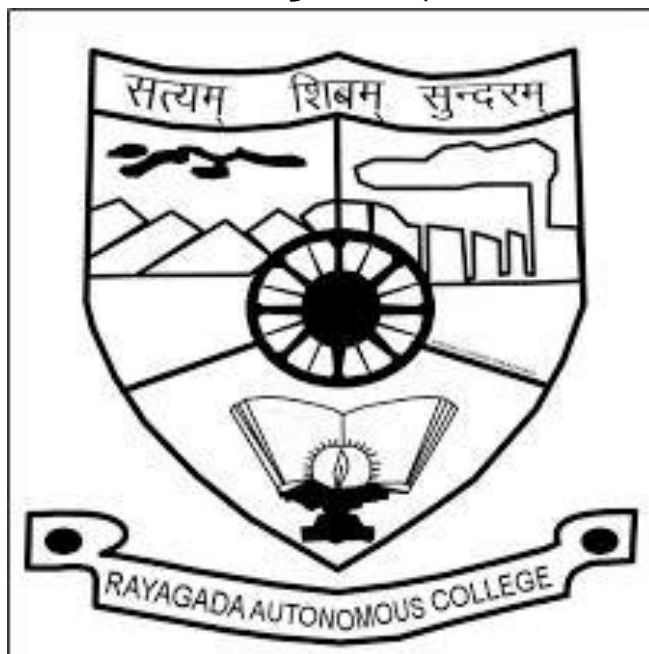


RAYAGADA AUTONOMOUS COLLEGE, RAYAGADA

DEPARTMENT OF BJMC

+3 B.A. BJMC (Honours)



SYLLABUS

For

Three Year Degree Course

First and Second Semester: 2018-19

Third and Fourth Semester: 2019-20

Fifth and Sixth Semester: 2020-21

Under

CHOICE BASED CREDIT SYSTEM (CBCS)

1st SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-1	INTRODUCTION TO MEDIA AND COMMUNICATION	06	*100 20 Marks Internal 80 Marks Semester
CORE-2	HISTORY OF THE MEDIA	06	*100 20 Marks Internal 80 Marks Semester
GENERIC ELECTIVE-1	BJMC (Honours) students shall choose Generic Elective from other discipline	06	*100 20 Marks Internal 80 Marks Semester
AECC-1		02	*50 10 Marks Internal 40 Marks Semester

2nd SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-3	REPORTING AND EDITING FOR PRINT	04	*75 15 Marks Internal 60 Marks Semester
	REPORTING AND EDITING FOR PRINT PRACTICAL	02	*25 Marks Practical
CORE-4	MEDIA ETHICS AND LAW	06	*100 20 Marks Internal 80 Marks Semester
GENERIC ELECTIVE-2	BJMC (Honours) students shall choose Generic Elective from other discipline	06	*100 20 Marks Internal 80 Marks Semester
AECC-2		02	*50 10 Marks Internal 40 Marks Semester

3rd SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-5	RADIO JOURNALISM	06	*100 20 Marks Internal 80 Marks Semester
CORE-6	TELEVISION JOURNALISM	04	*75 15 Marks Internal 60 Marks Semester
	TELEVISION JOURNALISM PRACTICAL	02	*25 Marks Practical
CORE-7	DEVELOPMENT COMMUNICATION	06	*100 20 Marks Internal 80 Marks Semester
GENERIC ELECTIVE-3	BJMC (Honours) students shall choose Generic Elective from other discipline	06	*100 20 Marks Internal 80 Marks Semester
SEC-1	COMMUNICATIVE ENGLISH	02	*50 10 Marks Internal 40 Marks Semester

4th SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-8	INTRODUCTION TO ADVERTISING	06	*100 20 Marks Internal 80 Marks Semester
CORE-9	INTRODUCTION TO PUBLIC RELATION	04	*75 15 Marks Internal 60 Marks Semester
	INTRODUCTION TO PUBLIC RELATION PRACTICAL	02	*25 Marks Practical
CORE-10	SOCIAL DISORGANIZATION AND DEVIANCE	06	*100 20 Marks Internal 80 Marks Semester
GENERIC ELECTIVE-4	BJMC (Honours) students shall choose Generic Elective from other discipline	06	*100 20 Marks Internal 80 Marks Semester
SEC-2	LOGICAL THINKING AND QUANTITATIVE APTITUDE	02	*50 10 Marks Internal 40 Marks Semester

5th SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-11	ONLINE JOURNALISM	06	*100 20 Marks Internal 80 Marks Semester
CORE-12	GLOBAL MEDIA AND POLITICS	06	*100 20 Marks Internal 80 Marks Semester
DSE-1	MEDIA, GENDER AND HUMAN RIGHTS	06	*100 20 Marks Internal 80 Marks Semester
DSE-2	ODIA JOURNALISM	06	*100 20 Marks Internal 80 Marks Semester

6th SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-13	INTERNSHIP	06	*100 25 Marks Viva Voce 75 Marks Internship
CORE-14	PROJECT PAPER	06	*100 25 Marks Viva Voce 75 Marks Project Paper
DSE-3	PRINT PRODUCTION	06	*100 20 Marks Internal 80 Marks Semester
DSE-4	CAMERA AND EDITING FOR TV	06	*100 20 Marks Internal 80 Marks Semester

SEMSETER I

C1 Introduction to Media and Communication

The course is designed for giving the students a framework to access, analyse, evaluate and participate with messages in various forms of communication. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self expression necessary for citizens of a democracy. This understanding will enable students to realize media's dynamics in the context of their origin and evolution which would in turn allow newer insights towards exploring innovative angles for practicing the same.

Unit – I (L-15)

Communication: Definition, Nature, Scope and Purpose, Process of Communication, Functions of Communication.

Unit – II (L-15)

Kinds of Communication: Intra-personal, Interpersonal, Group, Mass Communication and other types

Unit –III (L-15)

Mass Media: Meaning & Concept, Introduction to Indian Press, Brief account of the origin and development of newspaper and magazine in India

Unit – IV (L-15)

Media, Market and Technology: Changing trends of Mass Communication under the process of globalization, Private and Public Media, Technology in the development of Media, Media and Market: Nature, Relation & Expansions.

Books for Reference:

1. Singhal, Arvind & Roger, Everett M. India's Communication Revolution: From Bullock Carts to Cyber Marts.
2. Kumar, Keval J. Mass Communication in India. Jaico Publishing House.
3. Agarwal, Virbala. Handbook of Journalism and Mass Communication.
4. Ghosh, Subir. Mass Communication Today
5. Rayudu, C.S. Communication
6. Vilanilam, J.V. Mass Communication in India

C2 History of the Media

Unit I

History of Print Media: Media and Modernity: Print Revolution , Telegraph, Morse Code ,Yellow Journalism . History of the Press in India: Colonial Period, National Freedom Movement, Gandhi and Ambedkar as Journalists and Communicators.

Unit II

Media in the Post Independence Era: Emergency and Post Emergency Era, Changing Readership, Print Cultures, Language Press

Unit III

Sound Media, Emergence of radio Technology, The coming of Gramophone, Early history of Radio in India. History of AIR: Evolution of Programming Penetration of radio in rural India-Case studies

Unit IV

Visual Media: The early years of Photography, Lithography and Cinema, From Silent Era to the talkies. Cinema in later decades. The coming of Television and the State's Development Agenda, Commercialization of Programming (1980s).Invasion from the Skies: The Coming of Transnational Television (1990s), Formation of PrasarBharati.

Readings:

1. Briggs, A and Burke, P, Social History of Media: From Gutenberg to the Internet, (Polity Press , 2010)(Chapter 2 and Chapter 5)
2. Parthasarthy Rangaswami, Journalism in India from the Earliest to the Present Day, (Sterling Publishers, 1989)
3. Jeffrey, Robin, India's News Paper Revolution: Capitalism, Politics and the Indian Language Press,(New Delhi, Oxford 2003)
4. Chatterjee, P.C, Broadcasting in India page (New Delhi, Sage, 1991) -39-57
5. Neurath P. "Radio Farm Forum as a Tool of Change in Indian Villages," Economic Development of Cultural Change, vol 10, No. 3 (pp 275-283)
6. David Page and William Crawley, Satellites Over South Asia, (Sage, 2001) Chapter 2, Chapter 8 and Chapter 9.

SEMESTER – II
C3 Reporting and Editing for Print
UNIT I

Covering news. Reporter- role, functions and qualities. General assignment reporting/ working on a beat; news agency reporting. Covering Speeches, Meetings and Press Conferences
Covering of beats- crime, courts, city reporting, local reporting, MCD, hospitals, health, education, sports;

UNIT II

Interviewing/Types of news leads. Interviewing: doing the research, setting up the interview, conducting the interview. News Leads/intros, Structure of the News Story–Inverted Pyramid style; Lead: importance, types of lead; body of the story; attribution, verification Articles, features, types of features and human interest stories, leads for features, difference between articles and features.

UNIT III

The Newspaper newsroom, Organizational setup of a newspaper, Editorial department
Introduction to editing: Principles of editing, Headlines; importance, functions of headlines, typography and style, language, types of headline, style sheet, importance of pictures, selection of news pictures, Role of sub/copy-editor, News editor and Editor, chief of bureau, correspondents, Editorial page: structure, purpose, edits, middles, letters to the editor, special articles, Opinion pieces, op. Ed page

UNIT IV

Trends in sectional news, Week-end pullouts, Supplements, Backgrounders, columns/columnists, factors affecting news treatment, paid news, agenda setting, pressures in the newsroom, trial by media, gate keepers. Objectivity and politics of news. Neutrality and bias in news.

Practical (Written Examination) assignment of news reports , feature stories , film reviews

Readings

1. The Art of Editing, Baskette and Scissors, Allyn and Bacon Publication
2. Dynamics of Journalism and Art of Editing, S.N. Chaturvedi, Cyber Tech Publications
3. News Writing and Reporting for Today's Media, Bruce Itule and Douglas Anderson,
4. Modern newspaper practice: A primer on the press, F.W. Hodgson, Focal Press

C4 Media Ethics & Law

On completion of the course students should be able to understanding basic laws relating to media. They can get an overview of recent amendments in media laws. The course will help them become a responsible media person.

Unit -I

- * Introduction to Indian Constitution
- * Salient features of Indian Constitution
- * Direct principles of state policy
- * Fundamental rights (with specific reference to right to freedom of speech and expression)

Unit-II

- * Various press commissions and their recommendation in media
- * Introduction to press council of India
- * Introduction to public broadcasting

UNIT-III

- * Defamation , copyright Act 1957 , Intellectual property Rights

Unit -IV

Ethics: Meaning & definition. Importance of ethics in journalism and media , AIR code for election coverage, Doordarshan commercial code

Suggested Readings:

1. Universal Publishers Criminal Law Manual (relevant Sections of IPC)
2. Universal Publishers Law Dictionary [Constitution of India (Article 19 (1) and 19 (2) 105, 194)]
3. D D Basu Law of the Press, Wadhwa & Company, Nagpur
4. Vidisha Barua Press and Media Law Manual, Universal Law Publishing Co. Pvt. Ltd. New Delhi
5. P.K. Ravindranath Press Laws and Ethics of Journalism, Author Press, New Delhi

SEMESTER – III
C5 Radio Journalism

On completion of the course students should be able to describe the characteristics of radio as a medium of mass communication and its Limitations. They can identify different modes of broadcasting and types of radio stations. They can describe different formats of radio programmes. They will be able to list basic inputs and main elements of radio production. They can also distinguish & describe the qualities of different types of microphones used in radio production.

Unit-I

Radio as a medium of mass communication in today's context. Characteristics of radio.
Limitations of radio

Unit-II

Three Modes of transmission: AM, SW and FM. Different types of radio stations

Unit-III

Radio journalism: Meaning & Definition. Qualities of an anchor/presenter. Importance of pronunciation & voice modulation.

Unit-IV

Radio format: Meaning & Importance. Radio news, Radio talks, Radio features

Suggested Readings:

1. H.R. Luthra Indian Broadcasting, Publications Division
2. Robert Mc Liesh Radio Production, Focal Press
3. James R. Alburger The Art of Voice Acting, Focal Press

C6 Television Journalism

On completion of the course students should be able to explain the salient features of TV as a medium. They can list the different formats of TV. They will also be able to describe the process of gathering news and report for TV.

Unit-I

Understanding the medium – Nature & Importance. Objectives and principles of TV Broadcasting. Public & Private channel: Objective & reach. Distinguishing characteristics of TV as compared to other Media. Mode of transmission: Terrestrial, Satellite Television & Cable TV

Unit-II

TV formats: Meaning & Needs. Fictional programs: soap operas, sitcoms, serial & films. News based programme: Talk, Discussion, Interview etc.

Unit-III

Definition and elements of TV News. Basic principles of TV News Writing. Sources of TV News. Types of TV News bulletins and their structure. Planning and conducting of various types of interviews: Factual, Opinion and Ideas

Unit-IV

Video Editor and Producer of TV News. Structure and working of News room of a Television Production Centre. Duties and Functions of TV Reporter.

Practical

Written Examination (to conduct an interview)

Suggested Readings :

1. Jan R. Hakemulder, Broadcast Journalism, Anmol Publications, Ray AC de Jonge, PP Singh New Delhi
2. Janet Trewin Presenting on TV and Radio, Focal Press, New Delhi
3. Stuart W. Hyde TV & Radio Announcing, Kanishka Publishers
4. Andrew Boyd Techniques of Radio and Television News Publisher: Focal Press, India.
5. Janet Trewin Presenting on TV and Radio, Focal Press, India.

C7 - Development Communication

Unit 1

Social Change and Issues in Development

- * Global and regional initiative—Millennium Development Goals, human rights
- * Communication and social change
- * Media and social marketing

Unit II

Strategic Approaches to Development Communication

- * Development support communication-RTI, Social Audits, Grass-root activism, Whistle blowers, NGOs, other agencies
- * Wood's triangle
- * Multi -Media Campaigns, radio, cyber-media, KAP Gap
- * Diffusion and innovation; magic multiplier , empathy

Unit III

Paradigms of Development Communication

- * Linear models - Rostow's Demographic transition, transmission
- * Non-Linear - World System Theory, Marxist Theory
- * Alternative paradigm - participatory, think local/act global ,think global/act local

Unit IV

Development communication - praxis

- * Community radio and development
- * Tv and Rural outreach
- * Digital media and development communication

Readings :

- * Gupta V.S. communication and development, concept publication , New Delhi
- * Ganesh s. Lectures in mass communication, India publishes, 1995

- * Murthy DVR development journalism, what next ? Kanishka publications, New Delhi
- * Melkote srinivash R.&H. Leslie steeves communication for development in The Third world , sage publication
- * Joshua uma. Understanding developing communication, Dominant publishers, New Delhi

SEMESTER IV

C8 Introduction to Advertising

On completion of the course students should be able to define and explain advertising, its role and functions. Identify various types of advertising. Explain the elements of advertising.

Unit I

Advertisement: Definition, Meaning & Concept. Importance and Role of Advertising. Need, nature and scope of Advertising. Role and functions of Advertising. History & growth of Advertising in India

Unit II

Advertising consumer welfare, Advertising standard of living, Advertising & cultural values

Unit III

Classification of Advertising on the basis of: Target Audience, Geographical Area, Medium, Purpose

Unit IV

Elements of Print advertising - Copy, slogan, identification mark, clashing illustrations. Characteristics, Advantages & Disadvantages.

Suggested Readings

1. Sandage C H, Fryburger Vernon Advertising Theory and Practice: A.I.T.B.S.& Rotzoll Kim Publishers & Distributors, Delhi
2. Mohan Mahender Advertising Management: Concepts & Cases; Tata McGraw Hill Publishers
3. Ogilvy David Ogilvy on Advertising; Prion Books Ltd.
4. Lewis Herschell Gordion The Complete Advertising and Marketing Handbook: East West Books(Madras) Pvt. Ltd., Chennai
5. White Roderick Advertising: What it is and How to do it: McGrawHill Book Company, London

C9 Introduction to Public Relations

On completion of the course students should be able to define Public Relations and its function. They can apply tools and techniques for handling public. They will be able to define and explain event management and its functions. They can also explain the revenue generating process for an event.

Unit I

Public Relations: Meaning, Definition & Concept. Objective of Public Relations. Need, nature and scope of Public Relations. History and growth of PR in India. How PR is different from advertising, publicity and propaganda.

Unit-II

Tools and techniques of Public Relations. Press Release: Importance and need. Media relations - press conference and press tour

Unit-III

House journal, Annual report, Corporate film, Speech writing, minutes and official memo.

Unit-IV

Organisational Set-up of PR agency and department. Effect of Public Relations. Role of PR in government organization. Role of PR in public sector. Role of PR in private Sector.

Written Examination Practical (to write a press releases)

Suggested Readings:

1. Black Sam & Melvin L. Sharpe Practical Public Relations, Universal Book Stall, New Delhi
2. JR Henry and A. Rene Marketing Public Relations, Surjeet Publications, New Delhi
3. Jefkins Frank Public Relations Techniques, Butterworth15Heinmann Ltd., Oxford
4. Cutlip S.M and Center A.H. Effective Public Relations, Prentice Hall
5. Kaul J.M. Public Relation in India, Noya Prakash, Calcutta Pvt. Ltd.

C 10- Media Industry and Management

UNIT – I

Government-Media Interface ,Policies and regulations, Process , Media Management practices followed by Indian and Global Media Organisations , Entrepreneurial freedom and challenges,

UNIT - II

Distribution / Circulation Management Process, promotion and Evaluation, Media audiences and credibility

UNIT - III

Media management: Insights, Practices and challenges

UNIT - IV

Case Studies, Cross media platforms: issues & impediments. Corporate Ties & Audience Centric approaches

Suggested Readings

- * Vinita kohlikhandeka, Indian media Business, sage
- * Pradip Jinan Thomas, political Economy of Communication in India, sage
- * Lucy kung . Strategic management in media, sage
- * Dennis f.Herric, media management in the Ange of Giants, Surjeet publications
- * Jennifer Holt and Alisa perrer, (edited) media industries - History, theory And method , wiley-Blackwell
- * Johen M.lavine and Daniel B.wakeman, managing media organisation

SEMESTER V

C11- Online Journalism

On completion of the course students should be able to explain the uses of cyber media for journalistic purpose. They can understand the applications of the uses of online tools for communication.

Unit-I

Meaning and definition. Characteristics of Online Communication

Unit-II

Characteristics of Internet. Brief Idea about ISP and browsers. Websites & its types. Email: Need & Importance. Web tools: Blogs, Social Media & Search Engine

Unit-IV

Brief History of the E-newspaper in English & Hindi. Reasons for the growing popularity of e-newspaper. Present & Future of E-newspaper. Limitations of online newspaper

Unit-IV

Traditional VS Web Journalism. Elements of a Web newspapers. Reporting Writing, Editing for Web Journalism. Web Journalism & Law: Information & Technology Act 2000 & Copy Right Act.

Suggested Readings :

1. Ronal Dewolk Introduction to Online Journalism Allyn & Bacon, ISBN 0205286895
2. John Vernon Pavlik New Media Technology Allyn & Bacon ISBN 020527093X
3. Michael M. Mirabito, New Communication Technologies : Application, Barbara . Mogrenstorn, Policy & Impact Focal Press, 4th edition ISBN 0240804295
4. Suresh Kumar Internet Patrakarita, Takshila Publication, Delhi

SEMESTER VI

C13 –Internship

Students will undertake a four-week internship in media and communication organisations such as newspapers, magazines, radio, television, advertising agencies, public relations concerns or any other approved by the Head of the Department. Students will be evaluated based on the feedback received from the training institute, student's presentation and a detailed report. The students shall be required to produce a certificate to the effect that he/she completed the prescribed internship programme.

C14 – Project Report

Every student will have to prepare a Project Report in any area of Journalism and Mass communication detailed in the curriculum under the guidance of faculty member. The objective of the exercise is to enable a student to have an in-depth knowledge of the subject of his/her choice in the field of Journalism and Mass Communication. The guide(s) should certify that the Project Report is based on the work carried out by the candidate. Three copies of the dissertation should be submitted to the Head of the Department. The students at their own cost should carryout preparation of the project Report. The Report will be evaluated both by the internal and external examiners.

GENERIC ELECTIVE PAPERS (GE) (Any two)

GE 1: SEMESTER I

Indian social system

Objectives of the Course: On completion of the course the student should be able to:

1. Understand the social structure of Indian society
2. Role and importance different factors in social change.

Unit – I (L-15)

Society & Religions: Concept and types of Society, Introduction to Indian Society: Structure, Characteristics & background, Definition and Concept of religions, Brief idea of religions: Hinduism, Muslims, Christianity, Buddhism, Jainism & Sikhism.

Unit – II (L-15)

Family in Indian Society: Marriage and kinship in India, Functions of family, Types of family, Changes in Indian family system, Evil practice of Dowry in Indian marriage

Unit–III (L-15)

Caste system in India: Characteristics of caste system in India, Socio-cultural, economic, political dimension of caste system in India, Power dimension of caste system in India, Inter-caste relations, changes in caste system in India

Unit – IV (L-15)

Social Change: Factors of social change, Education in social change: Importance & Need, Globalization & Social change, Media & Social change, Technology for Social change.

Suggested Readings:

1. Shyam Benegal Bharat EkKhoj (Series)
2. Ram Chander Guha India After Gandhi: The History of the World's Largest Democracy, Perennial
3. D.B. Vohra History of Freedom Movement, Delhi Admin
4. H.R. Ghosal An Outline History of Indian People
5. A.L. Basham A Cultural History of India: The Wonder that is India: Volume-1 & 2
6. A.N. Aggarwal Indian Economy
7. Rajni Kothari Caste in Indian politics
8. Ministry of I&B Facts about India

GENERIC ELECTIVE PAPERS (GE) (Any two)

GE 4: SEMESTER IV

Photography

UNIT I

Technical history of photography: Persistence of Vision, Camera Obscura, A brief glimpse into the Dark Room Development of a Photograph. Types of photographic cameras and their structure (Pin-hole, SLR, TLR, D-SLR). Lenses (types and their perspective/angle of view), Aperture (f-stop & T-stop), Shutters (Focal plane & Lens shutter), Light meters (Incident, reflected & through Lens: Average, Centre weighted, Spot & Metrics) and Focus and Depth of Field

UNIT II

Understanding Light and Shadow: Natural light and Artificial Light, The Nature of Light- Direct Light, Soft light, Hard light, Directional Light. Brightness, Contrast, Mid tones, Highlights, Shadow and Silhouettes. Lighting equipment (Soft boxes, umbrellas, fresnels, Skimmers, reflectors, etc). Three Point Lighting Technique and Metering for Light. Filters and Use of a Flash Unit

UNIT III

DIGITAL Photography and Editing: Sensor Sizes , Formats and Storage. Introduction to Editing and Digital Manipulation. Brightness, Contrast, Mid tones, Highlights, Colour tones. Basics of Photoshop, Photo editing software: (Microsoft Office Picture Manager, CorelDraw, AdobePhotoshop Elements, Photoshop CC (Creative Cloud)

UNIT IV

Photojournalism: Brief History – Global & Indian. Application & Ethics and Law in Digital Imaging (Ethicality while photographing a subject/issue & editing the image – issue of unethical morphing etc., Copyright Law etc.), Approaches to documenting reality- (Discussion on Capa's 'The Falling Soldier', Objective Truth or Staged Representation), War Photojournalism

Written Examination Practical

Suggested Readings:

1. Camera Lucida: Reflections on Photography- Roland Barthes On Photography- Susan Sontag
2. The Man, The Image & The World: A Retrospective- Henri Cartier-Bresson

SKILL ENHANCEMENT COURSE (SEC2)

SEMESTER - IV

Film Appreciation

Unit I

Language of Cinema Language of Cinema I – Focus on visual Language: Shot, Scene, Mis-en-scene, Deep focus, Continuity Editing, Montage Language of Cinema II – Focus on Sound and Colour: Diegetic and Non Diegetic Sound; Off Screen Sound; Sync Sound; the use of Colour as a stylistic Element Difference between story, plot, screenplay

Unit II

Film Form and Style German Expressionism and Film Noir Italian Neorealism French New-Wave Genre and the development of Classical Hollywood Cinema

Unit III

Alternative Visions Third Cinema and Non Fiction Cinema Introduction to Feminist Film Theory Auteur- Film Authorship with a special focus on Ray or Kurosawa

Unit IV

Hindi Cinema 1950s- Cinema and the Nation (Guru Dutt, Raj Kapoor, Mehboob) The Indian New-Wave Globalisation and Indian Cinema, The multiplex Era Film Culture

Recommended Screenings or clips Unit I

- o Rear Window by Alfred Hitchcock (Language of Cinema)
- o Battleship Potemkin by Sergei Eisenstein (Language of Cinema)
- o Man with a Movie Camera by Dziga Vertov
- o Germany Year Zero directed by Roberto Rossellini (Italian Neo Realism)
- o Metropolis by Fritz Lang/Double Indemnity by Billy Wilder (German Expressionism and Film Noir)
- o Pather Panchali by Satyajit Ray
- o The hour of the Furnaces by Fernando Solanas Unit IV
- o Nishant by Shyam Benegal/Aakrosh by Govind Nihalani (Indian New wave)
- o Pyaasa by Guru Dutt

Suggested Readings:

- * Andre Bazin, "The Ontology of the Photographic Image" from his book What is Cinema Vol. I Berkeley, Los Angeles and London: University of California Press: 1967, 9-16
- * Sergei Eisenstein, "A Dialectic Approach to Film Form" from his book Film Form: Essays in Film Theory (Edited and Translated by Jay Leyda) San Diego, New York, London: A Harvest/Harcourt
- * Brace Jovanovich, Publishers: 1977, 45-63
- * Tom Gunning, "Non-continuity, Continuity, Discontinuity: A theory of Genres in Early Films," in Thomas Elsaesser, ed. Early Cinema: Space, Frame, Narrative. London: British Film Institute, 1990, 86-94.

