of an academic subject for the aim of gaining a better insight into the subject.

An Assignment is a piece of academic work or task. It provides an opportunity for student to learn, practice and demonstrate they have achieved the learning goals.

Course Learning Outcomes-

Educational seminar might be held to impart some skill; or knowledge to the participants.

It provides the evident for the teacher that the students have achieved the goal.

Seminar	– 30 +20
Assignment	– 30 +20
	50+50 =100

ELECTIVE (A)-EC-2 (P-20)

Kavya and Poetics

Credit- 4

Full Marks- 100 (i.e. 70 marks as End-Semester Examination and 30 marks as MidSemester Examination. Each Unit of the End-Semester Examination will carry 14 marks.)

Course Objectives-

2.3.13(B)-This paper contains sastra-kavyas and poetics. It shows the implementation of the directives of poetics in kavyas.

Course Learning Outcomes-

Various *sastra-kavyas* like Bhattikavya guide how to compose *kavyas* for propagation of Grammar and other branches of Knowledge and deep study of poetics develops the ability of critical appreciation. So keeping that in view the present texts are included.

Unit-I

Bhattikavya Canto-I

1 Long question-10

1 explanation-4

Unit-II

Sahitya-darpana Chap-V Vyanjana-pratistha

1 Long question-10

1 Explanation/ 1 Short question- 4

Unit-III

Dhvanyaloka Chap-II. 1-21 Karikas

1 Long question-10

1 Explanation-4

Unit-IV

Dhvanyaloka Chap-II. 22-to the last karika

1 Long question-10

1 Explanation-4

Unit-V

Dasharupaka(Ch-1)

1 Long question-10

1 Explanation-4

Books Recommended:

1. Bhatti kavya of Sri Bhatti with "Kavyamarma vimarsika" Sanskrit and Hindi Commentary, M.M. Pt. Gopal Datta Pande, Chowkhamba Surabharati Prakashan, Varanasi – 221001, 2009.
2. Bhatti kavya, Chaukhamba Publication, Varanasi
3. Sahityadarpana of Vishvanatha with Laksmi Sanskrit Com., Sesharaja Sharma Regmi, Chowkhamba Krishnadas Academy, Varanasi, 2013.
4. Sahityadarpana (Ed.) P.V. Kane, MLBD, Delhi.
5. The Sahityadarpana, English Translation, J.R. Ballantyne and Pramada Dasa Mitra, MLBD. Delhi, 2016.
6. Dhvanyaloka of Anandavardhana, K. Krishnamurty, Motilal Banarsidass, Delhi, 1982
7. Dhvanyaloka of Anandavardhana, Sobhit Mishra, Chowkhamba Sanskrit Series Office. Varanasi, 1953.
8. Dhvanyaloka of Anandavardhana, Pt. Kulamani Mishra, Odisha Sahitya Academi, Bhubaneswar.
9. Dhvanyaloka, Lokamani Dahal, Bharatiya Vidya Prakashan, Delhi, 3rd Edition, 2014.
10. Dhvanyaloka Eka Adhyayana, Thanesh Chandra Upraiti, Samskrta Granthagar, Delhi, 2009.
11. Dasharupakam, Tripathi Rama Shankar, Vishwavidyalaya Prakashan, 2017.
12. Dasharupakam, Shastri Vasudev Laxman, 1917.



MASTER OF ARTS IN SOCIOLOGY

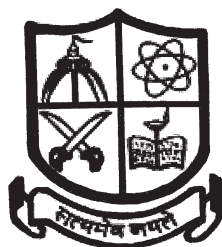
(SEMESTER PATTERN)

CHOICE BASED CREDIT SYSTEM SYLLABUS

TWO-YEAR FULL TIME PROGRAMME

COURSES OF STUDIES

(2023 -2024)



Buxi Jagabandhu Bidyadhar Autonomous College

Bhubaneswar - 751014

Accredited at the 'A' Level by

National Assessment and Accreditation Council (NAAC)

Telephone/Fax : 0674-2436971, Website : www.bjbcollege.ac.in

M.A. SYLLABUS FOR CHOICE BASED CREDIT SYSTEM

SEMESTER - 1		
SOC-C-10	FUNDAMETALS IN SOCIOLOGY	F.M.100
SOC-C-102	BASIC CONCEPTS IN SOCIOLOGY	F.M.100
SOC-C-103	PERSPECTIVES ON INDIAN SOCIETY	F.M.100
SOC-C-104	RESEARCH METHODS	F.M.100
SOC-C-105	CLASSICAL SOCIOLOGICAL TRADITION	F.M.100
SEMESTER-II		
SOC-C-106	SOCIOLOGY OF TRIBES	F.M.100
SOC-C-107	GLOBALISATION AND SOCIETY	F.M.100
SOC-C-108	SOCIOLOGY OF CHANGE & DEVELOPMENT	F.M.100
SOC-C-109	ADVANCED SOCIOLOGICAL THEORIES	F.M.100
SOC-C-110	SOCIOLOGY OF RELIGION	F.M.100
SEMESTER-III		
SOC-C-111	SOCIOLOGY OF EDUCATION	F.M.100
SOC-C-112	SOCIOLOGY OF HEALTH & GERENTOLOGY	F.M.100
SOC-C-113	RURAL SOCIOLOGY	F.M.100
SOC-C-114	SOCIOLOGY OF VULNERABLE COMMUNITIESIN INDIA	F.M.100
ELECTIVE A-1	APPLIED RESEARCH METHODOLOGY	F.M.100
SEMESTER-IV		
SOC-C-115	URBAN SOCIOLOGY	F.M.100
SOC-C-116	INTRODUCTIONS TO SOCIOLOGY OF MEDIA AND POPULAR CULTURE	F.M. 100
ELECTIVE B-1	SOCIOLOGY OF GENDER	F.M. 100
	PROJECT / DISSERTATION WORK	F.M. 100 75 marks + 25 marks (Viva Voce)
	(A) SEMINAR PRESENTATION	50 MARKS
	(B) ASSIGNMENT	50 MARKS
Total Mark = 2000		
Total Credit = 120		
(Each Semester = 30 credit, Each Paper = 6 credit)		

Program Outcomes (POs):

- To develop critical understanding on the knowledge of science of society with focus on innovative teaching, learning at depth, development of research skill and building a creative, promising and enlightened human force.

Programme Specific Outcomes (PSOs):

- To enlighten and empower students with the critical understanding on depth of theoretical knowledge in Sociology.
- To create and disseminate knowledge through learning and research in order to build inquisitiveness and develop critical understanding of the society.
- To equip students with the power of knowledge, leadership and decision-making capacity by inculcating a sense of commitment towards their society and community.
- To provide a platform for free growth of inner potentialities and scope for intellectual, human and aesthetic expansion of the individual personality.

SEMESTER - 1**CORE – 101:****FUNDAMENTALS OF SOCIOLOGY****Course Objectives:**

This paper is intended to acquaint the students with sociology as a social science and the distinctiveness of its approach among the social sciences. It is organized with the purpose to provide detailed knowledge on the subject through the perspectives of classical and modern sociologists. The course is designed to promote interdisciplinary approach among students while correlating sociology with other social sciences. It will also help students to acquire knowledge about origin and development of Sociology as a discipline.

Course Outcomes:

This paper would help the students to develop a fundamental idea on the meaning and various perspectives of the discipline, its scope, nature and the themes that the discipline deals with.

Unit - I: Origin & Development of Sociology:

Emergence of Sociology: historical and social context, Nature & Scope of Sociology, Importance of Sociology.

Unit - II: Understanding Sociology:

Peter L. Berger's Debunking Motif, C. Wright Mill's Sociological Imagination, Anthony Giddens' perspective, Alex Inkle's perspective

Unit - III: Relation with other Social Sciences:

Relationship of Sociology with History, Economics, Political Science, Psychology and Anthropology.

Unit - IV: Social Processes:

Meaning and types: Associative social process: Cooperation, Accommodation, Assimilation, Dissociative social process: Conflict, Competition

Unit - V: Social Stratification:

Meaning and Characteristics, Forms of Stratification-Caste, Class, Gender and Estate, Theories of stratification: Functional - Parsons, Davis and Moore, Tumin, Marxian & Weberian Theories of stratification

Essential Readings:

- Giddens, A. 2021. *Sociology*. 9th Edition, Cambridge: Polity Press.
- Bottomore, T.B. 1962. *Sociology. A Guide to Problems and Literature*. George, Allen and Unwin, London.
- Inkeles, Alex. 1987. *What is sociology?* New Delhi: Prentice-Hall of India.
- Jayaram, N. 1988. *Introductory sociology*. Madras: Macmillan India.
- Harlambos, M. 1998. *Sociology: Themes and perspectives*. New Delhi: Oxford
- Schaefer, Richard T. and Robert P. Lamm. 1999. *Sociology*. New Delhi: Tata-McGraw
- Bay, M. (2009). *To tell the truth freely: The life of Ida B. Wells*. New York, NY: Hill and Wang.
- Berger, P. L. (1963). *Invitation to sociology: A humanistic perspective*. Garden City, NY: Anchor Books.
- Burawoy, M. (2005). 2004 presidential address: For public sociology. *American Sociological Review*, 70, 4- 28.
- Mills, C. W. (1959). *The sociological imagination*. London, England: Oxford University Press.

CORE - 102:**BASIC CONCEPTS IN SOCIOLOGY****Course Objectives:**

As an extension to the previous paper, this paper introduces basic concepts in Sociology and the correlation between various processes for a detail understanding of the students while introducing to the core areas of sociology.

Course Outcomes:

It is expected to demonstrate knowledge on core sociology concepts by the students and develop the ability to communicate sociological knowledge in further studies particularly in addressing sociological questions. This will help students to understand the discipline through the understanding of basic concept in sociology and social structure.

Unit - I: Interrelationship between Individual, Society and Culture:

Relationship between Individual and Society, Meaning and Characteristics of Culture, Types of culture, Culture and Personality.

Unit - II: Basic Concepts - 1:

Society - meaning and Types, Community, Association, Institutions, Social Groups - types and role, Reference Groups - meaning and types,

Unit - III: Basic Concepts - II:

Social structure - meaning and features, Social Norms and Values; Folkways and Mores

Unit - IV: Socialization:

Meaning and Stages of Socialization, Agencies of Socialization, Theories of Socialization- G H Mead, C.H. Cooley and Sigmund Freud

Unit - V: Social Control:

Meaning, Features and types of Social Control, Agencies of Social Control

Essential Readings:

- Bottomore, T.B. (1972) *Sociology: A Guide to Problems and Literature*, Bombay: George Allen & Unwin
- Davis Kingsley (1982) *Human Society*, New Delhi: Surfeit Publications.
- Fulcher and Scott (2003) *Sociology*, New York: Oxford University Press.
- Johnson, Harry M. (1995). *Sociology: A systematic introduction*. New Delhi: Allied
- Harlambos, M. (1998) . *Sociology: Themes and perspectives*. New Delhi: Oxford
- Schaefer, Richard T. and Robert P.Lamm. (1999). *Sociology*. New Delhi: Tata-McGraw
- MacIver & Page (1974) *Society: An Introductory Analysis*, N. Delhi: Macmillan & co.
- Ogburn and Nimkoff (1964) *A Handbook of Sociology*, N.Delhi: Eurasia M. M. Tumin, M. M. 199), *Social stratification*, N.Delhi: Prentice Hall.
- Smelser, Neil. (1993). *Sociology*. Prentice Hall India Ltd. New Delhi.
- Gisbert, P. (2010) *Fundamental of Sociology*, New Delhi: Orient Blackswan.
- Harlambos & Holborn (2018) *Sociology*, 8th edition, London: Harper-Collins.
- Nagla and Singh (2019) *Introducing Sociology*, Rawat Publication, Jaipur.

CORE – 103:**PERSPECTIVES ON INDIAN SOCIETY****Course Objectives:**

After going through the course the students can visualize the Indian society through sociological lens/imagination developed by Indian sociologists to know the contributions of Indian Sociologists in the development of sociological thought, to study and understand the Indian society through different perspectives/approaches, to reflect upon diverse essence and relevance of Indian social structures/institutions, to get an insight of compositions of Indian society permeated with multifaceted diversities and democratic pluralism and to develop analytical and critical mind set about the continuity and change of Indian society.

Course Outcomes:

After reading the course the students can inculcate in them an academic bent of mind and theoretical insights for fruitful research and academic enrichment /achievement. The course will greatly help the students preparing for UGC NET, national scholarship, civil services and related competitive exams.

Unit - I: Indological / Textual Perspectives:

G. S. Ghurye, L. Dumont, Structural-functional Perspective: M. N. Srinivas, S. C. Dube

Unit - II: Marxian Perspective:

D. P. Mukherjee, A. R. Desai, Subaltern Perspective: B. R. Ambedkar, David Hardiman

Unit - III: Nation and Nationalism in India:

Nation, Nation-State, Nationalism, Challenges to National Integration

Unit - IV: Continuity and Change in Society - 1:

Sanskritization, Westernization and, Industrialization,

Unit - V: Continuity and Change in Society - II:

Modernization, Secularization and, Globalization

Essential Readings:

- Ambedkar, B.R. 1945. Annihilation of caste (3rd edition). Delhi: Gautam Book Centre.
- Beteille, Andre 1974). Six Essays in Comparative Sociology. Delhi: OUP
- DeSouza, P.R. ed. 2000) Contemporary India – Transitions, New Delhi: Sage. Dhanagare, D.N. 1998)
- Themes and Perspectives in Indian Sociology, Jaipur: Rawat.
- Dube, S.C. 1967) The Indian Village London: Routledge, 1955)
- Garada, R. 2013. Beyond Structural-Functional Perspective: A Critical Heart Searching For Dalit, Tribal and Gender in Indian Sociology, Journal of Humanities and Social Science, V. 16, Issue 6, Dube, S.C. 1973) Social Sciences in a Changing Society, Lucknow University Press
- Dumont, L. 1972).Homo Hierarchicus. London: Paladin
- Ghurye, G.S. 1969). Caste and Race. Bombay: Popular Prakashan
- Guha, Ranajit, ed. 1992) Subaltern studies. Delhi: OUP.
- Guha, R. and Jonathan P.Parry.1999). Institutions and Inequalities. New Delhi: OUP.
- Garada, R.2015. Dynamics of Development and Social Exclusion in India,Delhi: SSDN.Pub.
- Hardiman, D.1987) The Coming of the Devi: Advasi Assertion in Western India, OUP.
- Hardiman, D.1996): Feeding the Bania: Peasants and Usurers in Western India, OUP.
- Hutton, J.H. 1969).Caste in India. London: OUP.
- Ilaiah, Kancha, 1996) Why I am not a Hindu: A Sudra critique of Hindutva philosophy, culture and political economy. Calcutta: Samya.
- Madan, T.N. 1995) Pathways – Approaches to the Study of Society in India, Delhi: OUP.
- Mandelbaum, David G. 2003) Society in India.Vols. I &II Bombay: Popular Prakashan.
- Marriott, McKim 1990) Indian through Hindu Categories, Delhi: Sage
- Momin, A. R. 1996): The Legacy of G. S. Ghurye: A Centennial Festschrift Bombay: Popular Prakashan.
- Mukherjee, D.P. 1958) Diversities, Delhi: People's Publishing House
- Omvedt Gail. 1994). Dalits and the democratic revolution: Dr. Ambedkar and the Dalit movement in colonial India. Delhi: Sage.
- Oommen, T.K. and P. N. Mukherjee, eds. 1986) Indian Sociology: Reflections and Introspections, Bombay: Popular Prakashan.
- Roy Burman, B.K. 1994) Tribes in Perspective. New Delhi: Mittal Publications.