DSE (Discipline specific elective) - 4 papers

DSE 1 (SEMESTER V)

Media, Gender and Human Rights

Unit I

Media and the social world, Media impact on individual and society, Democratic Polity and mass media, Media and Cultural Change Rural-Urban Divide in India: grass-roots media

Unit II

Gender Conceptual Frameworks in Gender studies, Feminist Theory, History of Media and Gender debates in India (Case studies), Media and Gender - Theoretical concerns. Media and Masculinity

Unit III

Media: Power and Contestation, Public Sphere and its critique, “Public sphere” of the disempowered? Media and Social Difference: class, gender, race etc. Genres – Romance, Television, Soap Opera, Sports Presentation: a) Watch Indian TV Soap Opera /reality show for a week and for representation of Family. b) Project on use of internet by the marginalized groups.

Unit IV

Media and Human Rights, Human Rights- Theoretical perspectives, Critique, Universal Declaration of Human Rights , Human Rights and Media (Case Studies) Presentation: Representation of Human Rights issues and violations in International and media

Essential Readings:

1. Street, John. Mass media, politics and democracy. Palgrave Macmillan, 2011.
2. Balnaves, Mark, Stephanie Donald, and Brian Shoosmith. Media theories and approaches: A global perspective. Palgrave-Macmillan. 2009 (Pg No. 3-10, 11-34, 35-53)
3. Mackay, Hugh, and Tim O'Sullivan, eds. The media reader: continuity and transformation. SAGE Publications Limited, 1999. 13-28, 43-73, 287-305.
4. Asen, Robert & Brouwer, Daniel, 2001. Counter Publics and the State, SUNY Press. 1-35, 111-137 Readings: 1. Ninan, Sevanti. Headlines from the heartland: Reinventing the Hindi public sphere. SAGE.

DSE (Discipline specific elective) - 4 papers

DSE 2 (SEMESTER V)

ODIA JOURNALISM

Unit-I

Growth of Odia journalism and its protection to Odia language; role of Odia newspapers in the formation of separate Odisha province and the freedom movement; press and politics in the post-independence era; the New Journalism in Odisha.

Unit-II

Studies on Odia newspapers: The Dainik Asha, The Samaj, The Prajatantra, The Dharitri, The Sambad; The English press in Odisha. Eminent Odia journalists: Gouri Shankar Ray, Neelamani Vidyaratna, Sashi Bhusan Rath, Gopabandhu Das, Neelakantha Das, Bala Krushna Kar, Godavarish Mohapatra, Harekrushna Mahatab, Sreeharsh Mishra, Radhanath Rath, Surendra Mohanty and Pradyumn Bal.

Unit-III

Odia magazine journalism: Literacy, criticism, special audience, cinema and feature oriented journals.

Unit-IV

Problems of Odia press: the question of limited readership and advertisement revenue, competition from English and other neighbouring press. Prospects of Odia press: the concept of rural and tribal newspapers, Odia press and government advertisements, ownership of Odia press, Odia press in contemporary society.

BOOKS FOR REFERENCE

1. Mahapatra, Pradeep. Odia-Sambadikata-ra Krama–Vikas-re Utkal Dipika-ra Bhumika, Berhampur: Berhampur University, 1999
2. Pati, Madhusudan. Gourishankar Ray, New Delhi: Sahitya Academy, 1994.
3. Sahu, Padma Charan. Odia-prna Sashibhusan Rath, Berhampur : Asha Pustakalaya, 1995
4. Mohanty, Nibeidta. Odia Nationalism : Quest for a United Odisha, New Delhi: Manohar Publication, 1982
5. Mahapatra, Pramod Kumar. Satabdi Sadhak, Cuttack: Odisha Book Store, 1993.
6. Jeffrey, Robin. India's Newspaper Revolution, New Delhi : Oxford, 200.
7. Rajan, Nalini: 21st Century Journalism in India, New Delhi , Sage Publications, 2007.
8. Ravindranath, P.K. Indian Regional Journalism. New Delhi: Authors Press, 2005.

DSE (Discipline specific elective) - 4 papers

DSE 1 (SEMESTER IV)

Print Production

Unit I

Agenda setting role of newspapers- Ownership, Revenue, Editorial policy. Citizen Journalism, Investigative journalism. Sting operations and Celebrity/ Page 3 journalism. Ethical debates in print journalism - Paid news, Advertorials

Unit II

Specialised Reporting: Business, Parliamentary, Agriculture /Rural, International Affairs, Entertainment

Unit III

Planning for print : size, anatomy, grid, design. Format, typography, copy, pictures, advertisements. Plotting text: headlines, editing pictures, captions. Page-making : Front page, Editorial page, Supplements

Unit IV

Technology and Page making techniques: layout, use of graphics and photographs. Printing Processes: Traditional vs modern. Desk Top Publishing : Quark Express, Coral Draw, Photoshop etc.

Written Examination Practical

Reading List:

1. Kamath, M.V. Professional Journalism, Vikas Publications
2. Goodwin, Eugene H. Groping for ethics in Journalism, Iowa State Press
3. Hough, George A. News Writing, Kanishka Publishers, New Delhi (1998)
4. Hodgson F. W. Modern Newspapers practice, Heinemann London, 1984.
5. Sarkar, N.N. Principles of Art and Production, Oxford University Press
6. Stuart Allan, Journalism: Critical Issues, Open University Press

DSE 2 (SEMESTER IV)

Camera & Editing for TV

Unit I

Camera

1. Camera Structure
2. Different Lenses and their Characteristics
3. Camera Perspective & Movement
4. Operating Techniques

Unit II

TV Lighting Equipment and Techniques

1. Fundamental Lighting Concepts
2. Types of Lights
3. Studio Lighting Procedures
4. Lighting Objectives

Unit III

Pictorial Elements

1. Concept of Pictorial Design
2. Sets and Graphics
3. Scene Elements
4. Use of Graphic Design

Unit IV

Editing

1. Introduction to Video Editing
2. Broadcast stages of Video Editing
3. Timeline Video Editing

Indicative Reading List

1. Anderson, Gary H. Video Editing and Post Production, Focal Press, London, 1993.
2. Gupta, R. G. Audio and Video Systems, Tata Mc Graw – Hill, New Delhi

Written Examination Practical

SYLLABUS FOR ECONOMICS UNDER CHOICE BASED CREDIT SYSTEM (Honours, Regular, GE and SEC)

2018-21

**FIRST & SECOND SEMESTER-2018-19
THIRD & FOURTH SEMESTER-2019-20
FIFTH & SIXTH SEMESTER-2020-21**

Approved by

The Board of Studies in Economics on 18.07.18



**RAYAGADA AUTONOMOUS COLLEGE
RAYGADA**

A. SYLLABUS FOR B.A. (HONORS) ECONOMICS UNDER CHOICE BASED CREDIT SYSTEM OF RAYAGADA AUTONOMOUS COLLEGE, RAYAGADA

Course Structure for B.A. (Honours) Economics

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

Contact Hours: Each course has 6 credits comprising of 5 lectures and 1 tutorial (per group) per week. The size of a tutorial group is 8-10 students. The total credit hours for B.A. (Hons) shall be 140 credit distributed in six semesters.

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

Course Structure for B.A. (Honours) Economics

Semester I (20 credit)

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

Semester III (26 credit)

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

Semester II (20 credit)

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

Semester IV (26 credit)

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

Semester V(24 credits)

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

Group I

1. Odisha Economy
2. Agricultural Economics
3. International Economics

Generic Elective Paper:

- Indian Economy-I
- Indian Economy-II

Skill Enhancement Courses

Environmental Economics

Semester VI(24 Credit)

1. **Economics Core Course 13:** Indian Economy II
2. **Economics Core Course 14:** Development Economics II
3. **Discipline Specific Electives (DSE)** (From List of Group II)
4. **Discipline Specific Electives (DSE)** (Any two From List of Group II)

Group II

1. Computer Application in Economics
2. Political Economy of Thought
3. Research Methods & Project Work

**Core Economics Course 1:
INTRODUCTORY MICROECONOMICS**

SEMESTER-I

Course Description

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

Module I: Exploring the Subject Matter of Economics

Why study economics? Scope and method of economics; the economic problem: scarcity and choice; the question of what to produce, how to produce and how to distribute output; science of economics; the basic competitive model; prices, property rights and profits; incentives and information; rationing; opportunity sets; economic systems; reading and working with graphs.

Module II: The Households: Supply and Demand, How Markets Work, Markets and Welfare

Markets and competition; demand/supply schedule and demand/supply curve; market versus individual demand/supply; shifts in the demand/supply curve, taxes and the costs of taxation; consumer surplus; producer surplus and the efficiency of the markets. The consumption decision - budget constraint, consumption and income/price changes, demand for all other goods and price changes; description of preferences (representing preferences with indifference curves); properties of indifference curves; consumer's optimum choice; income and substitution effects;

Module III: The Firm and Market Structures

Behaviour of profit maximizing firms and the production process; short run costs and output decisions; costs and output in the long run; Monopoly and anti-trust policy; government policies towards competition; imperfect competition

Module IV: Input Markets

Labour and land markets - basic concepts (derived demand, productivity of an input, marginal productivity of labour, marginal revenue product); demand for labour; input demand curves; shifts in input demand curves; competitive labour markets; and labour markets and public policy.

Readings

1. N. Gregory Mankiw (2012): *Principles of Economics*, 6th edition, Cengage Learning India Private Limited, New Delhi
2. William A McEachern and Simrit Kaur (2012): *Micro Econ: A South-Asian Perspective*, Cengage Learning India Private Limited, New Delhi.
3. Karl E. Case and Ray C. Fair (2007): *Principles of Economics*, 8th Edition, Pearson Education Inc.
4. Joseph E. Stiglitz and Carl E. Walsh (2007): *Economics*, 4th Edition, W.W. Norton & Company, Inc., New Y

Core Economics Course 2: SEMESTER-I
MATHEMATICAL METHODS FOR ECONOMICS I

Course Description

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

Module I: Preliminaries

Sets and set operations; relations; functions and their properties; Number systems Types of functions- constant, polynomial, rational, exponential, logarithmic; Graphs and graphs of functions; Limit and continuity of functions; Limit theorems

Module II: Derivative and integration of a function

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

Module III: Functions of two or more independent variables

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

Module IV: Matrices and Determinants

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

Readings:

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

**Core Economics Course 3:
INTRODUCTORY MACROECONOMICS**

SEMESTER-II

Course Description

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

Module I: Basic Concepts and Measurement of Macroeconomic Variables

Macro vs. Micro Economics; Why Study Macroeconomics? Limitations of Macroeconomics ; Stock and Flow variables, Equilibrium and Disequilibrium, Partial and General Equilibrium Statics – Comparative Statics and Dynamics ; National Income Concepts – GDP, GNP, NDP and NNP at market price and factor cost; Personal Income and Disposable personal Income; Real and Nominal GDP ;Output, Income and Expenditure Approaches ; Difficulties of Estimating National Income; National Income Identities in a simple 2- sector economy and with government and foreign trade sectors; Circular Flows of Income in 2, 3 and 4-sector economies; National Income and Economic Welfare ; Green Accounting.

Module II: Money

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

Module III: Inflation, Deflation, Depression and Stagflation

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

Module IV: Determination of National Income

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

Readings:

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

Core Economics Course 4:
MATHEMATICAL METHODS FOR ECONOMICS II

SEMESTER-II

Course Description

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

Module I: Linear models:

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

Module II: Second and higher order derivatives:

Technique of higher order differentiation; Interpretation of second derivative; Second order derivative and curvature of a function; Concavity and convexity of functions; Points of inflection; Differentials and derivatives - Total differentials; Rules of differentials; Total derivatives; Derivatives of implicit functions.

Module III: Single and multivariable optimisation:

Optimum values and extreme values; Relative maximum and minimum; Necessary versus sufficient conditions - First and Second derivative tests; Economic applications thereof; First and second order condition for extremes of multivariable functions.

Module IV: Optimisation with Equality Constraints:

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

Readings:

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

Course Description

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

Module I: Consumer Theory I

Economic Models: Theoretical Model, Verification of Economic Model, General Feature of Economic Model, Development of Economic Theory of Value, Modern Developments; Preferences and Utility: Axioms of Rational Choice, Utility, Trades and Substitutions, The Mathematics of Indifference Curves, Utility Functions for Specific Preferences, The Many-Good case; Utility Maximization and Choice: The Two-Good Case (Graphical Analysis), The n-Good Case, Indirect Utility Function, The Lump Sum Principle, Expenditure Minimization, Properties of Expenditure Function

Module II: Consumer Theory II

Income and Substitution Effects: Demand Functions, Changes in Income, Changes in a Good's Price, The Individual's Demand Curve, Compensated (Hicksian) Demand Curves and Functions, Demand Elasticities; Consumer Surplus; Demand Relationships among Goods: The Two-Good Case, Substitutes and Complements, Net (Hicksian) Substitutes and Complements, Substitutability with Many Goods, Composite Commodities, and Home Production, Attributes of Goods and Implicit Prices.

Module III: Production Theory

Marginal Productivity, Isoquant Maps and the Rate of Technical Substitution, Production with One Variable Input (labour) and with Two-Variable Inputs, Returns to Scale, Four Simple Production Functions (Linear, Fixed Proportions, Cobb-Douglas, CES), Technical Progress; Definition of Costs, Cost Functions and its Properties, Shift in Cost Curves, Cost in the Short-Run and Long-Run, Long-Run versus Short-Run Cost Curves, Production with Two Outputs – Economies of Scope

Module IV: Profit Maximization

The Nature and Behaviour of Firms, Profit Maximization, Marginal Revenue, Short-Run Supply by Price-Taking Firm, Profit Functions and its Properties, Profit Maximization and Input Demand – Single-Input Case and Two-Input Case.

Readings:

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

Course Description

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

Module I: Consumption and Investment Functions

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

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

Module II: Demand for and Supply of Money

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

Module III: Aggregate Demand and Aggregate Supply

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

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

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

Readings:

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

**Core Economics Course 7:
STATISTICAL METHODS FOR ECONOMICS**

SEMESTER-III

Course Description

This is a course on statistical methods for economics. It begins with some basic concepts and terminology that are fundamental to statistical analysis and inference. It then develops the notion of probability, followed by probability distributions of discrete and continuous random variables and of joint distributions. This is followed by a discussion on sampling techniques used to collect

survey data. The course introduces the notion of sampling distributions that act as a bridge between probability theory and statistical inference. The semester concludes with some topics in statistical inference that include point and interval estimation.

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

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

Module II: Correlation and Regression Analysis

Correlation: scatter diagram, sample correlation coefficient - Karl Pearson's correlation coefficient and its properties, probable error of correlation coefficient, Spearman's rank correlation coefficient, Two variable linear regression analysis - estimation of regression lines (Least square method) and regression coefficients - their interpretation and properties, standard error of estimate

Module III: Time Series and Index Number

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

Module IV: Probability and Theoretical Distribution

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

Recommended books:

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

**Core Economics Course 8:
MICROECONOMICS II**

SEMESTER-IV

Course Description

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

Module I: The Partial Equilibrium Competitive Model

Market Demand, Timing of the Supply Response, Pricing in the Very Short-Run, Short-Run Price Determination, Shifts in Supply and Demand Curves – a Graphical Analysis, Mathematical Model of Market Equilibrium, Long-Run Analysis: Long-Run Equilibrium-Constant Cost Case, Shape of the Long-Run Supply Curve, Long-Run Elasticity of Supply, Comparative Statics An analysis of Long-Run Equilibrium, Producer Surplus in the Long-Run, Economic Efficiency and Welfare Analysis, Price Controls and Shortages, Tax Incidence Analysis

Module II: General Equilibrium and Welfare

Perfectly Competitive Price System, A Graphical Model of General Equilibrium with Two Goods, Comparative Statics Analysis, General Equilibrium Modelling and Factor Prices, A Mathematical Model of Exchange, A Mathematical Model of Production and Exchange, Computable General Equilibrium Models

Module III: Monopoly and Imperfect Competition

Barriers to Entry, Profit Maximization and Output Choice, Monopoly and resource Allocation, Monopoly, Product Quality and Durability, Price Discrimination, Second Degree Price Discrimination through Price Schedules, Regulation of Monopoly, Dynamic Views of Monopoly; Short-Run Decisions: Pricing and Output, Bertrand Model, Cournot Model, Capacity Constraints, Product Differentiation, Tacit Collusion, Longer-Run Decisions: Investment, Entry and Exit, Strategic Entry Deterrence, Signalling, How many firms Enter? Innovation

Module IV: Labour Markets

Allocation of Time, A mathematical Analysis of Labour Supply, Market Supply Curve for Labour, Labour Market equilibrium, Wage variation, Monopsony in the Labour Market, Labour Union

Readings:

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

Course Description

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

Module I: Financial Markets and Reforms

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

Module II: Open Economy Macroeconomics

Balance of payments- Concept, Equilibrium and Disequilibrium, Measures to Correct Disequilibrium, Determination of Foreign Exchange Rate- the PPP Theory and its Implications, Fixed vs. Flexible Exchange Rates, The Short-run open economy Model, the basic Mundell-Fleming Model. International Financial Markets ;The Basic Harrod- Domar Model, Joan Robinson and the Golden Rule of Capital Accumulation, The Basic Solow Model, Theory of Endogenous Growth – the Rudimentary A-K Model

Module III: Macroeconomic Policy

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

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

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

Readings:

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

Course Description

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

Module I: Introduction to Public Finance

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

Module II: Public Expenditure

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

Module III: Public Revenue

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

Module IV: Public Budget and Public Debt

Public Budget: kinds of budget, economic and functional classification of the budget; Balanced and unbalanced budget; Balanced budget multiplier; Budget as an instrument of economic policy. Sources, effects, debt burden – Classical, Ricardian and other views, shifting - intergenerational equity, methods of debt redemption, debt management, tax verses debt;

Readings:

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

Course Description

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

Module I: Introduction to Indian Economy

British Rule: exploitation and under development in India; features of Indian economy – natural resources, infrastructure, population;

Module II: Population, Human Development and National Income

Demographic trends and issues; education; health and malnutrition; National Income in India trends, sectoral composition

Module III: Economic Planning in India

Economic planning: Planning Commission and its functions, Planning exercises in India, Objectives, Strategies and achievements.

Module IV: Current Challenges

Poverty: definition and estimate, poverty line, poverty alleviation programs; Inequality: income and regional inequality – causes and corrective measures; Unemployment: concepts, measurement, types, causes and remedies; Environmental challenges: Land, water and air

Readings:

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

**Core Economics Course 12:
DEVELOPMENT ECONOMICS I**

SEMESTER-V

Course Description

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

Module I: Conceptions of Development

Economic development, Economic growth and development, Factors affecting economic development, Obstacles to economic development, Indicators of economic development - National income, Per capita income; Basic needs approach, PQLI, HDI, GDI, Capital formation and economic development, Vicious circle of poverty, circular causation. Alternative measures of development, documenting the international variation in these measures, comparing development trajectories across nations and within them.

Module II: Theories of Economic Development & Growth

Classical theory, Marxian theory of capitalist development, Schumpeterian theory of capitalist development, Harrod-Domar model of steady growth, Neo-Classical growth Model – Solow, Rostow's stages of economic growth; The endogenous growth models, (Romer & Lucas), Human Capital & Growth. Evidence on the determinants of growth, Patterns of Economic Growth.

Module III Poverty and Inequality: Definitions, Measures and Mechanisms

Understanding Prosperity and Poverty: Geography, Institutions, and the Reversal of Fortune, Measuring Poverty, Inequality axioms; a comparison of commonly used inequality measures; connections between inequality and development; poverty measurement; characteristics of the poor; mechanisms that generate poverty traps and path dependence of growth processes

Module IV: Political Institutions and the Functioning of the State

Public Goods and Economic Development, State ownership and regulation, government failures, Corruption and Development, The determinants of democracy; alternative institutional trajectories and their relationship with economic performance; within-country differences in the functioning of state institutions

Readings:

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

INDIAN ECONOMY II**Course Description**

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

Model I: Agricultural Development in India

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

Module II: Industrial Development in India

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

Module III: Tertiary Sector and HRD

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

Module IV: External Sector

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

Readings:

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

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

SEMESTER-VI

Course Description

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

Module I: Demography and Development

Demographic concepts; birth and death rates, age structure, fertility and mortality; demographic transitions during the process of development; gender bias in preferences and outcomes and evidence on unequal treatment within households; connections between income, mortality, fertility choices and human capital accumulation; migration.

Module II: Land, Labour and Credit Markets

The Role of Agriculture in Development, The distribution of land ownership; land reform and its effects on productivity; contractual relationships between tenants and landlords; land acquisition; nutrition and labour productivity; informational problems and credit contracts; microfinance; interlinkages between rural factor markets. Credit Intermediation, and Poverty Reduction, Risk faced by poor

Module III: Individuals, Communities and Collective Outcomes

Individual behaviour in social environments, multiple social equilibria; governance in organizations and in communities; individual responses to organizational inefficiency

Module IV: Environment, Sustainable Development and Globalisation

Defining sustainability for renewable resources; a brief history of environmental change; common-pool resources; environmental externalities and state regulation of the environment; economic activity and climate change; Globalization in historical perspective; the economics and politics of multilateral agreements; trade, production patterns and world inequality; financial instability in a globalized world, Political Economy of Foreign Aid & Development

Readings

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

8. Michael D. Bordo, Alan M. Taylor and Jeffrey G. Williamson (ed.) (2003): *Globalization in Historical Perspective*, University of Chicago Press.

SKILL ENHANCEMENT COURSE

(IV SEM)

ENVIRONMENTAL ECONOMICS(IVth SEM)

TOTAL MARKS-50

Course Outline

This course focuses on economic causes of environmental problems. In particular, economic principles to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implication of environmental policy are also addressed. Selected topics on international environmental problems are also discussed.

UNIT-I

a) Introduction

What is environmental economics; review of microeconomics and welfare economics.

b) The Theory of Externalities

Pareto optimality and market failure in the presence of externalities; property rights and Coase theorem.

UNIT-II

Environmental Problems and Issues:-

Air Pollution- Types and Sources of air pollution, Ozone depletion, Acid deposition, Global warming.

Water pollution- Sources, impact on health, Impact on Industrialisation and Urbanisation.

UNIT-III

Sustainable Development

Concepts; measurement and dimensions-Social, Environmental and Economic.

Reading:

1. Charles Kolstad, *Intermediate Environmental Economics*, Oxford University Press, 2nd edition, 2010.
2. Robert N. Stavins(ed.), *Economics of the Environment: Selected Readings*, W.W.Norton, 5th edition, 2005.
3. Roger Perman, Yue ma, James McGilvray and Michael Common, *Natural Resource and Environmental Economics*, Pearson Education/Addison Wesley, 3rd edition, 2003
4. Maureen L. Cropper and Wallace E. Oates, 1992, -*Environmental Economics: A Survey Journal of Economic Literature*, Volume 30:675-740.

Discipline Specific Electives (DSE-I) : SEMESTER-V

Group--I

1. ODISHA ECONOMY

Module-I: Basics of Odisha Economy:

Demographic features – size of population, sex ratio, density, Literacy Rate, occupational pattern causes of population growth, population policy.

Features of Odisha Economy –Low percapita income, over population, Predominance of Agriculture, Unemployment, Unutilised resources, Capital deficiency, low level of technology, weak infrastructure.

Module-II: Agriculture

Importance of agriculture in odisha economy, Causes of low productivity, Green revolution – features , problems & impact.

Land reforms in Odisha - salient features, The Estate Abolition Act – 1952, Bhoodan Movement, Mo – Jami, Mo – Diha campaign, Odisha State Agricultural policies.

Module-III: Industry

Importance of industrialization, Growth of industries in Odisha, Large scale industries , Small scale industries and cottage industries, Industry and environment.

Industrial Policy – 1991, 2001 and 2007, Public – Private partnership (PPP) mode. Mining and Quarrying.

Module-IV : Planning in Odisha

Introduction, Objectives, State planning Board, Review of Planning.Planning with NITI Ayog.NITI and Odisha.

Poverty – Head Count Ratio in Odisha, Rangarjan Committee Report on Poverty, Poverty by region, Poverty by Social group Mission Shakti, Measures to remove poverty.

Readings

1. Government of Odisha – Five year Plans
2. Odisha Economic Survey - 2014-15
3. Power Sector reform in Odisha – “A case study in Restructuring Planning commission of India”. – Planning Commission of India
4. “Odisha Budget (2015-16) at a Glance” (PDF) Finance Department, Govt. of Odisha

5. Vipin Sharma (24, January, 2013) “State of India”’s Livelihood report, 2012.
SAGE publication. Retrieved , 25 May, 2015
6. Odisha Economy, R.K. Pany & K.K.Pani, Kitab Mahal

Discipline Specific Elective Course(DSE-II): SEMESTER-V
2. INTERNATIONAL ECONOMICS

Course Description

This course develops a systematic exposition of models that try to explain the composition, direction, and consequences of international trade, and the determinants and effects of trade policy. It concludes with an analytical account of the causes and consequences of the rapid expansion of international financial flows in recent years. Although the course is based on abstract theoretical models, students will also be exposed to real-world examples and case studies.

Module I: Introduction

What is international economics about? Distinction between Internal and International Trade, Gains from international trade. Arguments for and against Free Trade and Protection, An overview of world trade. Classical theory of International Trade: Adam Smith’s Absolute Advantage Theory; Ricardo’s Comparative Cost Theory; Heckscher - Ohlin Theory of International Trade, terms of trade, Secular Deterioration in Terms of Trade.

Module II: Trade Policy

Instruments of trade policy; political economy of trade policy; controversies in trade policy; firms in the global economy - outsourcing and multinational enterprises

Module III: International Macroeconomic Policy

Exchange Rate and types of Exchange Rate: Fixed versus flexible exchange rates; Theories of Foreign Exchange Rate: The Mint-Parity Theory, The Purchasing Power Parity Theory, BOP Theory.

Module IV: Balance Of Payment

BOP, BOP, Current Account, Capital Account, Visible and Invisible, Causes for disequilibrium in Balance of Payments, Methods of correcting the disequilibrium. Devaluation of Currency, Convertibility of Currency: Partial Account and Full Account. Recent trends in balance of Payment in India.

Readings:

1. Paul Krugman, Maurice Obstfeld, and Marc Melitz, *International Economics: Theory and Policy*, Addison-Wesley (Pearson Education Indian Edition), 9th edition, 2012.
2. Dominick Salvatore, *International Economics: Trade and Finance*, John Wiley International Student Edition, 10th edition, 2011.
3. C.P. Kindleberger „International Economics”.
4. Bo Soderstein and Geoffrey Reed „International Economics” MacMillan.

Discipline Specific Elective (DSE-III) :

SEMESTER-VI

Group-II

1. DATA ANALYSIS AND COMPUTER APPLICATION IN ECONOMICS

Theory-60 Marks(Int-12Marks)

Practical-40 Marks

Course objective

This course intends to educate a student in the application of simple statistical and mathematical calculations with the help of a computer. There are several specific packages which a student can learn to handle without going deep in the matter of knowing the computer hardware.

Module I: Basic of Computer

Computer fundamentals – Basic components and organization of a computer: History and generation of computer, Computer devices; Classification of Computers: Data representation, C. Representation, Computer Software-Disk Operating System (MS-DOS) and application software, programming languages and packages.

Module II: Use of computer Office Automation:

Text editor and word processor, Operative familiarisation of MS WORD Concept & use of spread sheet, operation and use of MS – Excel Basic of Database, table records and fields, Data entry operating principle of MS-access; Document formation and presentation through MS-Power Point.

Module III: Data Analysis and Trend forecasting:

Basic statistical functions and analysis – mean, median, mode standard deviation, correlation, regression methods & techniques, estimation Linear trend and growth rate

Readings

1. Kerny(1993) – Essential of Microsoft, Words Excel, Prentice Hall of India, New India
2. Rajaraman, V. (1996) – Fundamentals of Computers, Prentice Hall (India) New Delhi
3. Schied, F(1983)- Theory and Problems of Computer and Programming, Schaum"s outline series, McGraw Hill, New Dehil

4. Ron Mansfield(1994) – Compact guide to Microsoft office, BPH publication, New Delhi
5. B. Ram(1994)- Computer Fundamentals, New Age international New Delhi
6. V.P.Jagi & S Jain (1996) – Computer for Beginners, Academic publisher, New Delhi
7. Suresh. K. Basandra (1993) - Computer to-day

**Discipline Specific Elective (DSE-IV) :
SEMESTER-VI**

2. PROJECT WORK

Full Marks-80+20Viva-voce

Objective: objective of this subject is to make the students know the basic concepts in research & preparation of research & project work in Economics. This paper helps the students to pursue further research in future in higher studies such as M.Phil and Ph.D. The students are required to work on a topic of their interest under the guidance of their faculty member and submit a project report for evaluation. The teachers are required to guide the students in the field of collection of data, processing, analysis and drawing a meaningful conclusion. The students. The students are required to bear all the expenses related to collection of data ,tabulation, typing and binding of their project work.

GUIDELINES FOR CHAPTER WISE PREPARATION OF PROJECT WORK

CHAPTER-1

Meaning and Scope of Social Research- Meaning, Objective and characteristics of research, types of research, Main steps in research: Selection of research problems: sources and formulation of a research problem.

CHAPTER-II

Data collection and processing- Sources of data, Technique of data collection; Questionair – case study method. Data processing-editing-classification-coding & tabulation.

CHAPTER-III

Report writing- requirements and mechanics of report writing- Precautions in report writing- Bibliography- role of computers in research work.

Selected Reference-1. Goode W.J(1952) and Hatt P.K; Methods in social research, Mc Graw Hill.

2. Young P(1966): Scientific Social Surveys and Research, Prentice Hall

3. Kothari C R(2010) :Research Methodology: Methodology: Methods and technique,Wiley Eastern limited

Generic Elective Papers For ARTS SEMESTER-II

INDIAN ECONOMY:PAPER - I

Module- I

Economic scenario in the pre-British and British period. Structure & Organisation of Villages, Towns, Industries and handicrafts, Meaning of colonization, British rule and the exploitation of India.

Module- II

Indian Economy at the time of Independence, Economic condition of India at the time of independence. The theory of drains and its pros and cons. Stagnation of Indian industries.

Module- III

Planning process in India:

Meaning of Economic Planning. Important features of Indian Plans, Planning process in India, Objectives of economic planning, Targets and Achievement of Indian Plans

Module- IV

Demographic Features of the Indian Economy: Meaning of population explosion, size and growth of Indian population, The problem of over population, Population policy. Poverty: Inequality and Unemployment:

Concept of poverty, Poverty alleviation programmes, Causes of Unemployment, Employment generation programmes.

Readings :

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

INDIAN ECONOMY:PAPER - II

Module- I

Agriculture: Role of agriculture in Indian Economy, Land tenure and tenancy reforms, Green revolution, Food problem and agriculture.

Module- II

Industries: Role of Industries in Indian Economy, Types of Industries – Small Scale, Large Scale and Cottage Industries, Industrial Policies – 1948, 1956 & 1991, Industrial sickness.

Module- III

Transport & Communication: Importance of transport in Economic development, Rail-Roads Co-ordination, Postal Communication & Tele Communication, Foreign Trade in India-Composition and direction.

Module- IV

Banking and Finance: The Structure of financial system, Functions of Commercial Bank, Balance Sheet of Commercial Bank, Functions of Reserve Bank of India. Education, Health and Nutrition, Problems of Environment, Environment regulation, Environment and development controversy.

Readings :

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

GENERIC ELECTIVE FOR COMMERCE STREAM: SEMESTER-I

1.MICRO ECONOMICS

Objectives: The course aims at providing the student with knowledge of basic concepts of the micro economics and different market structures.

Unit - 1:

Demand and Consumer Behaviour

Consumer Behaviour: Indifference curve analysis of consumer behavior; Consumer's equilibrium (necessary and sufficient conditions). Elasticity of demand: price, income and cross, Price elasticity and price consumption curve. (cash subsidy v/s. kind subsidy). Income effect and Income Consumption Curve, Consumer Surplus-Marshallian and Hicks

Unit - 2:

Production and Cost

Production isoquants, marginal rate of technical substitution, economic region of production, optimal combination of resources, the expansion path, isoclines, returns to scale using isoquants.

Cost of Production: Social and private costs of production, long run and short run costs of production. Economies and diseconomies of scale and the shape to the long run average cost.

Unit 3:

Perfect Competition

Perfect competition: Assumptions, Concepts of Revenue under Perfect Competition. Equilibrium of the firm and the industry in the short and the long runs, including industry's long run supply curve. Measuring producer surplus under perfect competition.

Unit 4:

Monopoly

Monopoly: Concepts of Revenue under Monopoly, Monopolistic Competition and Oligopoly. Monopoly-short run and long run equilibrium. Shifts in demand curve and the absence of the supply curve. Measurement of monopoly power and the rule of thumb for pricing. Horizontal and vertical integration of firms. **Imperfect Competition**-Monopolistic Competition and Oligopoly: Monopolistic competition price and output decision-equilibrium. Monopolistic Competition and economic efficiency Oligopoly and Interdependence -

Suggested Readings:

1. Pindyck, R.S., D. L. Rubinfeld and P. L. Mehta; *Microeconomics*, Pearson Education.
2. N. Gregory Mankiw, *Principles of Micro Economics*, Cengage Learning
3. Maddala G.S. and E. Miller; *Microeconomics: Theory and Applications*, McGraw-Hill Education.
4. Salvatore, D. *Schaum's Outline: Microeconomic Theory*, McGraw-Hill, Education.
5. Case and Fair, *Principles of Micro Economics*, Pearson Education
6. Koutsiyannis, *Modern Micro Economic Theory*.
7. C Snyder, *Microeconomic Theory: Basic Principles and Extensions*, Cengage Learning
8. Bilas, Richard A., *Microeconomics Theory: A Graphical Analysis*, McGraw-Hill Education.
9. Paul A Samuelson, William D Nordhaus, *Microeconomics*, McGraw-Hill Education.

2.MACRO ECONOMICS:

SEMESTER-III

Objectives: The course aims at providing the student with knowledge of basic concepts of the macro economics. The modern tools of macro-economic analysis are discussed and the policy framework is elaborated, including the open economy.

Unit 1: Introduction

Concepts and variables of macroeconomics, income, expenditure and the circular flow, components of expenditure. Static macroeconomic analysis short and the long run – determination of supply, determination of demand, and conditions of equilibrium

Unit 2: Economy in the short run

IS–LM framework, fiscal and monetary policy, determination of aggregate demand, aggregate supply in the short and long run, and aggregate demand- aggregate supply analysis.

Unit 3: Inflation, Unemployment and Labour market

Inflation: Causes of rising and falling inflation, social costs of inflation; Unemployment – natural rate of unemployment, frictional and wait unemployment. Labour market and its interaction with production system; Phillips curve.

Unit 4:

Behavioral Foundations- Investment –determinants of business fixed investment, effect of tax, determinants of residential investment and inventory investment. Demand for Money – Portfolio and transactions theories of demand for real balances.

Suggested Readings

1. Mankiw, N. Gregory. Principles of *Macroeconomics*. Cengage Learning
2. Robert J Gordon, *Macroeconomics*, Pearson Education
3. Branson, William H. *Macroeconomic Theory and Policy*. HarperCollins India Pvt. Ltd.
4. Rudiger Dornbusch and Stanley Fischer, *Macroeconomics*. McGraw-Hill Education.
5. Rudiger Dornbusch, Stanley Fischer, and Richard Startz, *Macroeconomics*. McGraw-Hill Education
6. Oliver J. Blanchard, *Macroeconomics*, Pearson Education
7. G. S. Gupta, *Macroeconomics: Theory and Applications*, McGraw-Hill Education
8. Shapiro, *Macroeconomic Analysis*,
9. Paul A Samuelson, William D Nordhaus, and Sudip Chaudhuri, *Macroeconomic*, McGraw-Hill Education

3. INDIAN ECONOMY

SEMESTER-IV

Objective: This course seeks to enable the student to grasp the major economic problems in India and their solution.

Unit 1: Basic Issues in Economic Development

Concept and Measures of Development and Underdevelopment; Human Development. Basic Features of the Indian Economy at Independence- Composition of national income and occupational structure, the agrarian scene and industrial structure

Unit 2: Policy Regimes

- a) The evolution of planning and import substituting industrialization. b) Economic Reforms since 1991.
- c) Monetary and Fiscal policies with their implications on economy

Unit 3: Growth, Development and Structural Change

- a) The experience of Growth, Development and Structural Change in different phases of growth and policy regimes across sectors and regions.
- b) The Institutional Framework: Patterns of assets ownership in agriculture and industry; Policies for restructuring agrarian relations and for regulating concentration of economic power;
- c) Growth and Distribution; Unemployment and Poverty; Human Development; Environmental concerns.

Unit 4: Sectoral Trends and Issues

a) Agriculture Sector: Agrarian growth and performance in different phases of policy regimes i.e. pre green revolution and the two phases of green revolution; Factors influencing productivity and growth; the role of technology and institutions;

b) Industry and Services Sector: Phases of Industrialisation – the rate and pattern of industrial growth across alternative policy regimes; Public sector – its role, performance and reforms; The small scale sector.

c) Financial Sector: Structure, Performance and Reforms. Foreign Trade and balance of Payments: Export policies and performance; Macro Economic Stabilisation and Structural Adjustment; India and the WTO, Role of FDI.

Suggested Readings:

1. Mishra and Puri, *Indian Economy*, Himalaya Publishing House
2. IC Dhingra, *Indian Economics*, Sultan Chand & Sons
3. Gaurav Dutt and KPM Sundarum, *Indian Economy*, S. Chand & Company.
4. Bhagwati, J. and Desai, P. *India: Planning for industrialization*, OUP, Ch 2.
5. Patnaik, Prabhat. *Some Indian Debates on Planning*. T. J. Byres (ed.). *The Indian Economy: Major Debates since Independence*, OUP.
6. Ahluwalia, Montek S. *State-level Performance under Economic Reforms in India* in A. O. Krueger. (ed.). *Economic Policy Reforms and the Indian Economy*, The University of Chicago Press.
7. Dreze, Jean and Amartya Sen. *Economic Development and Social Opportunity*. Ch. 2. OUP.
8. Khanna, Sushil. *Financial Reforms and Industrial Sector in India*. *Economic and Political Weekly*. Vol. 34. No. 45.
9. Uma Kapila (ed), “*Indian Economy since Independence*”, Relevant articles.
10. Rangarajan, C. and N. Jadhav. *Issues in Financial Sector Reform*. Bimal Jalan. (ed). *The Indian Economy*. Oxford University Press, New Delhi.

QUESTION PATTERN FOR THE TERM END SEMESTER EXAMINATIONS

APPLICABLE FOR 1ST, 2ND, 3RD AND 4TH SEMESTER ONLY

I. ALL THE CORE PAPERS FROM CORE-1 TO CORE-14, DISCIPLINE SPECIFIC ELECTIVES AND GENERIC ELECTIVE PAPERS CARRY 100 MARKS

INTERNAL EXAMINATION-20 MARKS
TERM END SEMESTER EXAMINATION-80 MARKS

QUESTION PATTERN OF 80 MARKS TERM END SEMESTER EXAMINATION

GROUP-A (COMPULSORY)-COMPRISES 4 BIT QUESTIONS FROM WHOLE SYLLABUS EACH CARRYING 4 MARKS-**4X4=16**
GROUP-B-LONG ANSWER TYPE -4 LONG QUESTIONS FROM EACH UNIT CARRYING 16 MARKS- **4X16=64**

II. THE SKILL ENHANCEMENT COURSE (S.E.C) COMPRISES 50 MARKS

INTERNAL EXAMINATION-10 MARKS
TERM END SEMESTER EXAMINATION- 40 MARKS

QUESTION DISTRIBUTION OF 40 MARKS TERM END SEMESTER EXAMINATION

GROUP-A (COMPULSORY)-COMPRISES 2 BIT QUESTIONS FROM WHOLE SYLLABUS- **2X4=08**
GROUP-B-LONG ANSWER TYPE-2 LONG QUESTIONS CARRYING 16 MARKS EACH- **2X16=32**

III. QUESTION PATTERN FOR 100 MARK PAPER HAVING PRACTICAL EXAMINATION (COMPUTER APPLICATION IN ECONOMICS)

THEORY-60 MARKS
INTERNAL-12 MARKS
TERM END SEMESTER EXAMINATION-48 MARKS
PRACTICAL-40 MARKS

QUESTION DISTRIBUTION OF 48 MARKS TERM END SEMESTER EXAMINATION-

GROUP-A (COMPULSORY)-COMPRISES 3 BIT QUESTIONS FROM WHOLE SYLLABUS EACH CARRYING 4 MARKS-**3X4=12**
GROUP-B (LONG ANSWER TYPE)-3 LONG QUESTIONS FROM EACH UNIT CARRYING 12 MARKS - **3X12=36**

QUESTION DISTRIBUTION OF 40 MARK TERM END SEMESTER EXAMINATION-

GROUP-A (COMPULSORY)-COMPRISES 2 BIT QUESTIONS FROM WHOLE SYLLABUS EACH CARRYING 4 MARKS-**2X4= 08**
GROUP-B (LONG ANSWER TYPE)-2 LONG QUESTIONS EACH CARRYING 16 MARKS- **2X16=32**

RAYAGADA AUTONOMOUS COLLEGE, RAYAGADA



**PROPOSED SYLLABUS AND SCHEME OF EXAMINATION
FOR
+3 B.A EDUCATION HONOURS
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)**

FOR THE SESSION:

2018-2019

2019-2020

2020-2021

**BOARD OF STUDIES IN EDUCATION,
RAYAGADA AUTONOMOUS COLLEGE
RAYAGADA: 765001**

B.A EDUCATION SYLLABUS

SCHEME OF B.A EDUCATION (HON) SYLLABUS

S E M E S T E R - I **1. EDUCATION CORE COURSE-I**

B A S I C S I N E D U C A T I O N
2. EDUCATION CORE COURSE-II
E D U C A T I O N A N D S O C I E T Y
3 . A E C C - I

4. GENERIC ELECTIVE (GE)-I

SEMESTER-III **1. EDUCATION CORE COURSE-V** **T E C H N O L O G Y A N D I N N O V A T I O N S** **I N E D U C A T I O N**

2. EDUCATION CORE COURSE-VI
P E D A G O G Y O F S C H O O L S U B J E C T S

3. EDUCATION CORE COURSE-VII
S T A T I S T I C S I N E D U C A T I O N

4. SEC-I Communicative English

5. GENERIC ELECTIVE (GE)-III

SEMESTER-V **1. EDUCATION CORE COURSE-XI** **H I S T O R Y O F E D U C A T I O N I N I N D I A**

2. EDUCATION CORE COURSE-XII
C O M P A R A T I V E E D U C A T I O N

3 . D S E - I
I . I C T I N E D U C A T I O N

4 . D S E - I I
I I . S P E C I A L E D U C A T I O N

S E M E S T E R - I I **1. EDUCATION CORE COURSE-III**

T H E L E A R N E R S A N D L E A R N I N G P R O C E S S

2. EDUCATION CORE COURSE-IV
P E D A G O G I C A L S K I L L

3 . A E C C - I I

4. GENERIC ELECTIVE (GE)-II

SEMESTER-IV **1. EDUCATION CORE COURSE-VIII** **C U R R I C U L U M D E V E L O P M E N T A N D** **E D U C A T I O N A L G U I D A N C E**

2. EDUCATION CORE COURSE-IX
E D U C A T I O N A L A S S E S S M E N T A N D
E V A L U A T I O N

3. EDUCATION CORE COURSE-X
I N T R O D U C T I O N T O E D U C A T I O N A L
R E S E A R C H

4. SEC-II Logical thinking and Quantitative Aptitude

5. GENERIC ELECTIVE (GE)-IV

SEMESTER-VI **1. EDUCATION CORE COURSE-XIII** **E D U C A T I O N A L P L A N N I N G ,** **A D M I N I S T R A T I O N A N D M A N A G E M E N T**

2. EDUCATION CORE COURSE-XIV
C O N T E M P O R A R Y C O N C E R N S I N
I N D I A N E D U C A T I O N

3 . D S E - I I I
D I S T A N C E E D U C A T I O N

4 . D S E - I V
P R O J E C T R E P O R T

1st SEMESTER

Semistar questions (Education Core Papers) consist of 4 short question of 3marks each one from each unit. 4 long questions of 12 marks from each unit with suitable alternatives at a interval of 2: 30 hours.					
PAPERS	S U B J E C T	CREDIT	SEMESTAR + INTERNAL	PRACTICAL	T O T A L
CORE- I	Basics in education	6	60+15=75	2 5	1 0 0
CORE- II	Education & Society	6	60+15=75	2 5	1 0 0
G E - I	* FROM OTHER SUBJECTS*	6	80+20= 100	- - - -	1 0 0
AECC- I		2	40+10=50	- - - -	5 0

2nd SEMESTER

Semistar questions (Education Core Papers) consist of 4 short question of 3marks each one from each unit. 4 long questions of 12 marks from each unit with suitable alternatives at a interval of 2: 30 hours.					
PAPERS	S U B J E C T	CREDIT	SEMESTAR + INTERNAL	PRACTICAL	T O T A L
CORE- III	The learners & learning process.	6	60+15=75	2 5	1 0 0
CORE- IV	P e d a l o g i c a l S k i l l	6	60+15=75	2 5	1 0 0
G E - I I	* FROM OTHER SUBJECTS*	6	80+20= 100	- - - -	1 0 0
AECC- II		2	40+10=50	- - - -	5 0

3rd SEMESTER

Semistar questions (Education Core Papers) consist of 4 short question of 3marks each one from each unit. 4 long questions of 12 marks from each unit with suitable alternatives at a interval of 2: 30 hours.					
PAPERS	S U B J E C T	CREDIT	SEMESTAR + INTERNAL	PRACTICAL	T O T A L
CORE- V	Technology & Innovations in eucation.	6	60+15=75	2 5	1 0 0
CORE- VI	Pedalogy of school subjects.	6	60+15=75	2 5	1 0 0
CORE-VII	Statistics in education.	6	60+15=75	2 5	1 0 0
G E - I I I	* FROM OTHER SUBJECTS*	6	80+20= 100	- - - -	1 0 0
S E C - I	CommunicativeEnglish	2	40+10=50	- - - -	5 0

4th SEMESTER

Semistar questions (Education Core Papers) consist of 4 short question of 3marks each one from each unit. 4 long questions of 12 marks from each unit with suitable alternatives at a interval of 2: 30 hours.					
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P A P E R S	S U B J E C T	CREDIT	SEMESTAR + INTERNAL	PRACTICAL	T O T A L
CORE- VIII	Curriculum development & educational guidance.	6	60 + 15 = 75	2 5	1 0 0
CORE- IX	Educational assessment & evaluation.	6	60 + 15 = 75	2 5	1 0 0
C O R E - X	Introduction to educational research.	6	60 + 15 = 75	2 5	1 0 0
G E - I V	* FROM OTHER SUBJECTS*	6	80 + 20 = 100	- - - -	1 0 0
S E C - I I	Logical thinking and quantitative aptitude	2	40 + 10 = 50	- - - -	5 0

5th SEMESTER

Semistar questions (Education Core Papers) consist of 4 short question of 3marks each one from each unit. 4 long questions of 12 marks from each unit with suitable alternatives at a interval of 2: 30 hours.					
P A P E R S	S U B J E C T	CREDIT	SEMESTAR + INTERNAL	PRACTICAL	T O T A L
CORE- XI	History of education in India.	6	60 + 15 = 75	2 5	1 0 0
CORE- XII	Comparative Education.	6	60 + 15 = 75	2 5	1 0 0
D S E - I	I C T i n e d u c a t i o n .	6	60 + 15 = 75	2 5	1 0 0
D S E - I I	S p e c i a l e d u c a t i o n	6	60 + 15 = 75	2 5	1 0 0

6th SEMESTER

Semistar questions (Education Core Papers) consist of 4 short question of 3marks each one from each unit. 4 long questions of 12 marks from each unit with suitable alternatives at a interval of 2: 30 hours.					
P A P E R S	S U B J E C T	CREDIT	SEMESTAR + INTERNAL	PRACTICAL	T O T A L
CORE- XIII	Educational Planing, Administration and Management.	6	60 + 15 = 75	2 5	1 0 0
CORE- XIV	Contemporary Concerns in Indian education.	6	60 + 15 = 75	2 5	1 0 0
D S E - I I I	D i s t a n c e e d u c a t i o n	6	60 + 15 = 75	2 5	1 0 0
D S E - I V	P r o j e c t R e p o r t		RECORD : 75	2 5	1 0 0

CORE - 1

BASICS IN EDUCATION

INTRODUCTION:

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

Course Objectives

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

Unit- 1 Bases of Education

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

Unit- 2 Philosophical foundations of education

- Concept of Philosophy
- Inter dependence of philosophy and education
- Concept of philosophy :
Metaphysics, Epistemology and Axiology.