- Sharma K.L. 1994 2001). Reconceptualising Caste, Class and Tribe. Jaipur: Rawat Singer, Milton and Bernard Cohn.ed.s. 1968). Structure and Change in Indian Society, Chicago: Aldine Publishing Company.
- Singh, Y. 1973: Modernization of Indian Tradition, Delhi: Thomson Press.
- Singh, Yogendra. 1997. Indian Sociology: Social Conditioning and Emerging Concerns. New Delhi
- Srinivas, M.N. 1960) India's Villages, Bombay: Asia Publishing House.
- Srinivas, M.N. 1962) Religion and Society among the Coorgs of South India.OUP.
- Srinivas, M.N.1970. Caste in Modern India and other Essays New Delhi: Asia Publishing House

CORE – 104: RESEARCH METHODS

Course Objectives:

Every discipline has its own methodological framework. This paper helps the students to understand the philosophical moorings that called for certain methods to be deployed. It aims

- To differentiate between sociological knowledge and common sense knowledge and the rise of critical thinking.
- To understand the vantage point for a sociologist to understand social reality.
- To understand different approaches for understanding social reality.
- To learn different tools and techniques of social research.

Course Outcomes:

This paper would help students evolve as social scientists where they would learn the techniques of research and be employable.

Unit - I: understanding Research and Research Design:

Sociology and Common Sense, Positivism Vs Constructionism, Theory and Facts, Concepts, Research Design- Exploratory, Descriptive, Diagnostic and Experimental

Unit - II: Nature of Social Reality and Approaches to it:

Symbolic Interactionism, Phenomenology, Ethno methodology, Theory building – Objectivity, Value-neutrality, Hypothesis

Unit - III: Quantitative Methods in Research:

Survey Research, Types of Sampling, Questionnaire and Interview schedule

Unit - IV: Qualitative Research Techniques:

Participant Observation, Case Study Method, and Content analysis

Unit - V: Data Analysis & Report Writing:

Significance of Measures of Central Tendency, Mean, Median, Mode, Tabulation and Data Analysis, Report Writing

Essential Readings:

- Ahuja, R. 2001. *Research Methods*, Jaipur: Rawat Publications.
- Beteille, A. 1996. 'Sociology and Common Sense', *Economic and Political Weekly* 31(35/37): Pp 2362-2365.
- Beteille, A. 2009. 'Sociology and Ideology', *Sociological Bulletin*: 58(2):Pp 196-211.
- Bateille A., and T.N. Madan .1975. *Encounter and Experience: Personal Accounts of Fieldwork*. New Delhi: Vikas Publishing House Pvt Ltd.
- Bhandarkar and Wilkinson.2013.*Methodology and Techniques of Social Research*, Himalaya Publishing House.
- Bose, Pradip Kumar, 1995. *Research Methodology*. New Delhi: ICSSR
- Bryman, Alan. 1988). *Quality and Quantity in Social Research*, London: Unwin Hyman.
- Galtung, John. 1967. *Theories and Methods of Social Research*. London: Allen and Unwin.
- Giddens Anthony, *New Rules of Sociological Research*, Hutchinson, 1976.
- Goode W. J. and P.K. Hatt.1952) *Methods in Social Research*, N.York: McGraw-Hill Book C.

CORE – 105:**CLASSICAL SOCIOLOGICAL TRADITION****Course Objectives:**

The prescribed paper has included the major intellectual contributions of the Sociological thinkers from the late 19th to early 20th centuries which include Karl Marx, Emile Durkheim, Max Weber. The paper intends

- To induct the students with the sociological ideas of founding fathers of Sociology. It aims,
- To elaborate the seminal ideas of the thinkers who brought the subject to the forefronts of academic discussions.
- To unfold before the students their vision of the social conditioning of various phenomena as envisioned and analyzed by these thinkers and to provide them a perspective to look into the social processes and progress.
- To en skill the students with a theoretical base to critically think, and analyse the social scenario around them.

Course Outcomes:

After going through this paper, it is expected that the students will have a clear understanding of the ideas of the founding fathers of the subject, the theories built up by them to study the social phenomena and to get a macro perspective on the discipline.

Unit - 1: Development of Classical Sociological Theory:

social and intellectual forces to the emergence of classical sociological theories

Unit - II: August Comte -

Social Static and Social Dynamic, Theory of evolution of society, Theory of Order and Progress

Unit - III: Marx's Theory of Social Change -

Materialistic Interpretation of History, Dialectical Materialism, Alienation in Capitalistic Society, Capitalism and Class Conflict

Unit - IV: Emile Durkheim -

Division of Labour in Capitalist Society, Theory of Suicide, Theory of Religion

Unit - V: Max Weber -

Interpretative Understanding, Theory of Social Action, Protestant ethic and Emergence of Capitalism, Theory of Bureaucracy.

Essential Readings:

- Abraham, J.H.& Mogran .1985. Sociological Thought from Comte to Sorokin,N. Delhi: MacMillan
- Aron, R.1965-1967: Main Currents in Sociological Thought, Vol.I and II, Penguin, Chapters on Marx, Durkheim and Weber.
- Bendix, R.1960 – Marx Weber, An Intellectual Portrait For Weber, Double Day.
- Bogardus, Emory S. "The Development of Social Thought", Bombay, Vakils, Borrer and Simons Pvt. Ltd., 1960.
- Coser, L.A. 1977.Masters of Sociological Thought, New York: Harcourt Brace
- Giddens, Anthony, 1997. Capitalism and Modern Social Theory -An analysis of Writings of Marx, Durkheim and Weber, Cambridge University Press.
- Hughes, Jihn A., Martin, Peter, J and Sharrock, W.W. 1995. Understanding Classical Sociology – Marx, Weber and Durkheim, London: Sage Publications.
- Lukes, Steven.1997. Durkheim: Life and Works: A Critical Study.
- Morrison, Ken, 1995. Marx, Durkheim, Weber - Formation of Modern Social Thought. Sage
- Nisbet .1966 - The Sociological Tradition, London: Heinemann Educational Books Ltd.
- Parsons, T. 1937-1949. The Structure of Social Action, V.I &II.,N. Yor: McGraw Hill
- Ritzer, George.2000. Sociological Theory,New York: McGraw Hill
- Sorokin Pitrim "Contemporary Sociological Theories".Indian Ed. New
- Zeitlin, Irvin .1998. Rethinking Sociology: A Critique of Contemporary Theory, Jajpur: Rawat
- Zeitlin, Irvin .1981. Ideology and the Development Sociological Theory, Prentice Hall
- Marx, K. and Friedrich Engels. 2002. The Communist Manifesto. Harmondsworth :Penguin. 1.1.2 Aron, R.
- 1967. Main Currents in Sociological Thought. London: Weidenfield and Nicholson, Vol. 1. pp. 107-180. 7
- 1.1.3 Calhoun, J. Craig, 2007. Classical Sociological Theory. 2 nd Edition Blackwell, pp. 73-130. 1.1.4 Jayapalan, N.
- 2001. Sociological Theories. Atlantic Publisher, pp.35-69.
- Halfpenny, P. 1982. Positivism and Sociology: Explaining Social Life. London: George Allen and Unwin.
- Jayaram, N. 1989. Sociology: Methods and Theory. Madras: MacMillian.

- Kothari, C.R. 1989. Research Methodology: Methods and Techniques, Bangalore, Wiley
- Mukherjee, P.N. (eds) 2000) Methodology in Social Research: Dilemmas and Perspectives. New Delhi: Sage
- Oakley, A. 2000. Experiments in Knowing: Gender and Method in Social Sciences. Cambridge: Polity.
- Sarantakos, S. 2005. Social Research. United Kingdom: Palgrave Macmillan.
- Gower, Vermont, 1985. Qualitative Methodology and Sociology: Silverman David
- Sjoberg, Gideon and Roger Nett. 1997. Methodology for Social Research, Jaipur: Rawat
- Young, P.V. 1988. Scientific Social Surveys and Research. New Delhi: Prentice Hall

SEMESTER – 1I

CORE – 106:

SOCIOLOGY OF TRIBES

Course Objectives:

This paper helps to understand the diverse tribal distribution across the country and helps to learn that tribes do not make a monolithic structure. It helps the students understand the culture, economy of the tribes and addresses the basic issues of the tribes.

Course Outcomes:

It helps students examine and understand the different nature of tribal lives across the nation.

Unit - I: Tribal India:

Meaning & Composition, Features, Distribution, Changing Characteristics, Tribal in the Ancient and Epic Literature, Tribal studies in Odisha, Central India

Unit - II: Economic System: Definition, Characteristics and Classification. Forest based Economy, Agriculture, and Changing Economy.

Unit - III: Tribes in Transition:

Indebtedness, Land Alienation, Displacement - major issues in Odisha

Unit - IV: Contemporary Issues of Tribes in India:

Tribal Education, Economy and Livelihood, Religious conversion, cultural Disintegration, Customary laws and Tribal Right

Unit - V: Administration & Development:

Approaches to tribal development, Research & Training, Role of GOs., NGO.s and VO.s in Tribal Welfare.

Essential Readings:

- Bailey F.G. 1960, 'Tribe, caste and nation', Bombay: OUP
- Banerji, R.D. 1980, History of Orissa, Vol.I, Varanasi, 1980,
- Bose, N. K. 1967) Culture and Society in India Asia Publishing House)
- Chaudhuri, Buddhadeb, 1982, Tribal Development in India : Problems and Prospects Delhi : Inter-India,

- Das, B.S. 1978, Studies in the Economic History of Orissa From Ancient Times to 1833), Calcutta,
- Dube, S.C. 1977, Tribal Heritage of India, New Delhi: Vikas
- Haimendorf, Christoph von 1982) Tribes of India; The Struggle for Survival, OUP.
- Hasnain, N. 1983) Tribes in India, New Delhi: Harnam Publications
- Hasnain, Nadeem Tribal India Today, 1991, New Delhi: Manman Publications
- Rao, M.S.A. 1979) Social Movements in India, Delhi: Manohar.
- Raza, M. and A. Ahmad: 1990) An Atlas of Tribal India, Delhi; Concept Publishing
- Sharma, Suresh, 1994, Tribal Identity and Modern World, New Delhi: Sage
- Singh, K.S. 1972) Tribal Situation in India Indian Institute of Advanced Study)
- Singh, K.S. 1985) Tribal Society, Delhi: Manohar .
- Vidyarthi L.P. 1985, The Tribal Culture of India, N. Delhi : Concept, Sections I, II & IV).
- Singh, K.S. 1995) The Scheduled Tribes, New Delhi: Oxford University Press
- Singh, K.S. 1984) Economies of the Tribes and Their Transformation, New Delhi; Concept Publishing
- Vidyarthi, L.P. and B.K. Rai. 1985. The Tribal Culture of India, New Delhi : Concept Publishing Company, Publishing House, Bombay, 1973.
- Tribal Situation in India, Indian Institute of Advanced Study, Simla, 1972.
- S.L. Doshi & P. C. Jain Social Anthropology Rawat Publication, 2001.

CORE – 107:

GLOBALIZATION AND SOCIETY

Course Objectives:

This present paper on globalisation tries to incorporate within its purview the continuing process of Globalisation with the reduction of the prevailing isolation and the growing interdependence among the nations with an integrated world in emergence. The paper aims at:

- Giving a fair idea to the students on the meaning, features, dimensions of this process and its historicity.
- Making them understand, the ideological currents that are shaping and the institutional transformations that are taking place under the process of globalisation.
- Apprising the students with the consequences of globalisation on various groups of individuals and institutions of the society.
- Generating a clear-cut impression about its recent courses and the new form it is taking.

Course Outcomes:

After going through this paper, it is expected that the students will have a clear understanding of this continuing process of social change, its consequences and courses.

Unit - I: Globalization:

The Concept and features, The Historical Context of globalization, Theories of Globalization

Unit - II: Dimensions of Globalization:

Dimensions of Contemporary Globalization - Economic Dimensions, Cultural Dimensions, Social Dimensions, Environmental Dimensions

Unit - III: Globalization, Changing Ideologies and changing Institutions:

Globalization and Modernization, Globalization, Neoliberalism and Global Capitalism, Globalization and Nation State

Unit - IV: Globalization and the Emergence of New Global Actors and Institutions:

The World Bank The I.M.F. , The W.T.O. , The MNCs , The INGOs

Unit - V: Consequences of Globalization:

Globalization and Governance, Globalization and Environment Globalization, Health and Security, Globalization and Women.

Essential Readings:

- Appadurai, Arjun(1996). *Modernity at Large: Cultural Dimensions of Globalisation*. Minneapolis: University of Minnesota
- Butale, Cheludo(2015) *Globalization and its impact on women in developing countries*, <http://www.iapss.org/> Frank, Andre Gunder(1998) *Reorient: Global economy in the Asian age* U.C. Berkeley Press
- Harvey, D. (2005), *A Brief History of Neoliberalism*, Oxford University Press, New York
- Held, David, et al. (1999). *Global Transformations* Cambridge: Polity Press
- Marglin, Stephen A. and Schor, Juliet ed. (1990) *The Golden Age of Capitalism: Reinterpreting the Post war Experience*, Clarendon Press
- Najam, Adil, Runnalls, David and Halle, Mark (2007) *Environment and Globalization Five Propositions*, International Institute for Sustainable Development (IISD)
- Nayyar, Deepak. (1988). "The Political Economy of International Trade in Services" *Cambridge Journal of Economics*, Vol. 12, No. 2
- Ritzer, George (2004). *The Globalization of Nothing* Thousand Oaks: Pine Forge Press
- Robertson, Roland (1992) *Globalization: Social theory and Global Culture*, Sage, London
- Saich, T. (2000), *Globalization, governance, and the authoritarian Westphalian state: The case of China*. In J.
- Nye and R. Keohane (eds.), *Globalization and Governance*, pp. 208-228. Brookings
- Scholte, Jan Aart (2000) *Globalization: A Critical Introduction*, St. Martin's Press, p.46
- Stiglitz, Joseph E. (2010), *Risk and global economic architecture: Why full financial integration may be undesirable*. *The American Economic Review*, Volume 100(2), pp. 388-392.
- Therborn, G. (2000), 'Globalizations: Dimensions, Historical Waves, Regional Effects, Normative Governance', *International Sociology*, 15(2), pp. 151-179
- *World Development Report (2012) Globalization's impact on gender equality: What's happened and what's needed*, The World Bank.

CORE – 108:

SOCIOLOGY OF CHANGE & DEVELOPMENT

Course Objectives:

This paper gives a complete picture of change, its nature, characteristics and its direction at a global level.

- To examine the different forms of change
- To understand the different parameters to examine the global scenario in terms of development.
- To study the different theories of development.
- To understand the Indian experience of development.

Course Outcomes:

This paper will enable students to understand the politics of development and underdevelopment, and understand how development can be quantified, theorized and explained globally.

Unit - I: Concept related to Change and Development:

Change, Growth, Progress, Development, Evolution, Revolution, HDI, MDG, SDG

Unit - II: Theories of Change:

Cyclical: Arnold Toyenbee, Pareto, P A Sorokin , Linear: A. Comte, E. Durkheim and H. Spencer

Unit - III: Theories of Social Development:

Modernization: Rostow and Inkeles, Dependency: S. Amin and Frank, World-System: Wallerstein

Unit - IV: Indian Experience of Development:

Gandhian Model, Five-year Plan, Niti-Ayog

Unit - V: Impact of Development on Society and Environment:

Development and Displacement, Development and Ecological Degradation, Development and Migration, Development and Social Exclusion

Reading list:

- Alavi, H. and T. Shanin (1982) Introduction to the Sociology of Developing Societies, Macmillan, pp. 1-29
 - Escobar, Arturo (1995) Encountering Development: The Making and Unmaking of the Third World. Princeton University Press.
 - K.C. Alexander, 1994, The Process of Development of Societies, New Delhi: Sage
 - Alex Inkeles, .A Model of the Modern Man: Theoretical and Methodological Issues.in Black, C.E. (1976) ed., Comparative Modernisation, The Free Press, pp. 320- 348.
 - Lerner, D. (1964) The Passing of Traditional Society, (Relevant chapter in Xeroxed Collection)
 - Gusfield, J.R (1967). Tradition and Modernity: Misplaced Polarities in the Study of Social Change.
 - Blomstrons, M. and B. Hettne (1984) Development Theory in Transition, Zed, pp. 27-65; 79-97.
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- Frank, Andre Gunder 1971. *Capitalism and Underdevelopment in Latin America*, Penguin Books. Pieterse, Jan
 - Nederveen (2001) *Development Theory: Deconstructions/Reconstructions*, New Delhi: Vistaar Publications
 - Preston P.W., 1982, *The Theories of Development*, London Routledge, Kegan Paul
 - Desai A.R., 1971, *Essays on Modernization of Underdeveloped Societies*, Thacker and Co., Bombay
 - Eade D. & Ligteringen E., 2006, *Debating Development – NGOs and the future*, Rawat Publications, Jaipur
 - Escobar Arturo, 1995, *Encountering Development: the making and unmaking of the third world*, Princeton University Press, Princeton
 - Harrison D.H., 1988, *The Sociology of Modernization and Development*, London Routledge, Kegan Paul
 - Webster Andrew, 1984, *Introduction to the Sociology of Development*, London McMillan
 - Wood Charles, Robert Bryan(ed), 2005, *Rethinking Development in Latin America*, Penn State Press
 - Wallerstein E., 1979, *The Capitalist World Economy*, Cambridge University Press, Cambridge
 - Browning, Halcli, Webster(ed), 1996, *Understanding Contemporary Society: Theories of the present*, SAGE Publications, London
 - Joshi and Verma(ed), 1998, *Social Environment for Sustainable Development*, Rawat Publications, Jaipur
 - Srinivas, M.N. 1966. *Social Change in Modern India*. Berkley: University of Berkley
 - Appadurai, Arjun. 1997. *Modernity At Large: Cultural Dimensions of Globalization*. New Delhi: OUP
 - Bernd, Hamns & Pandurang K. Mutagi. 1998. *Sustainable Development and Future of Cities*, Intermediate Technology Publication, UNSECO
 - Dereze, Jean and Amartya Sen. 1996. *India: Economic Development and Social Opportunity*. New Delhi: OUP.
 - Desai, A.R. 1985, *India's Path of Development: a Marxist Approach*. Bombay: Popular Parkashan. (Chapter 2). Dube, S.C. 1988. *Modernization and Development: The Search for Alternative Paradigm*, Vistaar Publication, New Delhi.
 - Moore, Wilbert and Robert Cook. 1967. *Social Change*. New Delhi: Prentice-Hall (India)
 - Sharma, K.L. 1986. *Development: Socio-Cultural Dimensions*. Jaipur: Rawat. (Chapter 1).
 - S.C. Dube .1998. *Modernization and Development*, New Delhi: Vistaar Publishers.
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CORE – 109:

ADVANCED SOCIOLOGICAL THEORIES

Course Objectives:

Learn how sociologists should go beyond sociological boundaries and get oriented with theoretical perspectives of other social science disciplines, humanities, art and cultural studies.

- To understand the context and concerns of advanced social theories
- Discuss the role of Functionalism, Neo-Functionalism, Structuralism, Post-structuralism, Neo Marxism, Phenomenology, Ethno-methodology & Symbolic Interactionism
- Assess the role of context in the rise of social theory.

Course Outcomes:

After reading this course the students can grasp the sociological and social theories for a comprehensive and critical understanding of social structure and social institution in the contemporary society.

- This course probes the development of perspectives in Sociology in continuity with the classical theories.
- The course will greatly help the students preparing for UGC NET, national scholarship, civil services and related competitive exams.

Unit - I: Functionalism:

Contributions of T. Parsons, R.K. Merton, Critique of Functionalism

Unit - II: Structuralism:

Contributions of A. R. Brown and L. Strauss, Critique of Structuralism

Unit - III: Post-Structuralism:

Contributions of J. Derrida and M. Foucault,

Unit - IV: Symbolic Interactionism, Phenomenology:

Symbolic Interactionism (G.H. Mead & H. Blumer), Phenomenology (A. Schultz, P. Berger & T.G. Luckmann),

Unit - V: Ethnomethodology and Dramaturgy:

Ethnomethodology (H. Garfinkel), Dramaturgy (Goffman)

Essential Readings:

- Abraham, M.F. 1990. Modern Sociological Theory: An Introduction. New Delhi: OUP
 - Adams, B.N. and Sydie, R.A. 2002. Sociological Theory, New Delhi: Vistaar Publications.
 - Alexander, Jeffrey C. 1987. Twenty Lectures: Sociological Theory since World War II. New York: Columbia University Press.
 - Bourdieu, P. 1990. In other words – Essays towards a Reflexive Sociology, Stanford: Stanford University Press, Craib, Ian. 1992. Modern social theory: From Parsons to Habermas. London: Harvester Press.
 - Habermas, Jurgen. 1987. The Theory of Communicative Action, V.1 & 2 Cambridge: Polity Press.
 - Ritzer, G. and Barry Smart ed). 2001. Handbook of Social Theory, Sage
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- Ritzer, George, 1992. Sociological Theory. New York: McGraw-Hill
- Seidman S. 1994: Contested Knowledge- Social Theory in the Post-modern Era, Blackwell Pub.
- Smart Barry. 1994. Michel Foucault, London: Routledge. Sturrock, John ed). 1979. Structuralism and since: From Levi Strauss to Derida. Oxford: OUP.
- Turner, Bryn, Chris Rojek and Craig Calhoun ed). 2005. The Sage Handbook of Sociology, Sage.
- Collins, Randall. 1997 .Sociological Theory. New Delhi: Rawat.
- Turner, Jonathan H. 1995. The Structure of Sociological Theory, New Delhi: Rawat.
- Zeitlin, I. M. 1998. Rethinking sociology: A critique of contemporary theory. New Delhi: Rawat.

CORE – 110:

SOCIOLOGY OF RELIGION

Course Objectives:

Religion and society are embedded with each other. Religion is a ubiquitous phenomenon and its relation to society, culture and polity raises important sociological issues. After analysing the basic concepts and key interpretations of religion, it focuses on the interface between religion and society in India and the contestation over religion in contemporary times.

Course Outcomes:

The learners will be able to understand-

- The basic distinction between religion and magic
- Theoretical interpretation of religion
- Different religious denominations prevailing in India
- Contesting basic religious structures.

Unit - 1: Conceptual Understanding of Religion:

Meaning and features; Belief systems (animism, animatism, naturalism); sect, denomination and cult; differences between magic, religion, and spirituality.

Unit - II: Approaches and Perspectives to understand Religion:

Sociological, Anthropological, Historical and Psychological

Unit - III: Theories of Religion:

Durkheim, Marx and Weber

Unit - IV: Religious pluralism and emerging issues in India:

Religious pluralism: Meaning, features and manifestation, Religious conversion, Religious Revivalism: New Movements and Cults

Unit - V: Contestation over religion in India:

Religious Fundamentalism, Communalism, Secularism, Proselytism

Essential readings:

- Baird, R. D. (Ed.). (1995). *Religion in modern India* (3rd edition). Delhi: Manohar.
- Jones, K. W. (1989). *Socio-religious reform movements in British India* (Vol. 1). Cambridge University Press.
- Madan, T.N. (Ed.). (1992). *Religion in India* (enlarged edition). New Delhi: Oxford University Press.
- Muzumdar, H. T. (1986). *India's religious heritage* (Vol. 1). Bombay: Allied Publishers Private Limited.
- Roberts, K. A. (1984). *Religion in sociological perspective*. New York: Dorsey Press.
- Shakir, M. (Ed.). (1989). *Religion, state and politics in India*. Delhi: Ajanta Publications.
- Turner, B. S. (1991). *Religion and social theory* (2nd edition). London: Sage.