Unit – 3 Western Schools of Philosophy and their educational implication.

- Idealism
- Naturalism

- Pragmatism

Unit – 4 Doctrines of Great Educators of East and West and their influence on the practices of school education with special reference to Aims and ideals of Education, Curriculum, method of teaching and the role of teacher.

- Gandhi
- Sri Aurobindo
- Rousseau
- Dewey

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C1 Practical

BookReview

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

Distribution of Marks.

Record	-	20
Viva-voce	-	05
Total	=	25

CORE – 2

EDUCATION AND SOCIETY

INTRODUCTION

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

Course Objectives

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

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

Unit – 1 Education and society

- Society : Meaning and characteristics
- Types of society : Agricultural, Industrial, rural and urban
- Interrelationship between education and society
- Social groups: Primary, Secondary
- Social interaction and stratification

Unit– 2 Education and culture

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

Unit– 3 Education, Social process and Institution

- Education and socialization
- Education and social change
- Education and social mobility

Unit– 4 Education and Globalisation

- Education, Growth and Development
- Globalisation, liberalization and privatization
- Human rights education

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C2 Practical

Field Study

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

Distribution of Marks.

Record	-	20
Viva-voce	-	05
Total	=	25

CORE – 3

THE LEARNER AND LEARNING PROCESS

INTRODUCTION:

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

Course Objectives:

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

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

Unit-1 Educational Psychology

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

Unit – 2 Developmental psychology

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

Unit– 3 Intelligence, creativity and individual difference

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

Unit– 4 Learning and motivation

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

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C3 Practical

Administration of Psychological Test

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

Distribution of Marks

Record	-	20
Viva-voce	-	05
Total	=	2

CORE – 4

PEDAGOGICAL SKILLS

INTRODUCTION

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

Course objectives

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

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

Unit- 1 Concept of teaching –learning

- ❑ Meaning, definitions and characteristics of teaching and learning.
- ❑ Relationship between teaching and learning.

Unit- 2 Task of teaching

- ❑ Meaning and definition of teaching task
- ❑ Phases of teaching task : Pre-active, interactive and post – active phase.
- ❑ Lesson plan design : The Herbartian steps, 5E Model ICON Design Model.

Unit- 3 Principles and Maxims of Teaching

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

Unit- 4 Approaches and Methods of Teaching

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

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C-4 Practical

Preparation of Lesson Plan

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

Distribution of Marks

Preparation Lesson Plan - 2 0

V i v a - v o c e - 0 5

T o t a l = 2 5

CORE - 5

TECHNOLOGY AND INNOVATIONS IN EDUCATION

INTRODUCTION

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

Course Objectives

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

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

Unit- 1	Educational Technology Meaning, nature and scope Approaches to Educational Technology: Hardware, software and system approach Types of Educational Technology Importance of Educational Technology for the teacher and the student.
Unit- 2	CommunicationProcess Meaning and nature Process, components and types Barriers of communication Study of Classroom Communication through flander's interaction analysis.
Unit- 3	Innovations in EducationalTechnology Programmed instruction: Concept Basic principles and applications Microteaching: Concept assumptions, phases and applications. Simulated Teaching: concept, procedure and applications Personalized system of instruction: Concept, objectives, strategies and applications.
Unit- 5	Classroom instructionalAids Projected and non projected Aids ICT – enabled devices Organisation of school teaching learning Materials (TLM) Centre: Objective Procedure Planning Application Types of Materials to be procured for teaching different school subjects.

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C5 Practical

Classroom Interaction Analysis

Development of micro lesson plan on any topic and deliver.

Distribution of Marks

Record	-	20
Viva-voce	-	05
Total	=	25

CORE - 6

PEDAGOGY OF SCHOOL SUBJECTS

(Each student is required to select any one of the following school subjects)
METHODS OF TEACHING ODIA

Introduction

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

Learning Objectives and Expected Outcomes

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

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

Unit-1 Conceptual

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

Unit- 2 Methods and approaches

- Direct Method
- Discussion Method
- Discussion cum appreciation method
- Inductive and deductive method

Unit- 3 Techniques of Teaching

- Teaching of prose and poetry
- Teaching of Grammar
- Teaching of composition

Unit- 4 Teaching Learning Materials for teaching Odia

- Teaching learning materials : Purpose,
- Types and Use Language Text Book : Importance,
- Purpose Language Laboratory characteristics application

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METHOD OF TEACHING ENGLISH

INTRODUCTION

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

Learning Objectives and Expected Outcomes

On completion of course the students shall be able to:

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

Unit- 1 Teaching / Learning English as a second language

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

Unit- 2 Methods and approaches

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

Unit- 3 Techniques of teaching

- ❑ Teaching prose and poetry
- ❑ Teaching grammar
- ❑ Teaching composition

Unit- 4 Teaching learning materials for teaching English

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

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METHODS OF TEACHING MATHEMATICS

INTRODUCTION

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

Course Objectives

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

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

- Unit- 1 Importance and values of teaching mathematics**
- ☐ Aims and objectives of teaching mathematics
 - ☐ Relationship of mathematics with other school subjects.
- Unit- 2 Mathematics curriculum and its organization at school stage.**
- ☐ Principles of curriculum construction in Mathematics
 - ☐ Principles of Arranging / organizing curriculum
 - ☐ Pedagogical analysis of content in School Mathematics
- Unit- 3 Methods of teaching mathematics**
- ☐ Analytic and synthetic methods
 - ☐ Inductive and deductive methods
 - ☐ Project method
- Unit- 4 Teaching learning Materials in Mathematics**
- ☐ Teaching aids in mathematics : Purpose, types and use.
 - ☐ Mathematics text book and workbook.
 - ☐ Application of ICT in teaching mathematics.

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METHOD OF TEACHING HISTORY

INTRODUCTION

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

COURSE OBJECTIVES:

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

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

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

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

Unit- 2 The History curriculum

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

Unit- 3 Methods of Teaching History

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

Unit- 4 Teaching learning material (TLM) in history

- ☐ Purpose, types and use
- ☐ Timeline.
- ☐ ICT-enabled teaching aids in History.

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METHOD OF TEACHING SCIENCE

Introduction

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

Learning Objectives and Expected Outcomes

On completion of the course the students shall be able to

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

Unit- 1 Conceptual

- ☐ Meaning, nature and scope of GeneralScience
- ☐ Aims and objectives of teaching science at schoollevel.
- ☐ Correlation of science with other schoolssubjects.
- ☐ Importance of science in the schoolcurriculum

Unit- 2 Methods and approaches

- ☐ Observationmethod
- ☐ Demonstration-cum-Discussionmethod
- ☐ Projectmethod
- ☐ Heuristicmethod
- ☐ Laboratorymethod

Unit- 3 Science curriculum

- ☐ Principles of curriculum construction inscience
- ☐ Organisation of curriculum inscience

Unit- 4 Teaching learning materials (TLM) for teaching science

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

REFERENCES

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- ☐ NCERT(2005). Position Paper of NFG Habitat and Learning-2005
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METHOD OF TEACHING GEOGRAPHY

INTRODUCTION

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

Course Objectives:

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

- ☐ explain the meaning and scope ofGeography.
- ☐ relate Geography with other schoolssubjects
- ☐ explain the different approaches of curriculum transaction in Geography.
- ☐ list out the different type of Teaching Learning Material (TLM) in Geography
- ☐ explain the principles of curriculum organization inGeography.
- ☐ Prepare lesson plan in teachingGeography.

Unit – 1 Conceptual

- ☐ Meaning, nature and scope of Geography
- ☐ Aims and objectives of teaching Geography at the schoollevel.
- ☐ Correlation of Geography with other schoolssubjects.
- ☐ Place of Geography in the schoolcurriculum.

Unit – 2 Methods and approaches

- ☐ Direct observation and indirectobservation
- ☐ Discussion method / Demonstration-cum-discussionmethod
- ☐ Projectmethod
- ☐ Regionalmethod
- ☐ Heuristicmethod

Unit- 3 Geography curriculum

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

Unit- 4 Teaching Learning Materials (TLM) for teaching

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

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- ☐ Pradhan, A.K. & Pradhan, K. (1991) Content-cum-Methods of teaching Geography, Cuttack: Books and books
- ☐ Shaida, B.D. Sharma T.C. (2010) Teaching of Geography New Delhi : Dhanpat Rai Publication company.
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C-6 Practical

School Internship

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

Distribution of Marks

Delivery of Lesson Plan	-	1	5
R e c o r d	-	1	0
T o t a l	=	2	5

CORE – 7

STATISTICS IN EDUCATION

INTRODUCTION

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

Course Objectives

After completion of this course students shall be able to:

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

Unit- 1 Concept of Statistics

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

Unit- 2 Graphical Representation of Data

- ☐ Histogram ☐
- ☐ Frequency Polygon ☐
- ☐ Pie-Diagram ☐
- ☐ Cumulative frequency graph ☐
- ☐ ☐ Cumulative percentage curve / Ogive ☐

Unit- 3 Measures of Central Tendency and Dispersion:

- ☐ Mean☐
- ☐ Median☐
- ☐ Mode☐
- ☐ Range☐
- ☐ AverageDeviation☐
- ☐ QuartileDeviation☐
- ☐ StandardDeviation☐

Unit- 4 Measures ofCorrelation

- ☐ Concept ofCorrelation☐
- ☐ Rank difference method ofcorrelation☐
- ☐ Product moment correlationalmethod☐
- ☐ Normal probability curve: Divergence fromnormality.☐

REFERENCES

- ☐ Ferguson, G.A.(1971). *Statistical Analysis in Psychology and Education*. Kogakusha,
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- ☐ Sharma, R.A. (2000), *Advanced Statistics in Education and Psychology*, Meerut: Surya Publisher.
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Statistical Analysis of Achievement Scores

Each student is required to collect the achievement scores of the students of any two class (secondary / higher secondary) of any institutions and prepare an analysis report.

Distribution of Marks

1	.	Preparation of Records	-	20 Marks
2	.	V i v a v o c e	-	05 Marks
		T o t a l	=	25 Marks

CORE – 8

CURRICULUM DEVELOPMENT & EDUCATIONAL GUIDANCE

INTRODUCTION

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

Course Objectives:

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

- ☐ define and explain the concept of curriculum.
- ☐ list different types of curriculum with examples.
- ☐ suggest bases of curriculum such as, philosophical, psychological and sociological.
- ☐ describe different considerations for curriculum planning;
- ☐ elucidate different process of curriculum development;
- ☐ explain the role of teacher in curriculum development.
- ☐ identify major issues and trends in curriculum;
- ☐ Explain National curricular Framework(2005)
- ☐ Explain different type of Guidance & Counselling
- ☐ List out different type of counseling services and the role of teacher in organizing those services

Unit- 1 Curriculum

- ☐ Meaning and importance☐
- ☐ Types of Curriculum: subject centered, learner centered, experience centered curriculum, Core curriculum, Local specific curriculum.☐
- ☐ Principles of Curriculum Construction: Principle of Activity centeredness, Community centered ness, Integration, Relevance, Balance, Flexibility, Variety & Plurality, Forward looking, contextuality, ICT –enabled☐

Unit- 2 National Curricular Framework (NCF)2005

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

Unit- 3 Guidance and counseling

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

Unit- 4 Organisation of Guidance services in school

- ☐ Placement service☐
- ☐ Occupational information service☐
- ☐ Pupil inventory service☐
- ☐ Follow up service☐
- ☐ Role of teacher in organizing guidance services in school☐

References

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- ❑ Ornstein, A.C. & Hunkins, E, Curriculum. Foundations, Principles and Issues, Allyn & Bacon, Boston,1998.
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- ❑ Saylor, J.G. Alexander, W.M. & Lewis, A.J., Curriculum Planning for Better Teaching for Better Teaching and Learning, Hott, Rinehart & Winston, New York,1981.

C-8 Practical

Text Book Review

Each student will review a journal or research based article and write a report.

Distribution of Marks

R e c o r d -	2 0 m a r k s
V i v a v o c e -	0 5 m a r k s
T o t a l =	2 5 m a r k s

CORE - 9

EDUCATIONAL ASSESSMENT & EVALUATION

INTRODUCTION

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

Course Objectives

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

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

Unit – 1 Assessment & Evaluation in Education

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

Unit- 2 Techniques ofAssessment

- ☐ Observation☐
- ☐ Interview☐
- ☐ Ratingscale☐
- ☐ Checklist☐
- ☐ Project☐
- ☐ ☐ ConceptMapping☐

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

Unit- 3 Test construction

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

Unit- 4 C h a r a c t e r i s t i c s o f a G o o d T e s t

- Reliability - C o n c e p t a n d m e t h o d
- V a l i d i t y - Concept, type and methods of validation
- Objectivity - C o n c e p t , t y p e a n d f a c t o r s
- Usability - C o n c e p t a n d f a c t o r s

REFERENCES

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C-9 Practical

Construction of an achievement test

Each student will prepare a checklist or a rating scale useful for research purposes.

Distribution of Marks

R e c o r d -	20 marks
Viva voce -	05 marks
T o t a l =	25 marks

CORE – 10

INTRODUCTION TO EDUCATIONAL RESEARCH

INTRODUCTION

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

Course Objectives

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

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

Unit – 1 Introduction to Research

- ☐ Meaning and characteristics of research ☐
- ☐ Basic, Applied and action research ☐

☐ The nature of educational research ☐

Unit- 2 Types of studies in Educational Research

- ☐ Descriptive Research ☐
- ☐ Experimental Research ☐
- ☐ Qualitative Research ☐

Unit- 3 Research Design

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

Unit- 4 Data Analysis, Interpretation and Research report

- ☐ Analysis of Quantitative Data (Descriptive statistical Measure) ☐
- ☐ Analysis of Qualitative Data ☐
- ☐ Writing proposal / synopsis ☐
- ☐ Method of literature survey / Review ☐

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C-10 Practical

Preparation of Projectproposal

Each student will prepare a project proposal.

Distribution of Marks

R e c o r d -	2 0 m a r k s
V i v a v o c e -	0 5 m a r k s
T o t a l =	2 5 m a r k s

CORE – 11

HISTORY OF EDUCATION IN INDIA

INTRODUCTION

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

Course objectives

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

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

Unit- 1 Education in Ancient India

- ☐ Education during Vedic period.☐
- ☐ Education during Buddhist period.☐
- ☐ Education during Islamic Period.☐

Unit- 2 Education during early British period (up to 1885)

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

Unit- 3 Education during later British period

- ☐ Calcutta University (Sadler) Commission report 1917.☐
- ☐ Report of the University Education Commission 1948☐
- ☐ Report of the Secondary Education Commission 1952.☐
- ☐ Report of the Indian Education Commission 1966☐

(Reports of the commissions to be studied with reference to Aims, structure & Curriculum)

Unit- 4 Emerging Changes in Indian Education

- ☐ NPE 1986 and the Revised NPE 1992.☐
- ☐ Essence & the Role of Education☐
- ☐ National System of Education.☐
- ☐ Reorganisation of Education at different stages.☐
- ☐ Report of NKC (National Knowledge commission) with regard to school & higher education

REFERENCES:

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C-11 Practical

Case Study

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

The Distribution of Marks.

R e c o r d -	2 0 m a r k s
V i v a v o c e -	0 5 m a r k s
T o t a l =	2 5 m a r k s

CORE – 12

COMPARATIVE EDUCATION

INTRODUCTION

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

Course objectives

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

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

Unit – 1 Definition and scope of Comparative Education

- ☐ First pioneers of comparative education.☐
- ☐ Other subsequent comparative studies☐
- ☐ Approaches : statistical, psychological and historical☐

Unit – 2 Theory and Methods of comparative Education

- ☐ Purpose of comparative education☐
- ☐ Area studies : Description and interpretation☐

Unit– 3 Systems of Education

- ☐ (Characteristic, structure, curriculum and evaluation system)
- ☐ U.K.☐
- ☐ U.S.A.☐

Unit– 4 Systems of Education

- ☐ (Characteristic, Structure, Curriculum & Evaluation system)
- ☐ China☐
- ☐ Japan☐

REFERENCES

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- Bereday, George Z.F (1964) *Comparative Method in Education* Holt Rinehart and Winston, Inc, New York.
- Biswas, A. & Aggarwal, J.C., *Comparative Education*, Arya Book Depot, New Delhi, 1972.
- Chaube, S.P., *Comparative Education*, Ram Prashad & Sons, Agra, 1969:
- Gezi, K. I., *Education in Comparative and International Perspective*, Holt, Rinehart & Winston, New York, 1971.
- Hans, N., *Comparative Education*, Universal Book Stall, New Delhi, 1988.
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Core-12 Practical

Term Paper

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

Distribution of marks:

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

DISCIPLINE SPECIFIC ELECTIVE (DSE) – 1

ICT IN EDUCATION

INTRODUCTION

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

Course Objectives

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

- ☐ explain the concept, nature and scope of ICT in education
- ☐ differentiate Web. 1.0 and Web2.0
- ☐ describe the importance of open source software in education
- ☐ list and explain various approaches in adoption and use of ICT in education.
- ☐ list and explain various stages of ICT usages in general and pedagogical
- ☐ usages in particular in education.
- ☐ describe the needed teacher competencies for ICT usage in the classroom.
- ☐ demonstrate the use of various computer software such as Word-processing , Spreadsheets, and Presentation.

Unit- 1 Information & Communication Technology : Meaning and importance

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

Unit- 2 ICT Resources

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

Unit- 3 ICT in class room

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

Unit- 4 ICT for school improvement

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

REFERENCES

- ☐ Govt. of India (2012). National Policy on ICT in School Education & Literacy. MHRD, Govt. of India.☐
- ☐ Mongal, S.K. & Mangal, U. (2010) Essentials of Educational Technology, New Delhi: PHG PH Learning☐
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- ☐ UNESCO (2015) fostering Digital Citizenship through safe and responsible use of ICT : A Review of current status in Asia and the Pacific as of December 2014. Bangkok : UNESCO Asia Pacific Regional Bureau for Education.☐
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UNESCO (2008). *ICT Competency Standards for Teachers: Policy Framework*. Retrieved from <http://portal.unesco.org>

DSE-1 Practical

Internet Search for Study Material

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

Distribution of Marks.

R e c o r d - 20 marks

V i v a v o c e - 05 marks

T o t a l = 25 marks

DISCIPLINE SPECIFIC ELECTIVE (DSE) – 2

SPECIAL EDUCATION

INTRODUCTION

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

education of the persons with disability is very crucial for the development and independent living as far as possible. Education of the persons with disability has evolved as an essential responsibility of the government not only because of constitutional provisions but also with the UN mandates.

Course Objectives

On completion of this course, students shall be able to

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

Unit- 1 Conceptual

- ❑ Exceptional children : Concept and types
- ❑ Inter relationship between impairment, disability and handicap.
- ❑ Issues and innovations in Education of Exceptional children: Mainstreaming, Labeling and De-institutionalisation.

Unit- 2 Education of the gifted and creative children

- ❑ Concept
- ❑ Characteristics
- ❑ Identification
- ❑ Educational provisions
- ❑ Role of Teacher

Unit- 3 Education of the Educable Mentally Retarded

- ❑ Concept
- ❑ Characteristics
- ❑ Methods of identification
- ❑ Educational Provision

Unit- 4 Education of Children with Learning Disability

- ❑ Concept
- ❑ Characteristics
- ❑ Methods of identification
- ❑ Role of Special / Resource Teacher

REFERENCES:

- ❑ Blackhurst. A.E. & Berdine, w.H. (Eds) (1981). An introduction to special education, Little Brown & Co. Boston
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- ❑ Yaseldyke, J.E. (1989) Introduction to special Education, Houghton Mifflin and Co, Boston.

DSE-2 Practical

Case study of Special Child

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

Distribution of Marks

R e c o r d - 2 0 m a r k s

V i v a v o c e - 0 5 m a r k s

T o t a l = 2 5 m a r k s

CORE – 13

EDUCATIONAL PLANNING, ADMINISTRATION AND MANAGEMENT

INTRODUCTION

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

Course Objectives

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

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

Unit – 1 Educational Planning

- ☐ Meaning, Nature, Objective and scope☐
 - ☐ Steps in Educational Planning : Diagnosis of Educational Development, Plan formulation, Plan implementation, Monitoring and Evaluation.☐

Unit – 2 Educational Administration

- ☐ Concept, Objectives and scope of educational administration☐
- ☐ Basic Functions of Administration : Planning, Organizing, Directing and Controlling.☐
- ☐ Functions of state level educational bodies: SCERT, BSE & OPEPA☐

Unit– 3 Educational Management

- ☐ Meaning, Nature and Scope☐
- ☐ Types: Centralized vs Decentralised Authoritarianvs☐
Democratic
- ☐ Functions of EducationalManagement☐

Unit– 4 Economics ofEducation

- ☐ Costs in Education : The current cost and capital cost of education☐ ☐
- ☐ The Direct and Indirect cost ofeducation.☐
- ☐ The private cost, social cost and unit cost ofeducation.☐
- ☐ Educational Expenditure asinvestment☐
- ☐ Financing of Education:☐
- ☐ Agencies of financingEducation
- ☐ Financing of education byparents
- ☐ Financing of education byemployers.

REFERENCES:

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 University Press, New York, 1963.
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 New Delhi, 1983.
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C-13 Practical

A visit to any Higher-educational institute and prepare a report on Administration.

Distribution of marks:

R e c o r d -	2 0 m a r k s
V i v a v o c e -	0 5 m a r k s
T o t a l =	2 5 m a r k s

CORE – 14

CONTEMPORARY CONCERNS IN INDIAN EDUCATION

INTRODUCTION:

To remain current, to widen understanding levels holistically, and to thoroughly prepare learner for the world in which they will ultimately live and work, they must continually examine current practices in search of better solutions and needed change. The intent of this course is to familiarize learner to historical roots of Universalization of Elementary education and initiative so far taken by Govt. to materialize this reality. Further, paper generally discusses the effort of Govt. to extend the provision of free and compulsory education at secondary level and developing a sound approach to dealing with the rapid pace of reform and change from the teacher's perspective.