SEMESTER – III

CORE – 111:

SOCIOLOGY OF EDUCATION

Course Objectives:

The paper aims to contextualize the study of education within the discipline of sociology. It begins with a discussion of the major theoretical perspectives and the contributions of sociologists which have left their mark in the study of education and society. It assumes a basic knowledge of sociological concepts and theories.

Course Outcomes:

The learners will be acquainted with major concepts, theoretical approaches and development of sociology of education. It also focuses on some important aspects which are salient in any discussion of the interface between education and society. The students will understand Indian systems of education and change with a historical perspective. They also learn state and education interrelations.

Unit - I: Education and Society:

Education: Meaning and significance for a society, Education and social stratification, Education as a means of social change, Social Change and its impact on education : Gandhi's Special focus on education.

Unit - II: Theories and Perspectives in the sociology of education:

Functionalism: Durkheim, Parsons, Marxism: Althusser, Paulo Freire, Ivan Illich, Bourdieu: Cultural Reproduction, Bowles and Gintis: Schooling in Capitalist Society

Unit - III: Education system through ages in India:

Ancient: Gurukul, Ashram, Medieval: Madrasa, Colonial: Missionary education, orientalist education, introduction of English education,

Unit - IV: The architects of modern education:

R Tagore, M K Gandhi, Sri Aurobindo, S Phule, G K Gokhale, Rama Devi, Dayanand Saraswati, Post-colonial: Indian education through planning periods; privatisation of education; universalisation of education; adult education

Unit - V: Landmark educational policies and programmes :

Commissions: Radhakrishnan Commission, Kothari commission; Policies: National Policy on Education 1986, Programme of Action 1992, National Education Policy 2020; Programmes: National Literacy Mission, Operation Blackboard, District primary Education Programme, Sarba Sikshya Abhiyan, Right to Education Act 2009.

Essential readings:

- Acker, S. (1994). *Gendered Education: Sociological Reflections on Women*. Buckingham: Open University Press.
- Banks, O. (1971). *Sociology of Education* (2nd Ed.), London: Batsford.
- Banks, J. A. & Lynch, J (eds.). (1986). *Multicultural Education in Western Societies*. London: Holt Saunders.
- Blackledge, D. & Hunt, B. (1985). *Sociological Interpretations of Education*. London: Crom Helm.
- Brint, S. (1998). *Schools and Societies. Thousand Oaks*. Calif: Pine Forge Press, A Division of Sage.
- Chanana, K. (1988). *Socialization, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
- Chanana, K. (1979). *Towards a Study of Education and Social Change*. In Economic and Political Weekly, 27, 14 (4):157-64.
- Chitnis, S. & Altbach, P. G. (1993). *Higher Education Reform in India: Experience and Perspectives*. Sage Publications Inc.
- Craft, Maurice (ed.). (1970). *Family, Class and Education: A Reader*. London: Longman.
- Dreze, J. & Sen, A. (1995). *India Economic Development and Social Opportunity*. Oxford: Oxford University Press.
- Gandhi, M.K. (1962). *Problems of Education*. Ahmedabad: Navjeevan Prakashan.
- Gore, M.S. et.al. (ed.). (1975). *Papers on the Sociology of Education in India*. New Delhi, NCERT.
- Halsey, A.H., Lander, H., Brown, P. & Wells, A.S. (1997). *Education, Culture, Economy and Society*, Oxford: Oxford University Press.
- Ivan, I. (1973). *Deschooling Society*. London: Penguin.
- Jejeebhoy, S. (1995). *Women's Education, Autonomy and Reproductive Behaviour*. Oxford: Clarendon Press.
- Meighan, R. & Blatchford, I.S. (1997). *A Sociology of Educating* (3rd Edition). London: Cassell.
- Ramnathan, G. (1963). *Education From Dewey to Gandhi*. Asia Publishing House.
- Robinson, P. (2017). *Perspectives on the sociology of education: an introduction* (Vol. 45). Routledge.
- Sen, A. (1992). *Inequality re-examined*. Delhi: Oxford University Press.
- Shatrugan, M.(1988). *Privatising Higher Education*. Economic and Political Weekly.pp.2624.

CORE – 112:

SOCIOLOGY OF HEALTH & GERONTOLOGY

Course Objectives:

Students will be able to differentiate between a common sense perception of health and the sociological perception of health.

- The nature of Sociology of health and gerontology
- The contribution of different scholars to the understanding of health and gerontology
- Evolution of social medicine in India and the provision of health service in term of various programmes, contribution of health care providers and traditional healers in India
- Strategies taken for the rehabilitation of the elderly through elderly homes, various NGOs

Course Outcomes:

The students will be able to develop an understanding of the contribution of sociology in understanding the concept of health.

- They will be able to define gerontology and understand its scope and significance. To develop awareness about the ways in which different organizations both national and international are involved in providing health services in India.
- Develop an understanding about the strategies taken by different organizations in the resentment and rehabilitation of the elderly in India.
- By providing an insight into the ways in which various voluntary organizations operate in India, the course provides a holistic picture of the health care scenario in the country.

Unit - I: Understanding Sociology of Health:

Nature and scope, Basic concepts - health and illness, health culture, sick role, community health, Evolution of social medicine in India.

Unit - II: Health Services in India:

Health Organizations & Institutions, Providers of Health Care- DoctorPatient relationships, Traditional healers in health care, Rural health care, Preventive Health education,

Unit - III: Gerontology:

Nature, scope & significance, Rural Elderly in India, Issues and perspectives. Demographic and economic characteristics of the aged. Social adjustment of the aged, Health condition of the aged.

Unit - IV: Health for ALL:

Alternative strategies, WHO & Health care, Elderly homes, Role of NGOs - Help Age India, VHAI,

Unit - V Emerging trends in Health Programs in India:

programs on Malaria, TB, Leprosy and Polio, National Aids Control, RCH, ICDS, NFWP.

Essential Readings:

- Advani, M. 1980. Doctor-Patient Relationship in Indian Hospitals, SanghiPrakashan : Jaipur
 - Albrecht, Gary I.
 - Fitzpatrick, R. 1994. Quality of Life in health care advances in Medical Sociology, Mumbai, Jaipress
 - Banerjee, D. 1981. Poverty, Class & Health Culture in India, N. Delhi: LokPrakash
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- Coe, Rodney M. 1970. Sociology of Medicine, New York: McGraw Hill Cockerham.
- William, C. 1997. Medical Sociology. New Jersey Prentice Hall
- Chakrabati, RajgopalDhar 2005) Readings in Medical Sociology. New Jersey: Printece Hall.
- Conard. Peter et al. 2000. The Greying of India, N. Delhi: Sage.
- Howard E. Freeman, Sol Levine, Leo G. Reeder. 1963. Handbook of Medical Sociology, New Jersey, Prentice Hall
- Indira Jai Prakash (1991) (ed.); Quality Aging: Collected papers aranasi: Association of Gerontology
- DAK. T.M. 1991. Sociology of Health in India, Jaipur, Rewat Publication
- Vinod Kumar (1996) (ed.); Aging Indian Perspective and Global Scenario, New Delhi: All India Institute of Medical Sciences.
- White, K. (2016). An Introduction to Sociology of Health and Illness (third edition) London: Sage.

CORE –113: RURAL SOCIOLOGY

Course Objectives:

Since majority of Indian population resides in villages, it forms a major part of sociology.

- To understand the nature scope and relevance of rural sociology.
- To study village communities in contemporary times.
- To learn about the rural movements and programmes for improving rural life.

Course Outcome:

In today's era when the rural and the urban are interpenetrating into each other, it is important for students to understand who the rural is understood.

Unit - I Rural Sociology:

Its development, Importance of the study of Rural Sociology, Nature and Scope.

Unit - II Village Community:

Characteristics, Types, Rural-Urban Contrast, Continuum, Village Studies

Unit - III Rural Social Structure:

Agrarian and Peasant Social Structure, Caste and Politics,

Unit - IV Rural Social Issues:

Women leadership through Self-Help-Group, 73 Amendment, and Migration.