Emphasis is placed on examining over various emerging issues, problems and strategies of current trends relating to Peace education, Human Rights education value education, environmental education, Life skills education

Course Objectives

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

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

Unit– 1 Elementary Education

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

. Unit– 2 Secondary and Higher Education

- ☐ Challenges and problems of secondary education.
- ☐ Rashtriya Madhyamik Sikshya Abhiyan (RMSA)
- ☐ Challenges in higher education : expansion, quality & inclusiveness. RUSA

Unit– 3 Social Commitments in Education

- ☐ Gender issues in Indian education
- ☐ Equalisation of educational opportunity
- ☐ Constitutional provisions for education

Unit– 4 Emerging concerns

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

REFERENCES

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- ❑ Walia, J.S (2004). Modern Indian Education and Its Problems. Punjab: PaulPublications

C-14 Practical

Survey on value profiles of students of higher education

Distribution of Marks

R e c o r d -	2 0 m a r k s
V i v a v o c e -	0 5 m a r k s
T o t a l =	2 5 m a r k s

DISCIPLINE SPECIFIC ELECTIVE (DSE)-3

DISTANCE EDUCATION

INTRODUCTION:

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

Course Objectives

On completion of this course, students shall be able to

- ☐ explain the importance of Distance education in the presentcontext
- ☐ describe the historical perspective of distanceeducation
- ☐ elaborate the curricular process of Distanceeducation
- ☐ understand various modes of student supportservices
- ☐ develop clear idea about different type of Distance education institutions

Unit – 1 Concept of Distance Education

- ☐ Aims and objectives of DistanceEducation
- ☐ Purposes and functions served by distanceeducation.
- ☐ Personal contact programme in distancelearning
- ☐ Assignments and projects in distancelearning

Unit- 2 Development of distance learning material /self - instructional material(SIM)

- ☐ Concept ofSIM
- ☐ Principle ofSIM
- ☐ Types of programming adopted for development ofSIM

Unit- 3 Distance learners

- ☐ Concept and characteristics of distance learners
- ☐ Needs and problems of distance learner
- ☐ Advantages of distance learner
- ☐ Steps for facilitating distance learner
- ☐ Student support services

Unit- 4 Open and distance learning institutions:

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

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DSE-3 Practical

Preparation of Self instructional materials (SIM)

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

Distribution of Marks

R e c o r d - 20 marks
V i v a v o c e - 05 marks
T o t a l = 25 marks

OR

Case study of Distance education study centre

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

Distribution of Marks

R e c o r d -	2 0 m a r k s
V i v a v o c e -	0 5 m a r k s
T o t a l =	2 5 m a r k s

DSE – 4 PROJECT

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

Distribution of marks

R e c o r d -	7 5 M a r k s
V i v a - V o c e -	2 5 M a r k s
T o t a l =	1 0 0 M a r k s

GENERIC ELECTIVE (G.E.) – 1

VISION OF EDUCATION IN INDIA : ISSUES AND CONCERNS

INTRODUCTION

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

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

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

Course Objectives

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

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

Unit- 1 Vision of Indian Education : Four Indian thinkers

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

Unit- 2 Concern for Equality in Education: Concerns and Issues

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

Unit- 3 Concern for Equality in Education

- ☐ Equality of Educational opportunity
- ☐ Inequality in schooling : Public-private schools, Rural-urban schools, single teachers schools and many other forms of inequalities in school systems and the process leading to disparity.
- ☐ Idea of common school system

Unit- 4 Education and Development – an interface

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

References

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GE-1 Practical

Term paper

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

Distribution of Marks

R e c o r d -	20 marks
V i v a v o c e -	05 marks
T o t a l =	25 marks

GENERIC ELECTIVE (G.E.) - 2

ASSESSMENT AND EVALUATION TECHNIQUES

INTRODUCTION

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

Course Objectives

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

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

Unit- 1 The Measurement, Evaluation and Assessment Process

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

Unit- 2 Alternative Techniques of Assessment

- ☐ Observational Technique: Observation schedule, Anecdotal Records, Rating scales, Checklists
- ☐ Self – reporting Techniques: Interview, portfolio, questionnaire and inventories.

Unit- 3 Fundamentals of Statics

- ☐ Measures Of Central Tendency: Mean, Median, Mode
- ☐ Dispersion: Range, Quartile Deviation, Mean Deviation and Standard Deviation.

Unit- 4 Contemporary Trends in Assessment

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

REFERENCES

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- ☐ Linn, R.L. & Gronlund, N.E. (2000). Measurement and Assessment in Teaching London: Merrill Prentice Hall.

GE-2 Practical

Achievement Test Construction

Each student is required to prepare any assessment technique as discussed in Unit-2.

Distribution of Marks

R e c o r d -	20 marks
V i v a v o c e -	05 marks
T o t a l =	25 marks

**RAYAGADA AUTONOMOUS COLLEGE
RAYAGADA**



**DEPARTMENT OF ENGLISH
SYLLABUS**

CHOICE BASED CREDIT SYSTEM

For

Three Years Under-Graduate Studies in Arts, Science And Commerce

SESSIONS:- 2018-2021

Semester I & II Examination: 2018-19

Semester III & IV Examination: 2019-20

Semester V & VI Examination: 2020-21

Published by:
DEPARTMENT OF ENGLISH
RAYAGADA AUTONOMOUS COLLEGE,
RAYAGADA- 765001

Course Contents of ALL Components in English

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2	English Hons. DSE 1-4	23-28
3	ENGLISH: GENERIC ELECTIVES GE 1 & GE 2 (for other Hons. Students)	29-33
4	Ability Enhancement Course: AEC MIL/Communication (ENGLISH) For Arts, Science and Commerce Studies.	34-37
5	AEEC/Skill Enhancement Course –I: ENGLISH [B.Com (Hons), B.Sc. (Hons), B.A. (Hons) & B.Sc regular]: COMMUNICATIVE ENGLISH SEC-II (Refer to the syllabus of Department of Mathematics)	38-40

CBCS BA Honours Syllabus in English 2016

Abstract

Credit add-up

▶ Core:	70 credits + 14 (Tutorial)
▶ Discipline Specific Elective:	20 credits + 4 (Tutorial)
▶ Generic Elective:	20 credits + 4 (Tutorial)
▶ Ability Enhancement Compulsory Course	04 credits
▶ Skill Enhancement Course:	04 credits

Total:	140 credits
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Marks add-up

▶ Core courses:	1400 marks
▶ Discipline Specific Elective:	400 marks
▶ Generic Elective:	400 marks
▶ Ability Enhancement Compulsory Course*	100 (50×2)
marks English/MIL Communication and Environmental Studies	
▶ Skill Enhancement Course:	100 (50×2)
marks	

Total:	2400 marks
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***Ability Enhancement Compulsory Course no longer contains an English component but is nevertheless a part of CBCS BA Honours syllabus in English and has been included here in order to show the total credit for the Honours programme. However, the students can use Alternative English as AECC in lieu of MIL(Odia or otherwise)**

English (Honours) Core Course-Syllabus

Paper Code: Eng-H-CC-1 to 14

(1) Core Course 14 papers: 1400 marks

(06 credits per paper)

The students of English Honours are to appear at 14 core papers (Fourteen Hundred marks, each carrying 100 marks) during the three-year-degree course. Questions will be set for 80 marks (eighty) in each paper in the final examination (End -Sem) and 20 marks (twenty) in Mid-Sem (Internal Assessment) Test.

Core 1: British Poetry and Drama: 14th -17th Century

Core 2: British Poetry and Drama: 17th -18th Century

Core 3: British Literature: 18th Century

Core 4: Indian Writing in English

Core 5: Indian Classical Literature

Core 6: European Classical Literature

Core 7: American Literature

Core 8: Popular Literature

Core 9: British Romantic Literature

Core 10: British Literature: 19th Century

Core 11: Women's Writing

Core 12: British Literature: Early 20th Century

Core 13: Modern European Drama

Core 14: Postcolonial Literature

ENGLISH
FIRST SEMESTER
Core Paper 1

Core 1: British Poetry and Drama: 14th -17th Century

Full Mark: 100 (80 + 20) Time: 3 hours

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

Unit 1: A historical overview:

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

Unit 2:

Thomas Campion: “Follow Thy Fair Sun, Unhappy Shadow”

Sir Philip Sidney: “Leave, O Love, which reaches but to dust”

Edmund Waller: “Go, lovely Rose”

Ben Jonson: “Song: To Celia”

William Shakespeare: “Shall I compare thee to a summer’s day?”

“When to the seasons of sweet silent thought”,

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

Unit 3: William Shakespeare: *King Lear*

Unit 4: Marlowe: *The Jew of Malta*

Suggested Readings:

Weller Series (OBS): *King Lear*

Edward Albert: *A History of English Literature.*

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

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

Pattern of Examinations:

1. Internal Assessment Test- 20 marks
 - a) Students shall answer two long questions out of four consisting one question each from the prescribed units. $10 \times 2 = 20$ marks
2. Semester Examination- 80 marks
 - a) four short notes/ short questions/ objective questions one each from the prescribed units of studies, with suitable alternatives and carrying 4marks each. $4 \times 4 = 16$ marks
 - b) Four long questions/ Descriptive questions, one each from the four units of studies and carrying 16 marks each. $16 \times 4 = 64$ marks

ENGLISH
FIRST SEMESTER
Core Paper 2

Core 2: British Poetry and Drama: 17th -18th Century

Full Mark – 100(80+20) Time: 3 hours

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

Unit1

A historical overview:

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

Unit 2

John Milton: *Lycidas*

John Donne: “A Nocturnal upon S. Lucie's Day”, “Love's Deity”

Andrew Marvell: “To His Coy Mistress”

Unit 3

Pope: “Ode on Solitude,”

“The Dying Christian to his Soul”

Robert Burns: “A Red Red Rose”

“A Fond Kiss”

Unit 4

Dryden: *All for Love*

Suggested readings:

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

Pattern of Examinations:

1. Internal Assessment Test- 20 marks

a) Students shall answer two long questions out of four consisting one question each from the prescribed units. 10 × 2= 20 marks

2.Semester Examination- 80 marks

a)four short notes/ short questions/ objective questions one each from the prescribed units of studies, with suitable alternatives and carrying 4marks each.

$4 \times 4 = 16$ marks

b)Four long questions/ Descriptive questions, one each from the four units of studies and carrying 16 marks each.

$16 \times 4 = 64$ marks

ENGLISH
SECOND SEMESTER
Core Paper 3
British Literature: 18th Century

(100 Marks) (80 marks + 20Marks) Time: 3 hours

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

Unit -1: A historical overview:

Restoration, Glorious Revolution, Neo-classicism, Enlightenment.

Unit-2 Daniel Defoe: *Robinson Crusoe*

Unit-3 Oliver Goldsmith: "A City Night-Piece"
"Man in Black"

Samuel Johnson: "Mischiefs of Good Company"
"The Decay of Friendship"

Unit-4 Thomas Gray: "Elegy Written in a Country Churchyard"

Suggested Readings:

1. The Norton Anthology of English Literature: The Restoration and the Eighteenth Century
2. History of English Literature- Edward Albert, Oxford University Press, New Delhi.

Pattern of Examinations:

1. Internal Assessment Test- 20 marks

- a) Students shall answer two long questions out of four consisting one question each from the prescribed units. 10 × 2 = 20 marks

2. Semester Examination- 80 marks

- a) four short notes/ short questions/ objective questions one each from the prescribed units of studies, with suitable alternatives and carrying 4 marks each.

4 × 4 = 16 marks

- b) Four long questions/ Descriptive questions, one each from the four units of studies and carrying 16 marks each. 16 × 4 = 64 marks

ENGLISH
SECOND SEMESTER
Core Paper IV
Indian Writing in English

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

(100 marks) (80 +20) Time: 3 hours

Unit – 1

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

Unit 2

Mulk Raj Anand, *Untouchable*

Unit 3

R. Parthasarathy (ed) Ten Twentieth Century Indian Poets. The following poets and their poems are to be studied.

1. Nissim Ezekiel, "Poet, Lover, Bird Watcher"
2. Kamala Das, "A Hot Noon in Malabar"
3. Jayanta Mahapatra, "Indian Summer"
4. A.K. Ramanujan, "Small Scale Reflections on a Great House"

Unit 4

Raja Rao: *The Serpent and the Rope*

Suggested Readings:

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

Pattern of Examinations:

1. Internal Assessment Test- 20 marks

- a) Students shall answer two long questions out of four consisting one question each from the prescribed units. $10 \times 2 = 20$ marks

2. Semester Examination- 80 marks

- a) four short notes/ short questions/ objective questions one each from the prescribed units of studies, with suitable alternatives and carrying 4 marks each.

$4 \times 4 = 16$ marks

- b) Four long questions/ Descriptive questions, one each from the four units of studies and carrying 16 marks each.

$16 \times 4 = 64$ marks

ENGLISH
THIRD SEMESTER
Core Paper V
Indian Classical literature

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

Full Marks 100(20+80) Time : 3 hours

Unit – 1: Kalidasa: *Abhijanana Shakuntalam* tr. Chandra Ranjan : The Loom of Time(New Delhi: Penguin, 1989)

Unit- 2: Vyasa “The Dicing and The Sequel to Dicing, “The book of the Assembly Hall,” “ The Temptation of Karna”, Book v ‘ The Book of Effort’, in *The Mahabharata*: tr.and ed. J. A.B. Van Buitenen(Chicago: Brill, 1975) pp. 106- 69.

Unit- 3. Sudraka, *Mrchhakatika*, tr. M. M. Ramachandra Kale, New Delhi: Motilal Banarasidass, 1962.

Unit -4: Ilango Adigal ‘The Book of Banci’, in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) Book-3.

Suggested Topics for background reading:-

1. The Indian Epic Tradition: Themes and Recision
2. Classical Indian Drama: Theory and practice.3. Alankar and Rasa 4. Dharma and the Heroic Readings, Bharat’s *Natyashastra*, tr. Manmohan Ghosh vol.1. 2 (Calcutta: Granthalaya (1967) Sentiments, pp-. 100-108.
3. Iravati Karve, ‘ Draupadi’, in *Yuganta: The End of an Epoch* (Hydrabada: Disha 1991), pp 79- 105.
4. J .A.B. Van Buitenen, ‘Dharma and Moksa’. Row W. Perrett ed., Indian Philosophy, vol. v,
5. The Theory of Value: A collection of Readings (New York: Garland, 2000) pp 30- 40.
6. Vinaya Dharwadkar, “Orientalism and the study of Indian Literature”, in ‘*Orientalism and the postcolonial predicament: perspective on south Asia*. Ed. Carol A. Breckenridge and peter van der veer New Delhi: OUP 1994) pp 158- 95.

Pattern of Examinations:

1.Internal Assessment Test- 20 marks

a)Students shall answer two long questions out of four consisting one question

each from the prescribed units.

$10 \times 2 = 20$ marks

2.Semester Examination- 80 marks

a)four short notes/ short questions/ objective questions one each from the prescribed units of studies, with suitable alternatives and carrying 4marks each.

$4 \times 4 = 16$ marks

b)Four long questions/ Descriptive questions, one each from the four units of studies and carrying 16 marks each.

$16 \times 4 = 64$ marks

ENGLISH

THIRD SEMESTER Core Paper VI European Classical Literature

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

(100 marks) 80+ 20 Time- 3 hours

Unit- 1. Background Reading

- i. Literary Cultures in Augustan Rome
- ii. The Athenian City State.
- iii. The Epic
- iv. Comedy and Tragedy in classical Drama
- v. Catharsis and Mimesis

Unit- 2. Homer: *The Iliad*

Unit- 3. Euripides: *Hippolytus*

Unit-4. Ovid : Selections from *Metamorphoses* ‘Bacchus’ (B- iii) Pyramus and Thisbe. (B- iv)

Suggested Readings

1. Aristotle: *Poetics*, tr. by Malcom Heath (London: Penguin, 1996). (Ch. 6-17,23,24 & 26)
2. Plato: *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007)
3. Auerbach, Erich. *Mimesis: The Representation of Reality in Western Literature*. USA: Princeton University Press. 2013.
4. Beye, Charles Rowan. *Ancient Greek Literature and Society*. Ithaca, New York: Cornell University Press. 1987

Web Resources:

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

Pattern of Examinations:**1. Internal Assessment Test- 20 marks**

- a) Students shall answer two long questions out of four consisting one question each from the prescribed units. $10 \times 2 = 20$ marks

2. Semester Examination- 80 marks

- a) four short notes/ short questions/ objective questions one each from the prescribed units of studies, with suitable alternatives and carrying 4 marks each.

$$4 \times 4 = 16 \text{ marks}$$

- b) Four long questions/ Descriptive questions, one each from the four units of studies and carrying 16 marks each. $16 \times 4 = 64$ marks

ENGLISH
THIRD SEMESTER
Core Paper VII
American Literature

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

(100 marks) 80+ 20 Time- 3 hours

Unit-1 Back ground Reading

- (a) The American Dream
- (b) Social Realism and the American Novel
- (c) Folklore and the American Novel

Unit-2

Arthur Miller: *All My Sons*

Unit-3

Ernest Hemingway: *The Old Man and the Sea*

Unit-4

Walt Whitman Selections from “Leaves of Grass”

- (a) “O Captain, My Captain”
- (b) “Passage to India (Lines 1-68)”

Suggested Reading

1. Hector ST. John Crevecoeur, “What is an American” (Letter III) in “Letter From an American”, (Letter III) in “Letter from an American Farmer”. Harmondsworth: Penguin, 1982), pp.66-105.
2. Toni Morrison, “Playing in the Dark”: *Whiteness and Literary Imagination* (London: Picador, 1933) pp. 29-39.

Pattern of Examination:

1. Internal Assessment Test- 20 marks
 - a) Students shall answer two long questions out of four, consisting one question each from the prescribed units. $10 \times 2 = 20$ marks
2. Semester Examination- 80 marks
 - a) Four short notes/ short questions/ objective questions one each from the prescribed units of studies, with suitable alternatives and carrying 4marks. $4 \times 4 = 16$ marks
 - b) Four long questions/ Descriptive questions, one each from the four units of studies and carrying 16marks each. $16 \times 4 = 64$ marks

ENGLISH
FOURTH SEMESTER
Core Paper VIII

Popular Literature

Full Marks: 100 (80+20) Time: 3 hours

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

Unit-1 Background Reading.

- (a) The Canonical and the Popular
- (b) Caste, Gender and Identity
- (c) Ethics and Education in Children’s Literature
- (d) Sense and Nonsense

Unit-2

Lewis Carroll : *Alice in Wonderland*

Unit-3

Arthur Conan Doyle : *A Study in Scarlet*

Unit-4

Yann Martel: *Life of Pi*

Suggested Readings

1. Sumathi Ramaswamy, “Introduction” in *Beyond Appearances: Visual Practices and Ideologies in Modern India* (Sage, Delhi, 2003), pp. xiii-xxix
2. Leslie Fiedler, *Towards a Definition of Popular Culture and Europe*, ed. C.W.C. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29-58.

Web Resources:

- Lev Grossman: “Literary Revolution in the Supermarket Aisle: Genre Fiction is Disruptive Technology”
<http://entertainment.time.com/2012/05/23/genre-fiction-is-disruptive-technology/>
- Arthur Krystal: “Easy Writers: Guilty pleasures without guilt”
<http://www.newyorker.com/magazine/2012/05/28/easy-writers>

Joshua Rothman: “A Better Way to Think About the Genre Debate”

<http://www.newyorker.com/books/joshua-rothman/better-way-think-genre->

- [debate](#)
- Stephen Marche: How Genre Fiction Became More Important than Literary Fiction”
<http://www.esquire.com/entertainment/books/a33599/genre-fiction-vs-literary-fiction/>

Pattern of Examinations:

1. Internal Assessment Test- 20 marks

- a) Students shall answer two long questions out of four consisting one question each from the prescribed units. $10 \times 2 = 20$ marks

2. Semester Examination- 80 marks

- a) four short notes/ short questions/ objective questions one each from the prescribed units of studies, with suitable alternatives and carrying 4 marks each.

$$4 \times 4 = 16 \text{ marks}$$

- b) Four long questions/ Descriptive questions, one each from the four units of studies and carrying 16 marks each.

$$16 \times 4 = 64 \text{ marks}$$

ENGLISH
FOURTH SEMESTER
Core Paper IX
British Romantic Literature

Full Marks: 100 (80+20) Time: 3 hours

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

Unit-1 Background Reading

- (a) Literature and Revolution
- (b) Reason and Imagination
- (c) Concept of Nature
- (d) The Gothic
- (e) The Romantic Lyric

Unit-2: William Blake: 'The Lamb', 'The Tyger'

Unit-3: Wordsworth: 'Tintern Abbey'

Coleridge: "Kubla Khan"

Unit-4: Shelly "Ode to West Wind"

Keats: "La Belle Dame sans Mercy"

Suggested Readings

1. Romantic Prose and Poetry, Ed. Harold Bloom and Lionell Trilling (New York, OUP, 1973), pp. 594-611

Pattern of Examinations:

1. Internal Assessment Test- 20 marks

- a) Students shall answer two long questions out of four consisting one question each from the prescribed units. 10 × 2 = 20 marks

2. Semester Examination- 80 marks

- a) four short notes/ short questions/ objective questions one each from the prescribed units of studies, with suitable alternatives and carrying 4 marks each.

4 × 4 = 16 marks

- b) Four long questions/ Descriptive questions, one each from the four units of studies and carrying 16 marks each. 16 × 4 = 64 marks

**ENGLISH
FOURTH SEMESTER**

Core Paper X

British Literature: 19th Century

Full Marks: 100 (80+20) Time: 3 hours

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

Unit-1 Background Reading

- (a) Utilitarianism
- (b) The 19th Century Novel
- (c) Marriage and Sexuality
- (d) The Writer and Society
- (e) Faith and Doubt
- (f) The Dramatic Monologue

Unit-2

Charlotte Bronte: *Wuthering Heights*

Unit-3

- (a) Alfred Tennyson: "Ulysses"
- (b) Robert Browning: "The Last Ride Together"

Unit -4

George Eliot: *Silas Marner*

Suggested Readings:

1. Norton Anthology of English Literature, 8th Edition, Stephen Greenblatt (New York: Norton, 2006) Chapter-1
- A. Reader in Marxist Philosophy, Ed. Howard Salesman and Harry Martel (New York: International Publishers, 1963, pp.186-188;pp. 190-201), 1545- 1549.

Pattern of Examinations:**1. Internal Assessment Test- 20 marks**

a) Students shall answer two long questions out of four consisting one question each from the prescribed units. $10 \times 2 = 20$ marks

2. Semester Examination- 80 marks

a) four short notes/ short questions/ objective questions one each from the prescribed units of studies, with suitable alternatives and carrying 4 marks each.

$5 \times 4 = 16$ marks

b) Four long questions/ Descriptive questions, one each from the four units of studies and carrying 16 marks each.

$16 \times 4 = 64$ marks

ENGLISH
FIFTH SEMESTER
Core Paper XI

Women's Writing

Full Marks: 100 (80+20) Time: 3 hours

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

Unit-1 Background Reading.

- (a) The Confessional Mode in Women's writing
- (b) Social Reforms and Women's Rights
- (c) Sexual Politics
- (d) Race, Caste and Gender

Unit-2:

- i. Mary Wollstonecraft, *A Vindication of the Rights of Women*. New York, Norton, 1988) Chap-I, pp. 11-19; Chapter 2 , pp.19-38.
- ii. Toni Morrisson , "Playing in the Dark": *Whiteness and the Literary Imagination*. Cambridge ; HarvardUP, 1992.

Unit-3:

- 1. Emily Dickinson, 'I cannot live with you', 'I am wife'.
- 2. Sylvia Plath: 'Daddy', 'Lady Lazarus'
- 3. Kamla Das: "Mirror"
- 4. Sujata Bhatt: "Voice of the Unwanted Girl"
- 5. Shruti Das: "A New Dawn", "To My Mother"

Unit-4:

- 1. Katherine Mansfield , 'Bliss'.
- 2. Mahaswetha Devi ' Draupadi' , Tr. GyatriChakravortySpivak (Calcutta , Seagull, 2002)

Web Resources:

- Mary Wollstonecraft, *A Vindication of the Rights of Women*: Introduction
<http://pinkmonkey.com/dl/library1/vindicat.pdf>
- Sylvia Plath's Collected Poems

https://monoskop.org/images/2/27/Plath_Sylvia_The_Collected_Poems_1981.pdf

- Simone de Beauvoir *The Second Sex*

<http://burawoy.berkeley.edu/Reader.102/Beauvoir.I.pdf>

Suggested Readings:

1. Virginia Woolf, *A Room of one's Own*. New York, Harcourt, 1957)
Chapter 1 & 6
2. Kumkum Sangari and Swadesh Vaid, eds. "Introduction in Recasting Women: Essays in Colonial History (New Delhi): Kali for Women, 1989)
pp. 1-25
3. Chandra Talapade Mohanty 'Under Western Eyes' *Feminist Scholarship and Colonial Discourse in Contemporary Post-Colonial Theory: A Reader* ed. Padmini Mongai (New York: Arnold, 1996) pp. 172-198.

Pattern of Examinations:

1. Internal Assessment Test- 20 marks

- a) Students shall answer two long questions out of four consisting one question each from the prescribed units. $10 \times 2 = 20$ marks

2. Semester Examination- 80 marks

- a) four short notes/ short questions/ objective questions one each from the prescribed units of studies, with suitable alternatives and carrying 4 marks each.

$4 \times 4 = 16$ marks

- b) Four long questions/ Descriptive questions, one each from the four units of studies and carrying 16 marks each. $16 \times 4 = 64$ marks

ENGLISH
FIFTH SEMESTER
Core Paper XII

British Literature: Early Twentieth Century

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

Full Marks: 100 (80+20) Time: 3 hours

Unit-1

Background reading:

- (a) Modernism, and Non-European Culture
- (b) Women's Movement in the early 20th Century.
- (c) Psycho Analysis and the Stream of Consciousness
- (d) The Avante Garde

Unit-2. Joseph Conrad: *Nostramo*

Unit-3. Oscar Wilde: *Picture of Dorian Gray*

Unit-4.

- 1. W B Yeats: "The Lake Isle of Innisfree," "The Cap and Bells," "An Irish Airman Forsees His Death"
- 2. T S Eliot: "The Love Song of J. Alfred Prufrock," "The Hollow Men"

Suggested Readings

- 1. *The English Novel from Dickens to Lawrence*, Raymond Williams, London, Hogarth Press, 1984, pp.9-27.
- 2. *Norton Anthology of English Literature*, 8th Edition, vol.2, Ed. Stephen Greenblatt (New York, Norton, 2006), pp.2319-2325.
- 3. *The Modern Tradition*, ed. Richard Ellman, et.al. (Oxford University Press, 1965, pp.571, 578-580, 559-563.

Pattern of Examinations:**1. Internal Assessment Test- 20 marks**

a) Students shall answer two long questions out of four consisting one question each from the prescribed units. $10 \times 2 = 20$ marks

2. Semester Examination- 80 marks

a) four short notes/ short questions/ objective questions one each from the prescribed units of studies, with suitable alternatives and carrying 4 marks each.

$4 \times 4 = 16$
marks

b) Four long questions/ Descriptive questions, one each from the four units of studies and carrying 16 marks each. $16 \times 4 = 64$ marks

ENGLISH
SIXTH SEMESTER
Core Paper XIII
Modern European Drama

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

Full Marks: 100(80+20) Time: 3 hours

Unit-1

Background Reading

- (a) European Drama: Realism and beyond
- (b) Tragedy and Heroism in Modern European Drama
- (c) Politics, Social Change and the Stage
- (d) The Theatre of the Absurd

Unit-2

Henrik Ibsen: *Pillars of Society*

Unit-3

Samuel Beckett: *End Game*

Unit-4

Bertolt Brecht: *The Caucasian Chalk Circle*

Suggested Readings

1. Constantin Stanislavski, *An Actor Prepares*, Chapter 8, "Faith and The Sense of Truth", tr. by Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967, Section 1, 2, 7, 8,9; pp. 121-125, pp 137-146.
 2. *Brecht on Theatre: The Development of an Aesthetic*, ed. and translated by John Willet (London, Methuen, 1992), pp.68-76, 121-128.
- George Steiner, *The Death of Tragedy*, London: Faber, 1995), pp. 303-324

Pattern of Examinations:

1.Internal Assessment Test- 20 marks

- a)Students shall answer two long questions out of four consisting one question each from the prescribed units. 10 × 2= 20 marks

2.Semester Examination- 80 marks

- a)four short notes/ short questions/ objective questions one each from the prescribed units of studies, with suitable alternatives and carrying 4marks each.

4 x 4 = 16 marks

- b)Four long questions/ Descriptive questions, one each from the four units of studies and carrying 16 marks each. 16 x 4 = 64 marks

SIXTH SEMESTER Core Paper XIV

Postcolonial Literature

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

Full Marks: 100 (80+20) Time: 3 hours

Unit-1

Background Reading

- (a) Decolonization, Globalization and literature
- (b) Literature and Identity Politics
- (c) Region, Race and Gender
- (d) Postcolonial literatures and Questions of Form

Unit-2: Chinua Achebe : *Arrow of God*(Novel)

Unit-3: Manju Kapur: *Difficult Daughters*(Novel)

Unit-4: **Poems:**Derek Walcott: “A Far Cry from Africa”,
David Malouf: “Revolving Days”,

Web Resources

- Achebe, Chinua “An image of Africa: Racism in Joseph Conrad's Heart of Darkness,” *Research in African Literatures*, Vol. 9, No.1, Special Issue on Literary Criticism. (Spring, 1978), pp. 1-15.
<http://english.gradstudies.yorku.ca/files/2013/06/achebe-chinua.pdf>
- Achebe, Chinua: “English and the African Writer”
<https://mrvenglish.wikispaces.com/file/view/English+and+the+African+>

Writer.pdf

- Thiong'o, Ngugi Wa. "The Quest for Relevance" from *Decolonising the Mind: The Politics of Language in African Literature*
https://www.humanities.uci.edu/critical/pdf/Wellek_Readings_Ngugi_Quest_for_Relevance.pdf
- Ashcroft, Bill, Gareth Griffiths, Helen Tiffin. *Post-Colonial Studies: The Key Concepts*. New York: Routledge. 2007.
<http://staff.uny.ac.id/sites/default/files/pendidikan/else-liliani-ssmhum/postcolonialstudieskeyconceptskeyguides.pdf>

Suggested Readings:

1. Franz Fanon: *Black Skin, White Mask*. translated Charles Lam Markmann (London: Pluto Press)
2. Ngugi WaThiongo, *Decolonizing the Mind, The Language of African Literature*, London: James Curry, 1986, Chapter 1, Section 4-6
3. Gabriel Garcia Marquez, The Nobel Prize Acceptance Speech in *Gabriel Garcia Marques: New Reading*, ed. Bernard McGurik and Richard Cardwell (Cambridge University Press, 1987)

Pattern of Examinations:

1. Internal Assessment Test- 20 marks

- a) Students shall answer two long questions out of four consisting one question each from the prescribed units. $10 \times 2 = 20$ marks

2. Semester Examination- 80 marks

- a) four short notes/ short questions/ objective questions one each from the prescribed units of studies, with suitable alternatives and carrying 4 marks each.

$$4 \times 4 = 16 \text{ marks}$$

- b) Four long questions/ Descriptive questions, one each from the four units of studies and carrying 16 marks each. $16 \times 4 = 64$ marks

English Hons. DSE 1-4

English Hons. DSE 1-4

DSE- 1.Literary Theory: [Paper Code: ENG-H-DSE-1] – 06 credits

DSE -2. Literary Criticism: [Paper Code: ENG-H-DSE-2] – 06 credits

DSE -3. Autobiography: [Paper Code: ENG-H-DSE-3] – 06 credits

DSE -4. Project: [Paper Code: ENG-H-DSE-4] – 06 credits

ENGLISH
Discipline Specific Elective (DSE -1)
FIFTH SEMESTER

Literary Theory

Full Marks -100 (80+20) Time: 3 hours

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

Unit -1. Background Reading

- i. The East and West
- ii. Power, Language and Representation
- iii. The state and Culture

Unit – 2. Structuralism and Poststructuralism: with an emphasis on the main critical concepts of Structuralism such as binary opposition, synchrony and diachrony, syntagm and paradigm and of Poststructuralism such as collapse of the binary, difference, mise-en-abym, erasure.

Web Resources to be used to familiarize the students with the above-mentioned key-concepts:

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

Unit 3- Feminism.

- i. Elaine Showalter, “Twenty years on : A Literature of their own” Revised’ in *A Literature of their own: British women Novelists from Bronte to Lessing* (1977. Rpt. London: Vintage,2003) pp xi-xxxiii.

ii. Luce Irigaray, "When the Goods Get Together" (From *This Sex Which is not One*) in *New French Feminisms*, ed. Elaine Marks and Isebel de. Curtivron (New York, Schocken Books, 1981), 107-110.

Unit-4. Postcolonial studies

Edward Said, "The scope of Orientalism" in *Orientalism* (Harmondsworth: Penguin, 1976) pp29-110.

Suggested Readings:-

1. Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008)
2. Peter Berry, *Beginning Theory* (Manchester: Manchester University Press, 2002)

Pattern of Examination:

1. Internal Assessment Test- 20 marks
 - i) One long question with suitable alternatives from unit 1 and unit 2 and carrying 10 marks.
 - ii) One long question with suitable alternatives from unit 3 and unit 4 and carrying 10 marks.
2. Semester Examination- 80 marks
 - a) Four short notes/ short questions/ objective questions with suitable alternatives from each of the four units and carrying four marks each.

$4 \times 4 = 16$
 - b) Four long questions, one each from the four units of studies and carrying 16 marks each.

$16 \times 4 = 64 \text{ marks}$

ENGLISH
FIFTH SEMESTER
Discipline Specific Elective (DSE -2)

Literary Criticism

Objective: English criticism has evolved as a major genre warranting attention as a major component in English studies. Thus, this paper seeks to acquaint the students with the history of English criticism in terms of teaching of certain important texts and the ideas of everlasting significance ingrained in them.

Full Marks -100 (80+20) Time: 3 hours

Unit-1

Wordsworth: Preface to Lyrical Ballads.

Unit-2

T.S. Eliot: "Hamlet and His Problems."

Unit 3

Matthew Arnold: "The Study of Poetry."

Unit- 4

Cleanth Brooks: "The Language of Paradox."

Suggested Readings:

1. *English Critical Texts* Ed. By D.J. Enright and Chikera
2. *The Mirror and the Lamp* Ed. By M.H. Abraham
3. *Modern Criticism and Theory*: Ed by David Lodge
4. *Symbolism: An Anthology*. Ed. By T.G. West (Methuen, 1980)

Pattern of Examination:

1. Internal Assessment Test- 20 marks
 - i) One long question with suitable alternatives from unit 1 and unit 2 and carrying 10 marks.
 - ii) One long question with suitable alternatives from unit 3 and unit 4 and carrying 10 marks.
2. Semester Examination- 80 marks
 - a) Four short notes/ short questions/ objective questions with suitable alternatives from each of the four units and carrying four marks each.

$4 \times 4 = 16$
 - b) Four long questions, one each from the four units of studies and carrying 16 marks each.

$16 \times 4 = 64 \text{ marks}$

ENGLISH
SIXTH SEMESTER
Discipline Specific Elective (DSE -3)

Autobiography

Objective: Autobiography has always been a major genre in literature of all times even though it has not received the attention it deserves. This paper seeks to acquaint the students with the technicalities involved in the genesis of biographies in general apart from introducing them to certain biographical pieces of socio-cultural, literary and moral significance.

Full marks: 100 (20+80) Time 3 hours

Unit-1: Background Reading

- i. Self and society
- ii. Role of memory in writing autobiography
- iii. Autobiography as rewriting history

Unit -2: Jean-Jacques Rousseau's "Confessions, part-1, Book-1, pp 5-43, tr. By Angela Scholar(New York: Oxford University Press, 2000)

Unit-3: Mahatma Gandhi's "Autobiography or *The Story of My Experiment with Truth*," Part-1, Chapter- ii to ix, pp. 5- 26 (Ahmadabad: Navajiban Trust, 1993.)

Unit -4:

- i. "The Science of Kriya Yoga," *Autobiography of a Yogi*, Paramahansa Yogananda. Ch. -26.
- ii. "Babaji, the Yogi- Christ of Modern India." *Autobiography of a Yogi*, Paramahansa Yogananda. Ch. 33.

Suggested Readings

1. James Olney, "A Theory of Autobiography" in *Metaphors of self: the meaning of autobiography* (Princeton: Princeton University Press, 1972) pp 3-50.
2. Linda Anderson, 'Introduction' in *Autobiography*, (London: Routledge, 2001)
3. Mary G. Mason, "The Other Voice": *Autobiographies of Women Writers in Life/ Lines: Theorizing Women's Autobiography*.ed.Bella Brodzki and Celeste Schenk. Ithaca: Cornell University Press, 1988) pp. 19-44.
4. ParamahansaYogananda. *Autobiography of a Yogi*. New York: The Philosophical library. 1946.

Pattern of Examination:

1. Internal Assessment Test- 20 marks

i) One long question with suitable alternatives from unit 1 and unit 2 and carrying 10 marks.

ii) One long question with suitable alternatives from unit 3 and unit 4 and carrying 10 marks.

2. Semester Examination- 80 marks

a) Four short notes/ short questions/ objective questions with suitable alternatives from each of the four units and carrying four marks each.

$$4 \times 4 = 16$$

b) Four long questions, one each from the four units of studies and carrying 16 marks each.

$$16 \times 4 = 64 \text{ marks}$$

Project

ENGLISH
SIXTH SEMESTER
Discipline Specific Elective (DSE -IV)

Full marks 100 (80+20)

1. An Outline of the project Synopsis for midterm shall be submitted. (20 marks)
2. The project work carrying 80 marks shall be in any one of the following categories within not less than three thousand words. (3000)
3. A critical writing in the field of Indian/ British/ American Literature under the supervision of one of the faculty members.

ENGLISH: GENERIC ELECTIVES
(for other Hons. Students)

ENGLISH: GENERIC ELECTIVES
(for other Hons. Students)

Paper code	Paper title	No of credits	FULL MARK
SEM II-GE- 1-ENG-Other H-1	Language , Literature, and Culture	06	100
SEM III-GE- 2-ENG- Other H-2	TECHNICAL WRITING: ESSAY, FEATURE, AND CRITICAL APPRECIATION	06	100

ENGLISH
SECOND SEMESTER

(For the students of other
Departments/Hons. courses)

Generic Elective 1
English-Paper 1

Paper Code: SEM II-GE- 1-ENG-Other H-1

Language, Literature, and Culture

Full Mark – 100(80+20) Time: 3 hours

Objective: The students of other honours (Arts) subjects will benefit immensely from the topics catering to thrust on language, literature and culture. That will help them develop their linguistic competence and socio-cultural awareness.

Unit1: British and American Poetry:

William Shakespeare: “All the World’s a
Stage” William Wordsworth: “The Solitary
Reaper”

W.B. Yeats: “The Second Coming”

Walt Whitman: “O Captain, My Captain”

Robert Frost: “Stopping by Woods on a Snowy Evening”

Unit 2: Indian Poetry

R.N. Tagore: “Where the Mind is Without Fear”

Nissim Ezekiel: “Night of the Scorpion”

Kamala Das: “Punishment in Kindergarten”

A.K. Ramanujan: “A River”

Unit 3: Non-fictional Prose

G.B. Shaw: “Spoken English and Broken English”

Mahatma Gandhi: “Speech on Indian Civilization”

Unit 4: Short story

SaadatHasanManto: “The Dog of Titwal”

Narayan: “A Snake in the Grass”

Texts prescribed:

1. *Magic Casements: Anthology of Poetry*. Ed. Ram Narayan Panda. 2007. New Delhi: Trinity Press, 2014.
2. Macmillan Anthology of Modern English Prose. Ed. Dilip K. Das, A. Kumari, and K.K. Padhi, Macmillan India Ltd. Sixteenth Century & The Early Seventeenth Century, New Delhi, 2007.

Pattern of Examination:

1. Internal Assessment Test- 20 marks
 - a) One long question with suitable alternatives from unit I and unit II and carrying 10 marks.
 - b) One long question with suitable alternatives from unit III and unit IV and carrying 10 marks.

2. Semester Examination- 80 marks
 - a) Four short / objective questions one each from the four units with suitable alternatives and each carrying four marks.

$4 \times 4 = 16$ marks
 - b) Four long questions ,one each from the four units with suitable alternatives and carrying 16marks each.

$16 \times 4 = 64$ marks

ENGLISH
THIRD SEMESTER
(For the students of other Departments/Hons. courses)

Generic Elective 2

English-Paper 2

Paper Code: SEM III-GE-3-ENG- Other H-2

**Paper title: TECHNICAL
WRITING:
ESSAY, FEATURE, AND CRITICAL APPRECIATION**

Full Mark – 100(80+20) Time: 3 hours

No. of credits: 06

Objective: The students of other honours (Arts) subjects will benefit immensely from their engagement with various aspects of technical writing.

Unit-1

The students will write an essay on a current topic of National/International/global socio-political significance such as terrorism, globalization, ecology, women's rights, human rights, religious/racial intolerance. (Three topics will be given for the students to choose any one) (1 × 20= 20)

Unit 2

The students will write a publication-worthy feature on a place of national/international tourist attraction of their choice or a national/internal celebrity of their choice. (1 × 20= 20)

Unit -3

The students will write an essay on a topic of literary significance (Three topics, related to the themes stated below, will be given out of which the students will choose any one) (1 × 20= 20)

- i. Literature and Morality
- ii. Literature and Society
- iii. Literature and Life
- iv. Literature and Culture
- v. Literature and History
- vi. Literature and Biography
- vii. Women in Literature

- viii. Literature and Psychology
- ix. Literature and Philosophy
- x. Marxism and Literature

Unit -4

The students will attempt critical appreciation of any one of the following:
(1 × 20= 20)

- (i) an unknown poem
- (ii) an extract in prose (either fictional/nonfictional)
- (iii) an extract from a play

Suggested Reading:

1. W.R. Goodman: *Quintessence of Literary essays*
2. I.A. Richards: *Practical Criticism*
3. M.H. Abrams: *A Glossary of Literary Terms*

Pattern of Examination:

1. Internal Assessment Test- 20 marks
 - a) Students shall answer one question from extensive alternatives from all the four units of studies.
2. Four long answers carrying 20 marks each, questions to be framed with suitable alternatives from each of the four units of the course in the paper.
20 × 4 = 80 marks

Ability Enhancement Course: AEC
MIL/Communication (ENGLISH)
FIRST SEMESTER

Ability Enhancement Course: AEC

MIL/Communication (ENGLISH)

FIRST SEMESTER

(B.Sc Hons., B.A. Hons., B.Com. Hons. & B.Sc Regular)

Paper code: Sem I-AEC-ENG

Marks: 50 (40+10)

Credits: 02

This course aims at enhancing the English language proficiency of undergraduate students in humanities, science and commerce streams to prepare them for the academic, social and professional expectations during and after the course. The course will help develop academic and social English competencies in speaking, listening, pronunciation, reading and writing, grammar and usage, vocabulary, syntax, and rhetorical patterns. Students, at the end of the course, should be able to use English appropriately and effectively for further studies or for work where English is used as the language of communication.

Unit 1:

Prose

1. Nathaniel Hawthorne: "Sir Isaac Newton"
2. A. G. Gardiner: "On Umbrella Morals"
3. Ruskin Bond: "The Night Train at Deoli"
4. Ismat Chughtai: "The Veil"
5. Ram Narayan Panda: "Longing and Striving for Right Action"

Poetry

1. The Village Schoolmaster - Oliver Goldsmith
2. You and Your Whole Race - Langston Hughes
3. Stopping By Woods on A Snowy Evening - Robert Frost
4. Curfew In The City - Jagannath Prasad Das
5. Of Mountains - Shruti Das

Unit-2. Writing

1. Expanding an Idea
2. Writing a Memo
3. Report Writing
4. Creative Writing
5. News Story
6. Setting in Creative Writing
7. Writing a Business Letter
8. Letters to the Editor
9. Précis Writing
10. CV & Resume Writing
11. Dialog writing
12. Covering Letter
13. Writing Formal Email
14. Elements of Story Writing
15. Note Making
16. Information Transfer
17. Interviewing for news papers

Unit 3:

Grammar and Usage

1. Simple and Compound Sentences
2. Complex Sentences
3. Noun Clause
4. Adjective Clause
5. Adverb Clause
6. The Conditionals in English
7. The Second Conditional
8. The Third Conditional
9. Words and their features
10. Phrasal Verbs
11. Collocation
12. Using Modals
13. Use of Passives
14. Use of Prepositions
15. Subject-verb Agreement
16. Sentence as a system
17. Common Errors in English Usage

Examination pattern

Midterm test [10 marks] with extensive alternative from the three units of studies.

Final Semester Examination 40 marks

Unit 1: 3 prose questions (out of six set) and two poetry questions (out of four set)

each carrying 03 marks: [03x 05 = 15 marks]

Unit 2 Writing: 03 questions out of six 05 x 03 qns= 15 marks

Unit 3 Grammar & usage: 10 questions 01x 10 qns = 10 marks

Total 40 marks

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

Prescribed Texts

1. *The Widening Gyre: An Anthology of Prose, Poetry and One-Act Plays.* (Ed.) Ram Narayan Panda and Shruti Das. New Delhi; Oxford UP, 2016.
2. *Contemporary Communicative English* by Shruti Das, S. Chand & Co., 2014.
3. *Form and Finnesse: Business Communication and Soft skills.* By Shruti Das, Orient Blackswan, 2016.

THIRD SEMESTER

ENGLISH

For the students of

[B.Com (Hons), B.Sc. (Hons), B.A. (Hons) & B.Sc regular]

Skill Enhancement Course –I (No. of credits: 02)

Full marks 50 (40+10) Time- 2 hours

COMMUNICATIVE ENGLISH

UNIT-I: BUSINESS COMMUNICATION AND GRAMMAR

1. Why English Communication is Essential and How to Improve the Skill?
2. Introduction to Voice and Accent, Why do we have such different accents? Accent training-consequences, Voice and Accent in the Enterprise Industry, Globally comprehensible Accent, Introduction to phonetics, IPA
3. Consonant Sounds, Vowels, Diphthongs, A few phonetic rules, Word stress; syllables, Intonation, Intonation and stress, Pacing and Chunking, Common pattern of pacing, Importance of chunking, Fluency, Indianisms, Error relating to Grammar ,Vocabulary

UNIT-II: GRAMMAR

1. English: Spoken vs. Written Communication
2. Nouns, Pronouns, Adjectives, Adverbs, Prepositions, Conjunctions, Verbs, Subject and Verb agreement, Determiners and Modifiers, Tenses, Punctuation, Forms of Punctuation

UNIT-III: READING COMPREHENSION

Reading- A 7 step process, Techniques to enhance students reading skills, Types of reading Skills,

Three levels of Reading, Improving your Reading speed, Reading Comprehension practice Exercise.

Pattern of Examination:(Marking Scheme)

Division of Marks: Total 50 Marks

Internal Examination: 10 Marks (to be prepared by Teacher concerned)

End Semester Examination:

- 1.Mark questions (Choose the best, fill ups...) 20×1= 20 marks
- 2.Mark questions (sentence construction, correction...) 10×2= 20 marks

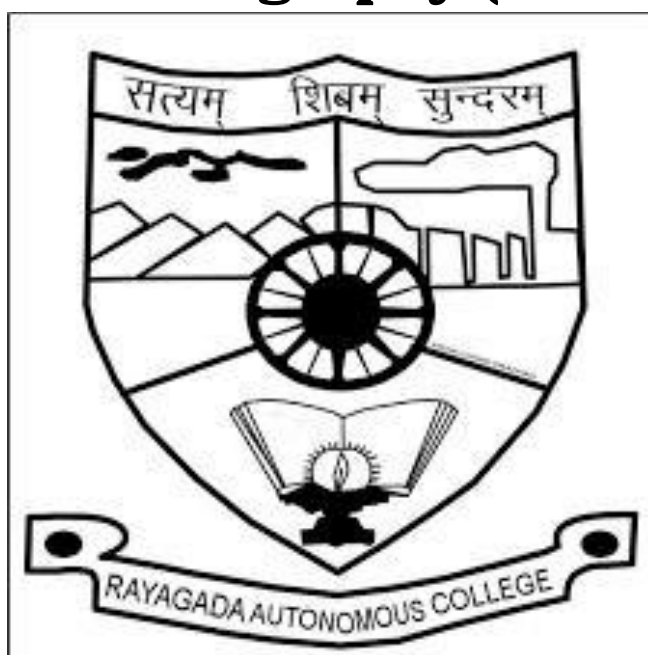
FOURTH SEMESTER

SEC-II (Refer to the syllabus of Department of Mathematics)

-----THE END-----

RAYAGADA AUTONOMOUS COLLEGE, RAYAGADA
DEPARTMENT OF GEOGRAPHY

+3 B.A. Geography (Honours)



SYLLABUS

For

Three Year Degree Course

First and Second Semester: 2018-19

Third and Fourth Semester: 2019-20

Fifth and Sixth Semester: 2020-21

Under

CHOICE BASED CREDIT SYSTEM (CBCS)

Year-1, Semester-1

PAPER	SUBJECTS	NO OF CREDITS	FULL MARRKS
Core-1	Geomorphology	6	100= 20+80
Core-2	Cartographic techniques examination	6	100= 60+25+15
AECC-1	Odia,Hindi,English,Ncc	2	50
GE-1	Rural development other related discipline	6	100= 20+80
	Total	20	350

Year-1, Semester-2

PAPER	SUBJECTS	NO OF CREDITS	FULL MARRKS
Core-3	Climatology	6	100 = 20+80
Core-4	Thematic cartography practical exam	6	100 = 60+25+15
AECC- 2	Odia, Hindi, English, NCC	2	50
GE- 2	Industrial geography other discipline	6	100= 20+80
	Total	20	350

Year-2, Semester-3

PAPER	SUBJECTS	NO OF CREDITS	FULL MARRKS
Core-5	Environmental Geography	6	100 = 20+80
Core-6	Economic Geography	6	100= 20+80
Core-7	Field work and research methodology	6	100 =75+25
Sec-1	Communicative English	2	50
GE- 3	Geography of tourism other discipline	6	100 = 20+80
	Total	26	450

Year-2, Semester-4

PAPER	SUBJECTS	NO OF CREDITS	FULL MARRKS
Core-8	Evolution of Geographic thought	6	100 = 20+80
Core-9	Human geography	6	100= 20+80
Core-10	Statistical methods in geography (exam)	6	100 =75+25
Sec-2	Logical Thinking and Quantitative Aptitude	2	50
GE- 4	Disaster management/other discipline	6	100
	Total	26	450

Year-3, Semester-5

PAPER	SUBJECTS	NO OF CREDITS	FULL MARRKS
Core-11	Geography of India	6	100 = 20+80
Core-12	Instrument survey	6	100 = 60+25+15
DSE-1	Population Geography	6	100=20+80
DSE-2	Hydrology and oceanography	6	100=20+80
	Total	24	400

Year-3, Semester-6

PAPER	SUBJECTS	NO OF CREDITS	FULL MARRKS
Core-13	Regional planning and Development	6	100 = 20+80
Core-14	Disaster management	6	100 = 75+25
DSE-3	Urban geography	6	100=20+80
DSE-4	Project Report Dissertation	6	100=75+25
	Total	24	400

+3 I Year-Arts
Semester-I
CC-I-Geography
(Credits:06)
Paper-I
Geomorphology
(FULLMARK- 100=MID SEM 20+SEM 80)
SEM-80 MARKS
Time-3 Hours

UNIT-I

Geomorphology: Nature and Scope.
Earth: Interior Structure and Isostasy.