Unit - V: Development Programs:

IAY, SGSY, Panchayati Raj, Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)

Essential Readings:

- Ahuja, Ram .1993/2002. Indian Social System, Jaipur: Rawat.
- Beteille, Andre .1983, Studies in Agrarian Social Structure, Delhi: Oxford University Press.
- Chauhan, B.R. 1974. "Rural Studies", A Trend Report in A Survey of Research in Sociology and Social Anthropology Vol – I, Bombay Prakashan.
- Desai, A.R.ed .2003. Rural Sociology in India, Bombay, Popular Prakashan
- Desai, A.R.1979. Rural India in Transition, Bombay: Popular Prakashan.
- Doshi S.L.& Jain P.C. 1999. Rural Sociology, Jaipur: Rawat
- Doshi, S.L.2001. Rural Sociology, Jaipur: Rawat Jaipur
- Dubey. S.C. 1955. Indian Village, London, Routledge Kegan Paul.
- Dube, S.C.1988. India's changing Village: Human Factor in Community Development, Bombay: Himalayan Publishing House.
- Kartar Singh 1999, Rural Development: Principles, Policies and Management, Delhi: Sage
- Maheshwari, S.R.1985. Rural Development in India, New Delhi: Sage Publication.
- Pradhan, P.K.1988. Land, Labour and Rural Poverty, Bombay: Himalayan Publishing House rd
- Sharma K.L. 1997. Rural society in India, Rawat Publications, Jaipur: Rawat Shiv R Mehta .1984. Rural Development Policies and Programmes - A Sociological Perspective, New Delhi: Sage.
- Singer, Milton .1972. When a Great Tradition Modernizes, New York, Praeger Publishers.
- Singha Roy D. K.2004. Peasant Movements in Post- Colonial India, Sage. Srinivas, M.N. 1960. Social Change in Modern India, Delhi: Orient & Longman.
- Srinivas, M.N. 1966, India's Villages, Bombay: Asia Publishing House.
- Sundaram,S. .1997. Rural Development, Mumbai: Himalaya Publishing House

CORE – 114:**SOCIOLOGY OF VULNERABLE COMMUNITIES IN INDIA****Course Objectives:**

In recent years, there has been a growing emphasis on the contextualization of Indian sociology. One of the ways of going about this task is to focus on those segments of the population which have lived on the margins of society and which have not received, until recently, adequate scholarly attention. This course is aimed at sensitizing students to the significance of the sociological study of vulnerable communities. The focus of the paper is on groups and communities which have suffered extreme poverty, discrimination, marginalization and exploitation over a long period of time.

Course Outcome:

The students will be able to understand the concepts of vulnerability and its multiple manifestations. They will be made aware about the social vulnerability and vulnerable communities in India. The course also focuses on the emerging patterns of vulnerability in India and the response of the state towards eradication.

Unit - I: Introduction to Vulnerability:

Concepts of Vulnerability, Types of Vulnerability, Theories of Vulnerability, Models of Vulnerability

Unit - II: Social Vulnerability and Vulnerable Groups:

Caste, Class, Gender, Ethnicity, Age based (Elderly and Children)

Unit - III: Socially Vulnerable Sections-1:

Refugees, Internal Displaced Persons (IDPs), Orphans, Religious Minorities

Unit - IV: Socially Vulnerable Sections-2:

Disable people, People affected with HIV/AIDS, PVTGs.

Unit - V: Policies and Programmes:

Indian Constitutions and Legal Provisions; Policy, Programs and Schemes on vulnerability.

Essential Readings:

- Anita Ghai. (2021). *Rethinking Disability in India*. Rout, Taylor & Francis Publication.
- B.K. Panda and Sukanta Sarkar. (2015). *Vulnerable Children Human Rights Perspectives*, Kalpaz Publications.
- Cernea, Michael M. (1998). *'Impoverishment or Social Justice? A Model for Planning Resettlement*.
- Dhanraj A. Patil (2021) *Vulnerable Groups in Modern India*, published by Scholars' Press.
- Elena Fiddian-Qasmiyeh, Gil Loescher, et al. (2016). *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford University Press.
- J. Alberto del Real Alcala (2017) *Human Rights Issues and Vulnerable groups*, Bentham Science Publishers.
- S. Irudaya Rajan and Gayathri Balgopal (eds). (2021). *Elderly Care in India: Societal and State Responses*.
- S.N. Mishra and et. al (eds). (2020). *Empowering the Differently Abled*, Authors Press.
- Twine Fred, (1994). *Citizenship and Social rights: the interdependence of self and society*, Sage publication: New Delhi.

ELECTIVE A-1:**APPLIED RESEARCH METHODOLOGY (Elective – 1)****Course Objectives:**

The present paper on "Applied Research Methodology" is a very well-designed course floated as an open elective to develop among the students' competencies for doing actual research. It is designed in such a way that it will enskill a student to independently handle research from conception of deas to the completion of the research project. Against this backdrop, the paper aims at:

- Generating an understanding among the students about research, its types, designs to be adopted for various types of research and the ethics to be followed in research.
- Providing ideas about the needs of reviewing literature, the techniques of reviewing, getting them acquainted with the various referencing styles.

- Explaining and making them used to various types of research writing styles.
- Allowing them to have experiential knowledge in research from problem identification to application of various tools in the field situation and bringing solutions and deriving conclusions.

Course Outcomes:

After going through this paper, it is expected that the students will have thorough knowledge on research process which will make them better employable in the fields involving research.

Unit - 1 Introduction to Research:

Paradigms in Social Research: Positivist Paradigm and Constructivist Paradigm; Types of Research - Descriptive Research, Applied Research, Basic Research, Analytical Research, Evaluative Research, Historical Research

Unit - 2 Types of Research Design:

Exploratory Design, Experimental Design, Descriptive design, Diagnostic design; Ethics in Research -Meaning, Different codes and, Principles

Unit - 3 Literature Review:

What is literature review, Its need in research, Characteristics of a good review, Sources of review, Types of review, Process of making a review, Referencing Style- APA Style and MIA Style, Foot noting and Bibliography.

Unit - 4 Problem identification to field data collection:

How to write a Project Proposal, Selection of Research Instruments, Application of tools in the field

Unit - 5 Writing Styles and formats -

Abstract writing, Synopsis writing, Report Writing and, Thesis writing

Essential Readings:

- BateilleA., and T.N. Madan. 1975. Encounter and Experience: Personal Accounts of Fieldwork. New Delhi: Vikas Publishing House Pvt Ltd.
- Bryman, Alan. 1988. Quality and quantity in Social Research, London: Unwin Hyman.
- Earl, Babbie. 2001. The Practice of Social Research, Wordsworth, 2001.
- Galtung, John. 1967. Theories and Methods of Social Research. London: Allen and Unwin.
- Giddens, Anthony. 1976. New Rules of Sociological Research, Hutchinson.
- Goode, W. J. and P.K. Hatt. 1952. Methods in Social Research, N.York: McGraw-Hill Book Co.
- Halfpenny, P. 1982. Positivism and Sociology: Explaining Social Life. London: Geor.Allen/ Unwin.
- Hughes, John. 1987. The Philosophy of Social Research. London: Longman
- John Barnes, A. 1979. Who should know what? Social Science, Privacy and Ethics. Harmondsworth: Penguin.
- Kothari, C.R. 1989. Research Methodology: Methods and Techniques, Bangalore, Wiley
- Kuhn, T.S. 1970. The Structure of Scientific Revolutions. London: University of Chicago Press

- Mukherjee, P.N. eds .2000. Methodology in Social Research: Dilemmas and Perspectives, Sage
- Norman, Denzin, Lincoln Yvonna (ed.) .2000. Handbook of Qualitative Research, V. I, Delhi: Sage
- Silverman, David, 1985. Qualitative Methodology and Sociology, Gower, Vermont, 1985
- Somekh and Lewin (ed.). 2005. Research Practices in Social Sciences, N.Delhi: Vistar Publication.

FOURTH SEMESTER

CORE – 115:

URBAN SOCIOLOGY

Course Objectives:

Enable students to visualize the dynamics of social institutions, secondary institutions, informal sector and problems in the urban milieu.