UNIT-II

Earth Movements: Plate Tectonics, Types of and Fold and Faults, Earthquakes and volcanoes.

UNIT-III

Geomorphic Processes: Weathering, Mass Wasting, Cycle of Erosion (Davis and Penck).

UNIT-IV

Evolution of Landforms: Fluvial (Waterfalls, Floodplains and Delta), Karst (Caverns and Their Deposits), Aeolian (Blowouts and Sand-Dunes), Glacial (Cirques and Moraines), and Coastal (Sea Cliffs and Beaches).

Distribution of Marks:

Two Long Questions are to be asked and one question is to be answered from each unit carrying 16 marks

BOOK REFERENCE

➤ **GEOMORPHOLOGY**

- 1) Thornbury, W.D (1960) Principle of Geomorphology John Wiley, New York.
- 2) Dayal, P. (1996): A Text Book of Geomorphology Shukla Book Depot. Patna
- 3) Singh, S. (2003): Physical Geograph, Allahabad: PrayagPustakBhawan
- 4) Strahler, A.N and Strahler, A.M (2006) Modern Physical Geography. New Delhi Cambridge
- 5) Singh, S (2003), Geomorphology, Allahabad PrayagPustakBhawan
- 6) Dasgupta, A. and Kapoor, A. N (2001) Principles of Physical Geography, Delhi S. Chand And Co

+3 I Year-Arts
Semester-I
CC-II-Geography
(Credits:06)
Paper-II
Cartographic Techniques (Practical)

Full Marks-100

Time-6Hours

1. Cartography – Nature and Scope.
2. Scales- Concept and application; Graphical Construction of Plain, Comparative and Diagonal Scales.
3. Map Projection – Classification, Properties and Uses; Graphical Construction of polar Zenithal, conical projection Stereographical, Bonne's and Mercator Projection, and reference to Universal Transverse Mercator (UTM) Projection.
4. Topographical Map – Interpretation of a Mountain area with the help of Cross and longitudinal Profiles.
5. Slope Analysis – Wentworth's method Practical Record: A Project File in pencil, comprising one exercise each, on scale map projection, Interpretation of topographic sheet and slope analysis.

Book reference

Book and authors

cartography

Sing, R.L and dutt, P.K Elements of practical geography, Kalyani publishes new Delhi, 1979

Misra, R.P and Ramesh, a fundamental of cartography mc Millan co, new Delhi 1986

Robinson, A.H etal: elements of cartography, john wiley& sons U.S.A.

+3 1 Year – Arts
Semester-I
GE-I - (Geography)
Credits-06
Paper-I

(FULLMARK-100=MID SEM 20+SEM 80)

SEM-80

MARKS

Time-3hours

Rural Development

UNIT-I

Defining Development: Inter- Dependence of Urban and Rural Sectors of the Economy; Need For Rural Development, Gandhian Concept of Rural Development

UNIT-II

Rural economic base: agriculture and allied sectors, seasonality and need for expanding non-Farm activities

UNIT-III

Area based approach to rural development: drought prone area programmers, PMGSY.
Target group approach to rural development: SJSY (integrated rural development Programme)

UNIT-V

Provision of services- physical and socio- economic access to elementary education and Primary health care and micro credit

Distribution of Marks:

Two Long Questions Are to Be Asked and One Question Is to Be Answered from Each Unit Carrying

16 Marks

**+3 I Year-Arts
Semester-II
CC-III-Geography
(Credits:06)
Paper-III-Climatology
(FULLMARK- 100=MID SEM 20+SEM 80)**

SEM-80 MARKS

Time-3 Hours

UNIT

Atmospheric Composition and Structure- Variation with Altitude, Latitude and Season

Insolation and Temperature- Factor and Distribution, Heat Budget, Temperature Inversion.

UNIT-II

Atmospheric Pressure-and Winds- Planetary Winds, Forces affecting Winds, General Circulation, Jet Streams.

UNIT-III

Atmospheric Moisture- Evaporation, Humidity, Condensation, Fog and Clouds, Precipitation Types, Stability and Instability.

UNIT-IV

Cyclones – Tropical Cyclones, Extra Tropical Cyclones, Monsoon- Origin and Mechanism.

Distribution of Mark:

Two Long Questions are to be asked and one question is to be answered from each unit carrying 16 marks

Book reference

Book and authors

climatology

- 1) Lal, D.S (2005) oceanography, Allahabad: shradapustakbhavan
- 2) Singh, savindra (2005) climatology, Allahabad prayagpustakbhavan
- 3) Mather, J.R (1974) climatology:
Fundamental and Application New York: mc Graw hill
- 4) Barry, R.G and Chorley, R.J (1985)
Atmosphere, weather and climate London Methuen

+3 I Year-Arts
Semester-II
CC-IV-Thematic Cartography
(Credits:06)
Paper-IV- Thematic Cartography
(FULLMARK- 100)

SEM-MARKS100

Time-3 Hours

Paper-6 GEOGC-4 Credits-6 Marks-100

Thematic Cartography (Practical)

1. Maps – Classification and Types; Principles of Map Design.
2. Diagrammatic Data Presentation – Line, Bar and Circle.
3. Thematic Mapping Techniques – Properties, Uses and Limitations; Areal Data -- Choropleth, Dot, Proportional Circles; Point Data – Isopleths.
4. Cartographic Overlays – Point, Line and Areal Data.
5. Thematic Maps – Preparation and Interpretation.

Practical Record: A Thematic Atlas with ink should be prepared on a specific theme with five plates of any state in India.

Book reference

Book and authors

cartography

Sing, R.L and dutt, P.K Elements of practical geography, Kalyani publishes new Delhi, 1979
Misra, R.P and Ramesh, a fundamental of cartography mc Millan co, new Delhi 1986
Robinson, A.H etal: elements of cartography, john wiley& sons U.S.A.

+3 1 Year – Arts
Semester-II
GE-II - (Geography)
Credits-06
Paper-II

(FULLMARK-100=MID SEM 20+SEM 80)

MARKS

SEM-80

Time-3 hours

Paper-8 GEOGGE-2 Credits-6 Marks-100

Industrial Geography/Other related discipline

1. Nature, Scope and Subject Matter of Industrial Geography
2. Types, Geographical Characteristics and Location of Industries: Small and Medium Enterprises, Coal and Iron, Tertiary Industries, Rural based Industries
3. Mega Industrial Complexes: National Capital Region, Mumbai-Pune Industrial Region, Bengaluru-Tamil Nadu Industrial Region and Chota Nagpur Industrial Region
4. Impact of Industrialisation in India: Environmental; Social and Economic
5. Industrial Policy of India

+3 II Year- Arts
Semester-III
CC-V-Geography
(Credits:06)
Paper-V
Environmental Geography
(FULL MARKS- 100=MID SEM 20 + SEM 80)

SEM -80
MARKS
Time-3
Hours

UNIT-I

Environmental Geography – Concept and Scope

Human- Environment Relationship – Historical Progression, Adaptation

UNIT-II

Ecosystem – Concept, Structure and Function

UNIT-III

Environmental Problems in Tropical, Temperate and Polar Ecosystems

UNIT-IV

Environmental Programmes and Policies – Global, national and local Levels

Distribution of marks :

Two Long Questions are to be asked and one question is to be answered from each unit carrying 16 marks

Book References :

Environmental Geography

1. ODUM, E.P Odum, H.T & Andrews.J (1971) Fundamentals of Ecology.
2. Paper, I.L.Gerba, C.P & Brusseau, M.L 2011, Environmental and pollution science Academic press.
3. Sinh.s. Environmental Geography (2010) Allahabad, Allahad : PrayagPustakBhawan

**+3 II Year- Arts
Semester-III
CC-VI-Geography
(Credits:06)
Paper-VI
Economic Geography
(FULL MARKS- 100=MID SEM 20 + SEM 80)**

SEM -80
MARKS
Time-3
Hour

Economic Geography

UNIT-I

Introduction: Concept, Nature & Scope and classification of economic activity
Factors Affecting of Economic Activity with special reference to Agriculture, Industry and Services (Web's theory*)

UNIT-II

Primary Activities: Subsistence and Commercial agriculture, forestry, fishing and mining.

UNIT-III

Secondary Activities: Manufacturing (Cotton Textile, Iron and Steel), Concept of Manufacturing Regions, Special Economic Zones and Technology Parks.

UNIT-IV

Tertiary Activities: Transport, Trade and Services.

*(theories relating to agriculture and services have been dealt in other papers)

Distribution of marks :

Two Long Questions are to be asked and one question is to be answered from each unit carrying 16 marks

Book References :

Economic Geography

1. Hussain, majid (2002) Human Geography, New Delhi, Rawat Publication
2. Rubenstein, J.M (1992) an Introduction to Human Geography New York

3. Blij harm De (1992) Human and Economic Geography , New York : Macmillan Publishing
4. GautamAlka:- Resource Geography
5. Khanna, K.K and V.K. Gupta (2001) Economic and commercial Geography, New Delhi

+3 II Year- Arts
Semester-III
CC-VII-Geography
(Credits:06)
Paper-VII
Field Work and Rsearch Mathodology (practical)

Full Marks
- 100

Time-6
Hours

1. Field Work in Geographical Studies – Role, Value and Ethics of Field- Work
2. Defining the Field and Identifying the Case Study – Rural / Urban / Physical / Human / Environmental.
3. Field Techniques – Merits, Demerits and Selection of the Appropriate Technique; Observation (Participant / Non Participant), Questionnaires (Open/ Closed / Structured / non-Structured); interview with Special Focus on Focused Group Discussion; Space Survey (Transects and Quadrants, Constructing a Sketch)
4. Use of Field Tools – Collection of Material for Physical and Social-Economic Surveys.
5. Designing the field Report-Aims and objectives,Methodology,Analysis,Interpretation and writing the Report

Practical Record

1. Each Student will prepare an individual report based on primary and secondary data collected during field work.
2. The student/Teachers can opt to take students in or outside the NCR,dependingupon,problem to be studied,
3. The duration of the field work should not exceed 10 days.
4. The word count of the report should be about 8000 to 12,000 excluding figures,tables,photographs,maps,references and appendices.
5. One copy of the report on A4 Size paper should be submitted in soft binding.

**+3 2nd Year – Arts
Semester-III
GE-III - (Geography)
Credits-06
Paper-III
Geography of Tourism**

(FULLMARK-100=MID SEM 20+SEM 80)

MARKS

SEM-80

Time-3 hours

Paper-13 GEOGGE-3 Credits-6 Marks-100

Geography of Tourism/Other related discipline

1. Scope and Nature: Concepts and Issues, Tourism, Recreation and Leisure Inter-Relations; Geographical Parameters of Tourism by Robinson; Type of Tourism: Nature Tourism, Cultural Tourism, Medical Tourism, Pilgrimage
2. Recent Trends of Tourism: International and Regional; Domestic (India); Eco-Tourism, Sustainable Tourism, Meetings Incentives Conventions and Exhibitions (MICE)
3. Impact of Tourism: Economy; Environment; Society
4. Tourism in India: Tourism Infrastructure; Case Studies of Himalaya, Desert and Coastal Areas; National Tourism Policy

**+3 II Year- Arts
Semester-IV
CC-VIII-Geography
(Credits:06)
Paper-VIII
Evolution of Geographical Thought
(FULL MARKS- 100=MID SEM 20 + SEM 80)**

SEM -80
MARKS
Time-3
Hours

UNIT-I

Per-Modern-Early Origins of Geographical Thinking with reference to the Classical and Medieval Philosophies.

UNIT-II

Modern – Evolution of Geographical Thinking and Disciplinary Trends in Germany, France, Britain, United States of America.

UNIT-III

Debates – Environmental Determinism and Possibilism, Systematic and Regional, Ideographic and Nomeothetic.

UNIT-IV

Trends – Quantitative Revolution and its Impact, Behaviouralism, Systems Approach, Radicalism, Feminism; Towards Post Modernism – Changing Concept of Space in Geography, Future of Geography.

Distribution of marks :

Two Long Questions are to be asked and one question is to be answered from each unit carrying 16 marks

Book References :

Geographical Thought

1. Hussain, Majid (2002) Geographical Thought, New Delhi, Rawat Publication
2. Adhikari Sudept (2005) "Geographical Thought"
3. Dixit R.D "Introduction Geographical Thought"

+3 II Year- Arts
Semester-IV
CC-IX-Geography
(Credits:06)
Paper-IX
Human Geography
(FULL MARKS- 100=MID SEM 20 + SEM 80)

SEM -80
MARKS
Time-3
Hours

UNIT-I

Definition, Nature, Scope, major Subfields, Contemporary Relevance

UNIT-II

Space and Society: Culture Region; Race; Religion and Language

UNIT-III

Population: Population Growth and Demographic Transition Theory, Application in India:
Population Distribution; Population Composition (Age, Gender, Race and Religion)

UNIT-IV

Settlements: Types and Patterns of Rural Settlements; Types of Urban Settlements;
Trends and patterns of World Urbanization

Distribution of marks :

Two Long Questions are to be asked and one question is to be answered from each unit carrying 16 marks

Book References :

Environmental Geography

1. Hussain, Majid (2002) "Human Geography", New Delhi Rawat Publication
2. Rubenstein, J.M (1992) an introduction to Human Geography New York macmillan Publication
3. Blij Harm De (1992) Human and Economic Geography New York macmillan Publishing

+3 II Year- Arts
Semester-IV
CC-X-Geography
(Credits:06)
Paper-X
Statistical Methods in Geography
(FULL MARKS- 100=MID SEM 75 + SEM 25)

SEM -100
MARKS
Time-3
Hours

1. Use of Data in Geography: Geographical Data matrix, Significance of Statistical Methods in Geography; Sources of Data, Scales of Measurement (Nominal, Ordinal, Interval, Ratio).
2. Tabulation and Descriptive Statistics: Frequencies (Deciles, Quartiles), Cross Tabulation, Central Tendency (Mean, Median and Mode, Centro-graphic Techniques, Dispersion (Standard Deviation, Variance and Coefficient of Variation).
3. Sampling: Purposive, Random, Systematic and Stratified.
4. Theoretical Distribution: Probability and Normal Distribution.
5. Association and Correlation: Rank Correlation, Product Moment Correlation, and Simple Regression.

+3 II Year – Arts
Semester-IV
GE-IV- (Geography)
Credits-06
Paper-IV
Disaster Management
(FULLMARK-100=MID SEM 20+SEM 80)

SEM-80 MARKS
Time-3Hours

UNIT-I

Disasters: Definition and Concept; Hazards, Disasters; Risk and Vulnerability; Classification

UNIT-II

Disaster in India: (a) Flood: Causes, Impact, Distribution and Mapping; Landslide: Causes, Impact, Distribution and Mapping; Drought: Causes, Impact, Distribution and Mapping

UNIT-III

Disaster in India: (b) Earthquake and Tsunami: Causes, Impact, Distribution and Mapping; Cyclone: Impact, Distribution and Mapping; Manmade Disasters; Causes, Impact, Distribution and Mapping, Disaster Management.

UNIT-IV

Response and Mitigation to Disasters; Mitigation and Preparedness, NDMA and NIDM; Indigenous Knowledge and Community-Based

Distribution of Marks:

Two Long Questions Are To Be Asked and One Question Is To Be Answered From Each Unit Carrying

16 Marks

+3 III Year – Arts
Semester-V
CC- XI- Geography
(Credits: 06)
Paper- XI
Geography of India
(FULLMARKS-100=MID SEM 20+SEM 80)

SEM-80 MARKS
Time-3 Hours

UNIT-I

Physical: Physiographic Divisions, Soil and Vegetation, Climate (Characteristics and Classification)

UNIT-II

Population: Distribution and Growth.

UNIT –III

Economic: Mineral and Power Resources Distribution and Utilization of Iron Ore, Coal, Petroleum, Gas; Agricultural Production of Rice and Wheat, Industrial Development: Automobile and Information Technology.

UNIT-IV

Social: Distribution of Population by Race, Caste, Religion, Language, Tribes and Their Correlates and Transport Network.

Distribution of Marks:

Two Long Questions Are to Be Asked and One Question Is to Be Answered from Each Unit Carrying 16 Marks

+3 III Year – Arts
Semester-V
CC- XII- Geography
(Credits: 06)
Paper- XII
INSTRUMENT SURVEYING (Practical)

Full Mark-100
Time- 6 Hours

1. Definition-History of Surveying, (Ancient Modern Period- Scope and Utility)
2. Chain & Tape Surveying- Uses and Importance Measurement Area.
3. Plane Table Survey – All Method Radiation Intersection- Traversing Method.
4. Prismatic Compass Survey Measurement of Bearings- Open and Closed Traverse Method.

+3 III Year – Arts
Semester-V
(Credits: 06)
DSE-Paper- I
POPULATION GEOGRAPHY

(FULLMARKS-100=MID SEM 20+SEM 80)

SEM-80 MARKS

Time-3 Hours

Unit-I

Defining the Field –Nature Scope; Sources of Data with Special Reference to India (Census, Vital Statistics And NSS).

Unit-II

Population Size, Distribution and Growth- Determinants and Patterns; Theories of Growth- Malthusian Theory

Unit-III

Population Dynamics: Fertility, Mortality and Migration-Measures, Determinants and Implication

Population Composition and Characteristics- Age –Sex Composition; Rural and Urban Composition

Unit-IV

Contemporary Issues- Ageing of Population; Declining Sex Ratio; HIV/ AIDS.

Distribution of Marks:

Two Long Questions Are to Be Asked and One Question Is to Be Answered from Each Unit Carrying

16 Marks

BOOKREFERENCE

BOOK AND AUTHORS

POPULATION GEOGRAPHY

- 1) Chandra R.C (2012) Geography of Population Concepts, Determinants and Patterns, New Delhi, Kalyani Publishers.
- 2) Ahmed, Aijazuddin (1999) Social Geography, New Delhi: Rawat Publication
- 3) Khullar, Dr (1999) "India Geography" Kalyani Publisher.
- 4) Blijharm De (1992) Human and Economic Geography, New York: Macmillan Publishing
- 5) Khanna, K.K And V.K Gupta (2001) Economic and Commercial Geography, New Delhi Sultan Chand & Sons
- 6) Hussain, Majid (2002) Human Geography, New Delhi: Rawat Publication
- Rubenstein, J.M (1992) An Introduction to Human Geography. New York

+3 III Year – Arts
Semester-V
DSE- II- Geography
(Credits: 06)
Paper- II
Hydrology and Oceanography
(FULL MARKS- 100 MID SEM 20+ SEM 80)

SEM-80 MARKS
Time-3 Hours

UNIT -I

Hydrological cycle: Systems approach in hydrology, human impact on the hydrological cycle; Precipitation, interception, evaporation, evapo-transpiration, infiltration, ground-water, run off and over land flow; hydrological input and output.

Unit- II

River Basin and problems of Regional hydrology: characteristics of river basins, basin surface run-off measurement of river discharge; floods and droughts.

Unit- III

Water Resource Problems and Management: water demand and supply, water quality, interstate water dispute, water Rights, institutional and financial constraints, eco-hydrological consequences of environmental degradation degradation.

Unit- IV

Ocean floor Topography and Oceanic Movements – waves, currents and tides.
Ocean salinity and Temperature – Distribution and Determinants. Coral Reefs and Marine Deposits and Ocean Resources: Types and Theories of Origen; Biotic, mineral.

Distribution of marks:

Two Long Questions are to be asked and one question is to be answered from each unit carrying 16 marks.

BOOKREFERENCE

BOOK AND AUTHORS

HYDROLOGY OCEANGROPHY

- 1) Lal, D.S "Climatology and Oceanography" ShardaPuskakBhawan Allahabad
- 2) Singh, Savindra "Physical Geography" Pravalik A Publication Allahabad
- 3) Khullar D.R (2000) "India" Kalyani Publication

+3 III Year – Arts
Semester-VI
CC XIII - Geography
(Credits: 06)
Paper-XIII
REGIONAL PLANNING AND DEVELOPMENT

(FULL MARKS- 100 MID SEM 20+ SEM 80)

SEM-80 MARKS

Time-3 Hours

UNIT -1

Definition of Region, Evolution and Types of Regional Planning: Formal, Function, and Planning Regions, Need for Regional Planning;

UNIT -II

Choice of Region for Planning: Characteristics of an Ideal Planning Region; Delineation of Planning Region; Regionalization of India For Planning (Argo Ecological Zones)

UNIT-III

Theories and Models for Regional Planning: Growth Poie Model of Perroux; Growth Centre Model in Indian Context; Myrdal, Hirschman, Rostow and Friedmann; Village Cluster

UNIT-IV

Changing Concept of Development, Concept of Underdevelopment; Efficiency-Equity Debate

Measuring Development: Indicators (Economic, Social and Environmental) | Global Pattern of Development: Inter-Regional Variation; Human Development: International Interstate Comparison of India. Recent Trends in Regional Planning in Indi.

Distribution of marks:

Two Long Questions are to be asked and one question is to be answered from each unit carrying 16 marks.

BOOKREFERENCE

BOOK AND AUTHORS

REGIONAL PLANNING

- 1) Mishra, R.P (2000) Regional Planning
- 2) ChandanaPuri Regional Planning

**+3 III Year – Arts
Semester-VI
CC- XIV-Geography
(Credits: 06)
Paper-XIV**

Disaster Management Based Project Work (Practical)

FULL MARK100
Time-6 hours

The project work report based on any two field-based case studies among following disasters and one disaster preparedness plan of respective college or locality:

1. Flood
2. Drought
3. Cyclone
4. Earthquake
5. Landslides

Human induced disasters: fire hazards, chemical, and industrial accidents.

+3 III Year – Arts
Semester-VI
DSE- III- Geography
(Credits: 06)
Paper-III
Urban Geography
(FULL MARKS- 100 MID SEM 20+ SEM 80)

SEM-80 MARKS

Time-3 Hours

UNIT –I

Urban geography: introduction, nature and scope; history of urbanization. Patterns of Urbanization in developed and developing countries

UNIT –II

Functional classification of cities: Quantitative Qualitative methods

UNIT –III

Urban issues: problems of housing, slums, civic amenities (water and transport)

UNIT -IV

Case studies of Delhi, Mumbai, Kolkata and Chennai with reference to Urban Issues.

Distribution of marks:

Two Long Questions are to be asked and one question is to be answered from each unit carrying 16 marks

Book reference

Book and authors

Urban geography

(1) Ghosh – sumita introduction to settlement geography orient publication.

Siddhartha, k, cities urbanization and urban system kishalaya publication.

+3 III Year – Arts
Semester-VI
DSE- IV- Geography
(Credits: 06)
Paper-IV
Regional Planning and Development
PROJECT REPORT
(FULL MARKS- 100)
Time-3 Hours

Project Report

Introducing Research component in Under- Graduate Courses

Project work /dissertation we considered as a special course involving application of knowledge in solving/analyzing/ exploring a real life situation/ difficult problem, A project/ dissertation work would be of 6 credits. A project/dissertation work may be given in lieu of a discipline.

Specifies elective paper.

For papers with practical: theory-75 marks (mid sem 15+ End sem 60), practical -25(End sem) There will be no mid semester exam for practical papers.

For papers with no practical: 100 marks paper= 20(midsem)+80 (End sem)
50 marks paper=10(mid sem)+40 (end sem)

Subjects with practical: each 14 core courses, 4 Discipline Specific Elective Courses and 4 Generic elective papers (100 marks each) will have minimum 40 theory classes of 1 hours duration and minimum of 10 tutorial classes (Normally practical classes at hon's level are of 2 hours duration each)

Subject without practicals: Each of the 14 core courses, 4 discipline specific elective courses and 4 General Elective Papers (100 marks each) will have minimum 50 theory classes of hour duration minimum 10 tutorial classes Ability enhancement (compulsory) and 2 ability enhancement (skill based) papers will have minimum 20 classes each of one hour duration.