- To introduce the Scope and Approaches of Urban Sociology
- To critically study the urban sociology theories
- To analyze city type and functions in India
- To understand the trends of India's contemporary urbanization pattern.

Course Outcomes:

This course provides an exposure to key theoretical perspectives for understanding urban social life in historical and contemporary contexts.

- Students will get an opportunity to define urban sociology and demonstrate the nature and scope of urban sociology.
- Develop an understanding about the impacts and trends of urbanization on Indian society.
- Develop awareness of urban problems as well as policies adopted to solve such problems.

Unit - I Urban Sociology:

Origin, Scope and Approaches of Urban Sociology, City type and Functions in India, Demographic Profiles of Cities in India, Rural - urban Dichotomy and Continuum in India.

Unit - II Theories of Urban Sociology:

Concentric zone model, Sectors model, Multiple nuclei model and Mann's model of Symbolic approach theory

Unit-III: New Social Structures in Urban India:

Informal Sector: Various Occupations, Secondary Institutions: Educational, Leisure and Recreation

Unit - IV: Problems of Urban India:

Housing and Shelter, Pollution & Sanitation, Urban Crime, Problem of Slums.

Unit - V Urban Development Programs in India:

Smart City Mission (SCM), Odisha Urban Housing Programme. Atal Mission for Rejuvenation and Urban Transformation (AMRUT), National Urban Livelihoods Mission (NULM).

Essential Readings:

- Bose, Ashish. 2001. India's Urbanisation 1901-2001, N. Delhi: Tata McGraw Hill.
- Gilbert Alan and Gugler Josef, (ed), 2000, Cities, Poverty and Development-Urbanization in the Third World;
- Oxford: Oxford University Press. Kosambi, M.1994, Urbanisation and Urban Development in India, N. Delhi: ICSSR
- Nair, Janaki .2005. The Promise of the Metropolis.Bangalore's Twentieth Century, Delhi.
- Patel, Sujata& Deb Kushal. 2006. Urban Studies, Oxford University Press
- Pickvance, C.G. ed.).1976. Urban Sociology: Critical Essays, Methuen.
- Quim, James A. 1995), Urban Sociology, New York, America Park Co.
- Ramchandran, R: Urbanisation and Urban Systems in India, N. Delhi: OUP.
- Rao, K. Ranga; Rao, M. S. A. 1984). Cities and slums: a study of a squatters' settlement in the city of Vijayawada. New Delhi: Concept.
- Rao, M. S. A. 1957). Social Change in Malabar. Bombay: Popular Book Depot.
- Rao, M. S. A. 1970). Urbanization and Social change; a study of a rural community on a metropolitan fringe. New Delhi: Orient Longmans.
- Rao, M. S. A. ed.), 1974, Urban Sociology in India, Hyderabad: Orient Longman.
- Sandhu, Ravinder Singh: Urbanisation in India: Sociological Contributions, Delhi: Sage.
- Setha Low. 2000. Theorising the City, Rutgers University Press.
- Sivaramkrishnan, K., A. Kundu and B.N.Singh.2005.Handbook of Urbanisation in India, Delhi.
- Souza, D. A. 1978. The Indian City, Poverty, Ecology and Urban Development, (selected articles)
- Tewari, V, Weinstein, J &Prakasa Rao.1986: Indian Cities; Ecological Perspectives, N. Delhi: Concept Publishing Co.
- Wirth, L.1938. Urbanism as a Way of Life, The American Journal of Sociology: V. 44, Number 1

INTRODUCTION TO SOCIOLOGY OF MEDIA AND POPULAR CULTURE**Course Objectives:**

We all are in present times exposed to all forms of media images. This paper helps us

- Learn on the history of popular and mass culture
- Analyze texts from different theoretical lens
- Understand the contemporary issues in media studies

Course Outcome

Students can decipher the meaning of particular media text and images, the ideologies associated with it and critically analyze the texts they consume.

Unit - I Basic Concepts: Culture, its meaning, Folk Culture, Mass Culture:

Historical Origin of Popular Culture, its meaning, Media and Modernity

Unit - II Structuralism and Media Studies:

Levi Strauss, Saussure, Post Structuralism and Media Studies: Derrida

Unit - III Post - Modernism and its basic Tenets:

Francis Lyotard, Baudrillard

Unit - IV Women in Media:

Feminism and Media, Advertisement, Cinema, Soap Opera.

Unit - V Issues in Media Studies:

Media, Nationalism and Transnationalism, Globalization, Consumption and Cultural Imperialism, Social Media - Age of Information and Dis-information, Rise of Virtual Community

Reading List:

- Storey, John. 1993. *An Introductory Guide to Cultural Theory and Popular Culture*. Athens: University of Georgia.
 - Strinati, D. 1995. *An Introduction to Theories of Popular Culture*. London: Routledge.
 - Thompson 1963. *The Making of English Working Class*. New York: Vintage.
 - McRobbie, A. 1991. *Feminism and Youth Culture*, Basingstoke: Macmillan
 - Modleski, 1986. *Femininity and mas(s)querade: A Feminist Approach to Mass Culture in C. MacCabe (ed.) High Culture/ Low Culture*, Manchester: Manchester University Press.
 - Anderson, B. 1983. *Imagined Communities*. London: Verso.
 - Gellner, E. 1983 *Nations and Nationalism*. U.S.A: Blackwell Publishing
 - Giddens, A. 2001. *Sociology*. Cambridge: Polity Press.
 - Gilpin, R. 2001. *Global Political Economy*. Orient Longman. India.
 - Hall, S. 1992. 'The Question of Cultural Identity' in Stuart Hall, David Held and Tony Mc Grew (ed.) *Modernity and its Futures*. Cambridge: Polity Press.
 - Harvey, D. 1989. *The Condition of Postmodernity*. Oxford. Basil Blackwell.
 - Chaudhuri, M. 2017. *Refashioning India: Gender, Media and a Transformed Public Discourse*: Hyderabad: Orient Black Swan
 - Chaudhuri, M. 2005. 'A Question of Choice: Advertisements, Media and Democracy' Bernard Bel et al *Media and Mediation Communication Processes* Vol. 1. (Sage, New Delhi) pp.199-226.
 - Doshi, S.L. 2006. *Modernity, Postmodernity and Neo-Sociological Theories*. Jaipur: Rawat.
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ELECTIVE B -1: SOCIOLOGY OF GENDER

Course Objectives:

This paper talks about the idea of equality in terms of gender relations.

To learn about social construction of gender

- How patriarchy shapes our ideas
- To understand the context of different waves of feminism and the theories
- To learn on the status of Indian women at different historical junctures and the different movement for improving their status
- To learn on the different approaches on gender and development.

Course Outcomes:

This helps students to be gender sensitive both at home and in the public sphere, and enhances their employability as well.

Unit - I Social construction of Gender:

Gender Vs. Biology, Public and Private Dichotomy, Gender Division of labour and Gender stereotyping, Patriarchy as ideology and practice.

Unit - II Waves of Feminism:

Meanings and different Waves of feminism: First, Second and Third

Unit - III Theories of Feminism:

Liberal, Radical, Marxist and Socialist Feminism, Third World Feminism, Post-Feminism.

Unit - IV Contemporary Issues of Gender:

Various Issues of LGBTQIA+, Triple Talaq, Land Right Issues of Gender, Workplace Harassment and Human Trafficking

Unit - V Gender & Development:

WID, WAD, Gender mainstreaming approach, Empowerment approach, verview of the World Conferences on women, Practical Gender Needs, Strategic Gender Needs

Essential Readings:

- Altekar, A.S. 1983, The Position of Women in Hindu Civilization, Banaras: The Culture publication House.
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PROJECT WORK (F.M. 100)

Dissertation Writing- 75 marks

Viva Voce- 25 marks

SEMINAR and ASSIGNMENTS (F.M. 100)

- (a) Seminar - 50 Marks
- (b) Assignments / Practical – 50 Marks

ELECTIVE - A (F.M. 100)

1. APPLIED RESEARCH METHODOLOGY

ELECTIVE – B (F.M. 100)

1. SOCIOLOGY OF GENDER
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