Core Course –C, Ability Enhancement compulsory Course_ AECC, Skill Enhancement Course- SEC, Discipline specific Elective – DSE, Generic Elective -GE

BOOKREFERENCE

BOOK AND AUTHORS

REGIONAL PLANNING

- 1) Mishra, R.P (2000) Regional Planning
- 2) Chandana Puri Regional Planning



RAYAGADA, ODISHA, 765001

AFFILIATED TO BERHAMPUR UNIVERSITY

NAAC ACCREDITED

REVISED CBCS SYLLABUS FOR

DEPARTMENT OF HINDI

1ST	SEMESTER	2018
2ND	SEMESTER	2019
3RD	SEMESTER	2019
4TH	SEMESTER	2020
5TH	SEMESTER	2020
6TH	SEMESTER	2021

DEPARTMENT OF HINDI

RAYAGADA AUTONOMOUS COLLEGE

RAYAGADA, ODISHA, 765001

RAYAGADA AUTONOMOUS COLLEGE



CBCS SYLLABUS FOR HINDI SESSION : 2018-2020

Semester	Subject	Paper	Credits	Marks	Year of the Exams
	Core Course (Honours)				
1 st Semester	Core Course (Honours)	I & II	6 Credits each Paper	20+80=100	2018
2 nd Semester	Core Course (Honours)	III & IV	6 Credits each Paper	20+80=100	2019
3 rd Semester	Core Course (Honours)	V, VI & VII	6 Credits each Paper	20+80=100	2019
4 th Semester	Core Course (Honours)	VIII, IX & X	6 Credits each Paper	20+80=100	2020
5 th Semester	Core Course (Honours)	XI & XII	6 Credits each Paper	20+80=100	2020
6 th Semester	Core Course (Honours)	XIII & XIV	6 Credits each Paper	20+80=100	2021
	Ability Enhancement Compulsory Course				
1 st Semester	A.E.C.C	I	2 Credits	10+40=50	2018
	Generic Elective Course				
1 st Semester	G.E.	I	6 Credits	20+80=100	2018
4 th Semester	G.E.	II	6 Credits	20+80=100	2020
	Discipline Specific Elective Course				
5 th Semester	D.S.E.C	I & II	6 Credits each Paper	20+80=100	2020
6 th Semester	D.S.E.C	III & IV	6 Credits each Paper	20+80=100	2021

**SYLLABUS OF CBCS (HINDI)
B.A. HONOURS (HINDI)
CORE COURSE (CC)**

1st SEMESTER - 2018

PAPER - I

हिन्दी साहित्य का इतिहास (आदिकाल और मध्यकाल)

6 Credits, Exam Time : 3 Hours

(20 Marks for Assessment Examination & 80 Marks for Term End Examination)

इकाई - १

हिन्दी साहित्य : इतिहास-लेखन : हिन्दी साहित्य के इतिहास-लेखन की परंपरा का परिचय ।

हिन्दी साहित्य : काल विभाजन एवं नामकरण ।

इकाई - २

आदिकाल : आदिकाल का राजनीतिक, सामाजिक, सांस्कृतिक परिवेश और साहित्यिक पृष्ठभूमि ।

सिद्ध साहित्य, नाथ साहित्य, जैन साहित्य ।

रासो काव्य, लौकिक साहित्य ।

इकाई - ३

भक्तिकाल : सामान्य परिचय (भक्ति-आन्दोलन और उसका अखिल भारतीय स्वरूप)

प्रमुख प्रवृत्तियां : निर्गुण काव्य धारा (ज्ञानमार्गी शाखा, प्रेममार्गी शाखा)

सगुण काव्य धारा (रामभक्ति शाखा, कृष्णभक्ति शाखा)

इकाई - ४

रीतिकाल (उत्तर मध्यकाल) : सामान्य परिचय : (राजनीतिक, सामाजिक-सांस्कृतिक-आर्थिक परिवेश,

साहित्य एवं संगीत आदि कलाओं की स्थिति)

प्रमुख प्रवृत्तियां : रीतिबद्ध, रीतिसिद्ध एवं रीतिमुक्त काव्यधारा ।

अंक विभाजन : प्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न (700 से 1000 शब्दों में) 4 X 16= 64 अंक

प्रत्येक इकाई से संक्षिप्त प्रश्न 4 X 4 = 16 अंक

सहायक ग्रंथ :

- 1- हिन्दी साहित्य का इतिहास - आचार्य रामचन्द्र शुक्ल
- 2- हिन्दी साहित्य की भूमिका - आचार्य हजारीप्रसाद द्विवेदी
- 3- हिन्दी साहित्य का अतीत - आचार्य विशनाथ प्रसाद मिश्र
- 4- हिन्दी साहित्य और संवेदन का विकास - रामस्वरूप चतुर्वेदी
- 5- हिन्दी साहित्य : उद्भव और विकास - आचार्य हजारीप्रसाद द्विवेदी
- 6- हिन्दी साहित्य का इतिहास - संपा डॉ नगेन्द्र
- 7- हिन्दी साहित्य का इतिहास - आचार्य हजारीप्रसाद द्विवेदी
- 8- साहित्य का इतिहास दर्शन - नलिन विलोचन शर्मा
- 9- साहित्य और इतिहास दृष्टि - मैनेजर पांडे

CC HINDI
1st SEMESTER - 2018
Paper - II : हिन्दी साहित्य का इतिहास (आधुनिक काल)

6 Credits, Exam Time : 3 Hourss
 (20 Marks for Assessment Examination & 80 Marks for Term End Examination.)

इकाई - १

हिन्दी नवजागरण : परिवेश और प्रवृत्तियां ।
 भारतेन्दु युग : परिवेश और प्रवृत्तियां ।
 द्विवेदी युग : परिवेश और प्रवृत्तियां ।

इकाई - २

छायावाद : परिवेश और प्रवृत्तियां ।
 प्रगतिवाद : परिवेश और प्रवृत्तियां ।
 प्रयोगवाद : परिवेश और प्रवृत्तियां ।

इकाई - ३

नयी कविता : परिवेश और प्रवृत्तियां ।
 साठोत्तरी कविता : सामान्य विशेषताएं ।
 समकालीन कविता : सामान्य विशेषताएं ।

इकाई - ४

नाटक का उद्भव और विकास ।
 उपन्यास का उद्भव और विकास ।
 कहानी का उद्भव और विकास ।
 निबन्ध का उद्भव और विकास ।

अंक विभाजन : सप्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न(700 से 1000 शब्दों में) 4 X 16= 64 अंक
 प्रत्येक इकाई से संक्षिप्त प्रश्न 4 X 4 = 16 अंक

सहायक ग्रन्थ :

- 1- आधुनिक साहित्य की प्रवृत्तियां - नामवर सिंह
- 2- भारतेन्दु और हिन्दी नवजागरण की समस्याएं - रामविलास शर्मा
- 3- आधुनिक साहित्य - नन्ददुलारे वाजपेयी
- 4- हिन्दी गद्य : विन्यास और विकास - रामस्वरूप चतुर्वेदी
- 5- हिन्दी नवगीत : उद्भव और विकास - राजेन्द्र गौतम
- 6- तारसप्तक - संपा अज्ञेय
- 7- समकालीन हिन्दी कविता - विश्वनाथ प्रसाद तिवारी
- 8- हिन्दी साहित्य का इतिहास - संपा नगेन्द्र
- 9- हिन्दी नाटक : नई परख - संपा रमेश गौतम

CC HINDII
2nd Semester - 2019

PAPER – III
आदिकालीन एवं मध्यकालीन हिन्दी कविता

6 Credits, Ex Time : 3 Hours
20 Marks For Assessment Exam & 80 Marks For Term End Examination.

पाठ्य पुस्तक :- हिन्दी काव्य संग्रह - संपा. रामवीर सिंह, मीरा सरीन, हेमा उत्प्रेती
(केन्द्रीय हिन्दी संस्थान, आगरा)

इकाई – १

कबीरदास - साखी १ से २१

पद - साधो, शब्द-साधना कीजै, रहना नहीं देश विराना है, माया महा ठगिनि हम जानी,
साधो, देखा जग बौराना, मन फूला फूला फिरै जगत में कैसा नाता रे ।

जायसी - नागमती वियोग वर्णन

इकाई- २

सूरदास - विनय, भ्रमर गीत — ६ — १० तक

तुलसीदास - भरत महिमा

इकाई- ३

रसखान - १ - १३

रहीम - लोकनीति

इकाई - ४

विहारी - दोहे १ से ३२ तक

घनानन्द - प्रेम-साधना, प्रेम की अनन्यता, उपालम्भ, विरह, विविध ।

अंक विभाजन: प्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न (700 से 1000 शब्दों में) 4 X 16= 64 अंक
प्रत्येक इकाई से संक्षिप्त प्रश्न 4 X 4 = 16 अंक

सहायक ग्रन्थ :

- 1- कबीर - हजारी प्रसाद द्विवेदी
- 2- सूरदास - रामचन्द्र शुक्ल
- 3- गोस्वामी तुलसीदास - रामचन्द्र शुक्ल
- 4- सूर और उनका साहित्य - हरवंशलाल शर्मा
- 5- सूफी कविता की पहचान - यश गुलाटी
- 6- तुलसी काव्य मीमांसा - उदयभानु सिंह

CC HINDI
2nd SEMESTER – 2019

Paper - IV
आधुनिक हिन्दी कविता (छायावाद तक)

6 Credits, Ex. Time : 3 Hours
20 Marks For Assessment Exam & 80 Marks for Term End Examination.

पाठ्य पुस्तक :- हिन्दी काव्य संग्रह - संपा. रामवीर सिंह, मीरा सरीन, हेमा उत्प्रेती
(केन्द्रीय हिन्दी संस्थान, आगरा)

इकाई - १

मैथिलीशरण गुप्त - सीता का उटज गीत
अयोध्यासीह उपाध्याय 'हरिऔध' - पवन-दूतिका

इकाई - २

जयशंकर प्रसाद - चिन्ता
सुमित्रानन्दन पंत - प्रथम रश्मि, ताज

इकाई - ३

सुर्यकान्त त्रिपाठी 'निराला' - जुही की कली, संध्या सुन्दरी, तोड़ती पत्थर
महादेवि वर्मा - मैं नीर भरी दुख की बदली, मधुर-मधुर मेरे दीपक जल, हे चिर महान,
पंथ होने दो अपरिचित ।

इकाई - ४

रामधारी सिंह 'दिनकर' - जनतन्त्र का जन्म
हरिवंश राय 'बच्चन' - जुगनू

अंक विभाजन: प्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न (700 से 1000 शब्दों में) 4 X 16 = 64 अंक
प्रत्येक इकाई से संक्षिप्त प्रश्न 4 X 4 = 16 अंक

सहायक ग्रन्थ :

- 1- जयशंकर प्रसाद - नन्ददुलारे वाजपेयी
- 2- मैथिलीशरण गुप्त : पुनर्मूल्यांकन - डॉ नगेन्द्र
- 3- निराला की साहित्य साधना - डॉ रामविलास शर्मा
- 4- हिन्दी स्वच्छन्दतावादी काव्यधारा - प्रेमशंकर
- 5- जयशंकर प्रसाद - प्रेमशंकर
- 6- निराला : आत्महंता आस्था - दुधनाथ सिंह
- 7- छायावाद - नामवर सिंह

CC HINDI
3rd Semester - 2019

Paper - V
छायावादोत्तर हिन्दी कविता

6 Credits, Ex Time : 3 Hours
(20 Marks For Assessment Exam & 80 Marks For Term End Examination)

पाठ्य पुस्तक :- हिन्दी काव्य संग्रह - संपा. रामवीर सिंह, मीरा सरीन, हेमा उत्प्रेती
(केन्द्रीय हिन्दी संस्थान, आगरा)

इकाई - १

गजानन माधव 'मुक्तिबोध' - पूँजीवादी समाज के प्रति
धर्मवीर भारती - टूटा पहिया, कस्वे की शाम

इकाई - २

अज्ञेय - कलगी बाजरे की, हिरोशिमा, यह दीप अकेला
नागार्जुन - प्रेत का बयान, बहुत दिनों के बाद

इकाई - ३

गिरिजाकुमार माथूर - बसन्त की रात, कौन थकान हरे जीवन की
केदारनाथ अग्रवाल - बसन्ती हवा

इकाई - ४

भवानी प्रसाद मिश्र - गीत फरोश
रघुवीर सहाय - रामदास

अंक विभाजन: प्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न (700 से 1000 शब्दों में) 4 X 16 = 64 अंक
प्रत्येक इकाई से संक्षिप्त प्रश्न 4 X 4 = 16 अंक

सहायक ग्रन्थ :

- 1- कविता के नए प्रतिमान - नामवर सिंह
- 2- नई कविता और अस्तित्ववाद - रमविलास शर्मा
- 3- आधुनिक हिन्दी कविता - विश्वनाथ प्रसाद तिवारी
- 4- समकालीन कविता का यथार्थ - परमानन्द श्रीवास्तव
- 5- कविता की जमीन और जमीन की कविता - नामवर सिंह
- 6- समकालीन हिन्दी कविता - रवीन्द्र भ्रमर

CC HINDI
3rd SEMESTER – 2019

Paper - VI
भारतीय काव्य शास्त्र

6 Credits, Ex Time : 3 Hours
(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

इकाई -9

भारतीय काव्यशास्त्र की परंपरा
काव्य-लक्षण, काव्य-हेतु, काव्य-प्रयोजन

इकाई - २

रस सिद्धान्त - रस की अवधारणा, रस निष्पत्ति और साधारणीकरण
ध्वनी सिद्धान्त - ध्वनी की अवधारणा, ध्वनी का वर्गीकरण

इकाई - ३

अलंकार सिद्धान्त - अलंकार की अवधारणा, अलंकारों का वर्गीकरण, अलंकार सिद्धान्त और अन्य संप्रदाय
रीति सिद्धान्त - रीति की अवधारणा, रीति एवं गुण का वर्गीकरण

इकाई - ४

अलंकार : लक्षण और भेद (अनुप्रास, यमक, श्लेष, वक्रोक्ति, उपमा, उत्प्रेक्षा, दीपक, विभावना, अर्थान्तरन्यास, अतिशयोक्ति, दृष्टान्त)

छन्द : लक्षण और परिचय (दोहा, चौपाई, सोरठा, रोला, कुंडलिया, कवित्त, सवैया, द्रुतविलंबित, मंदाक्रान्ता)

अंक विभाजन : प्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न (700 से 1000 शब्दों में) 4 X 16= 64 अंक
प्रत्येक इकाई से संक्षिप्त प्रश्न 4 X 4 = 16 अंक

सहायक ग्रन्थ :

- 1- काव्य दर्पण - रामदहिन मिश्र
- 2- रस मीमांसा - आचार्य रामचन्द्र शुक्ल
- 3- रस-सिद्धान्त - डॉ नगेन्द्र
- 4- साहित्य-सिद्धान्त - रामअवध द्विवेदी
- 5- काव्य के तत्त्व - देवेन्द्रनाथ शर्मा
- 6- काव्यशास्त्र - भगीरथ मिश्र
- 7- काव्यतत्त्व विमर्श - राममूर्ति त्रिपाठी
- 8- सिद्धान्त और अध्ययन - बाबू गुलाबराय
- 9- साहित्य का स्वरूप - नित्यानन्द तिवारी

CC HINDI
3rd SEMESTER – 2019

Paper - VII
पाश्चात्य काव्यशास्त्र

6 Credits, Ex Time : 3 Hours
(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

इकाई- 9

प्लेटो - काव्य संबंधी मान्यताएं
अरस्तु - अनुकरण संबंधी मान्यता
लॉजाइनस - उदात्त संबंधि मान्यता

इकाई - २

वड्सवर्थ - काव्यभाषा का सिद्धान्त
कॉलरिज - कल्पना और फैन्टेसी

इकाई - ३

क्रोचे - अभिव्यंजनाविवाद
टी एस एलियट - परंपरा और वैयक्तिक प्रतिभा, निर्वैयक्तिकता का सिद्धान्त
आई ए रिचर्ड्स - मूल्य सिद्धान्त

इकाई - ४

स्वच्छन्दतावाद, यथार्थवाद, अस्तित्ववाद, आधुनिकता, उत्तर आधुनिकता
मार्क्सवादी समीक्षा

अंक विभाजन : प्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न (700 से 1000 शब्दों में) 4 X 16= 64 अंक
प्रत्येक इकाई से संक्षिप्त प्रश्न 4 X 4 = 16 अंक

सहायक ग्रन्थ :

- 1- साहित्य सिद्धान्त - रामअवध द्विवेदी
- 2- पाश्चात्य काव्यशास्त्र - देवेन्द्रनाथ शर्मा
- 3- हिन्दी साहित्य कोश - संपा धीरेन्द्र वर्मा
- 4- आस्था के चरण - डॉ नगेन्द्र
- 5- पाश्चात्य साहित्य-चिंतन - निर्मला जैन
- 6- पाश्चात्य काव्य शास्त्र अधुनातन संदर्भ - सत्यदेव मिश्र
- 7- पाश्चात्य काव्य शास्त्र - शान्तिश्चरूप गुप्त

CC HINDI
4th Semester - 2020
Paper - VIII - भाषाविज्ञान और हिन्दी भाषा

6 Credits, Exam Time : 3 Hours
 (20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

इकाई - १

हिन्दी भाषा के विकास की पूर्वपीठिका :

भाषा : परिभाषा, विशेषताएं, भाषा परिवर्तन के कारण, भाषा और बोली ।

भाषा विज्ञान : परिभाषा, अंग, भाषा विज्ञान की शाखाएं ।

भाषा का पारिवारिक वर्गीकरण ।

इकाई - २

भाषा विज्ञान का परिसर :

ध्वनी विज्ञान : वागीन्द्रियां, स्वरों का वर्गीकरण, व्यंजनों का वर्गीकरण ।

रूप विज्ञान : शब्द और रूप (पद), पद विभाग - नाम, आख्यात, उपसर्ग और निपात ।

अर्थ विज्ञान : शब्द और अर्थ का संबंध, अर्थ परिवर्तन के कारण और दिशाएं ।

इकाई - ३

हिन्दी भाषा का क्षेत्र एवं विस्तार :

हिन्दी भाषा : क्षेत्र एवं बोलियां ।

हिन्दी के विविध रूप : बोलचाल भाषा, राष्ट्रभाषा, राजभाषा, संपर्क भाषा, संचार भाषा ।

हिन्दी का अखिल भारतीय रूप ।

हिन्दी का अन्तराष्ट्रीय रूप

इकाई - ४

देवनागरी लिपि :

देवनागरी लिपि का परिचय एवं विकास

देवनागरी लिपि का मानकीकरण

आदर्श लिपि के गुण और देवनागरी लिपि की विशेषताएं

अंक विभाजन : प्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न (700 से 1000 शब्दों में) 4 X 16 = 64 अंक
 प्रत्येक इकाई से संक्षिप्त प्रश्न 4 X 4 = 16 अंक

सहायक ग्रन्थ :

- 1- हिन्दी भाषा का इतिहास - धीरेन्द्र वर्मा
- 2- भारतीय पुरालिपि - डॉ रामवलि पाण्डे
- 3- भाषा विज्ञान - डॉ भोलानाथ तिवारी
- 4- नागरी लिपि और हिन्दी वर्तनी - डॉ अनन्त चौधरी
- 5- हिन्दी भाषा का उद्गम और विकास - उदयनारायण तिवारी
- 6- भाषा विज्ञान और भाषा शास्त्र - कपिलदेव द्विवेदी
- 7- भाषा विज्ञान की भूमिका - देवेन्द्र नाथ शर्मा
- 8- लिपि की कहानी - गुणाकर मुले
- 9- हिन्दी भाषा की पहचान से प्रतिष्ठा तक - डॉ हनुमानप्रसाद शुक्ल

CC HINDI
4th SEMESTER – 2020

Paper - IX
हिन्दी उपन्यास

6 Credits, Ex Time : 3 Hours
(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

इकाई - 9

गबन - प्रेमचन्द

इकाई — २

त्यागपत्र - जैनेन्द्र कुमार

इकाई - ३

चित्रलेखा - भगवती चरण वर्मा

इकाई - ४

आपका वंटी - मन्नू भंडारी

अंक विभाजन : प्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न (700 से 1000 शब्दों में) 4 X 16= 64 अंक
प्रत्येक इकाई से संक्षिप्त प्रश्न 4 X 4 = 16 अंक

सहायक ग्रन्थ :

- 1- प्रेमचन्द और उनका युग - रामविलास शर्मा
- 2- प्रेमचन्द : एक विवेचन - इन्द्रनाथ मदान
- 3- हिन्दी उपन्यास - संपा भीष्म साहनी, भगवती प्रसाद निदारिया
- 4- उपन्यास का उदय - इयान वॉट
- 5- आस्था और सौन्दर्य - रामविलास शर्मा
- 6- सृजनशीलता का संकट - नित्यानन्द तिवारी
- 7- हिन्दी उपन्यास - संपा नामवर सिंह

CC HINDI
4th SEMESTER - 2020
Paper - X
हिन्दी कहानी

6 Credits, Ex Time : 3 Hours

(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

पाठ्य पुस्तक :- कथान्तर - परमानन्द श्रीवास्तव, गिरीश रस्तोगी - राजकमल प्रकाशन, नई दिल्ली

इकाई - १

उसने कहा था - चन्द्रधर शर्मा गुलेरी

कफन - प्रेमचन्द

आकाशदीप - जयशंकर प्रसाद

इकाई - २

पत्नी - जैनेन्द्र कुमार

गेंग्रीन - सच्चिदानन्द हीरानन्द वात्स्यायन 'अज्ञेय'

वापसी - उषा प्रियम्बदा

इकाई- ३

लाल पान की बेगम - फणीश्वर नाथ रेणु

गूलकी बन्नो - धर्मवीर भारती

दोपहर का भोजन - अमरकान्त

इकाई- ४

सेब - रघुवीर सहाय

पहाड़ - निर्मल वर्मा

दिल्ली में एक मौत - कमलेश्वर

अंक विभाजन : प्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न (700 से 1000 शब्दों में) 4 X 16= 64 अंक
 प्रत्येक इकाई से संक्षिप्त प्रश्न 4 X 4 = 16 अंक

सहायक ग्रन्थ :

- 1- कहानी : नई कहानी - नामवर सिंह
- 2- नई कहानी की भूमिका - कमलेश्वर
- 3- हिन्दी कहानी का इतिहास - गोपाल राय
- 4- एक दुनिया समानान्तर - राजेन्द्र यादव
- 5- हिन्दी कहानी : अन्तरंग पहचान - रामदरश मिश्र
- 6- हिन्दी कहानी की रचना-प्रक्रिया - परमानन्द श्रीवास्तव
- 7- अपनी बात - भीष्म साहनी
- 8- नई कहानी : संदर्भ और प्रकृति - देवीशंकर अवस्थी
- 9- समय और साहित्य - विजय मोहन सिंह
- 10- हिन्दी कहानी : प्रक्रिया और पाठ - सुरेन्द्र चौधरी
- 11- हिन्दी कहानी का विकास - मधुरेश

CC HINDI
5th Semester – 2020

Paper - XI
हिन्दी नाटक एवं एकांकी

6 Credits, Exam Time : 3 Hours
(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

इकाई - १

अंधेर नगरी - भारतेन्दु हरिश्चन्द्र

इकाई - २

स्कन्दगुप्त - जयशंकर प्रसाद

इकाई - ३

आषाढ़ का एक दीन - मोहन राकेश

इकाई - ४

रीढ़ की हड्डी - जगदीशचन्द्र माथूर
समरेखा-विषमरेखा - विष्णु प्रभाकर
मम्मी-ठकुराइन - लक्ष्मीनारायण लाल
चारुमित्रा - रामकुमार वर्मा

(पाठ्य पुस्तक : श्रेष्ठ एकांकी - डॉ विजयपाल सिंह, नेशनल पब्लिशिंग हाउस, नई दिल्ली)

अंक विभाजन : प्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न (700 से 1000 शब्दों में) 4 X 16= 64 अंक
प्रत्येक इकाई से संक्षिप्त प्रश्न 4 X 4 = 16 अंक

सहायक ग्रन्थ :

- 1- नाटककार भारतेन्दु की रंग-परिकल्पना - सत्येन्द्र तनेजा
- 2- आधुनिक हिन्दी नाटक और रंगमंच - संपा नेमिचन्द्र जैन
- 3- हिन्दी एकांकी की शिल्पविधि का विकास - सिद्धनाथ कुमार
- 4- हिन्दी नाटक : उद्भव और विकास - दशरथ ओझा
- 5- हिन्दी के प्रतीक नाटक - रमेश गौतम
- 6- हिन्दी नाटकों में विद्रोह की परंपरा - किरणचन्द्र भार्मा
- 7- प्रसाद के नाटक : स्वरूप और संरचना - गोविन्द चातक
- 8- हिन्दी नाटक का आत्मसंघर्ष - गिरीश रस्तोगी
- 9- एकांकी और एकांकीकार - रामचरण महेन्द्र
- 10- नई रंग चेतना और हिन्दी नाटककार - जयदेव तनेजा

CC HINDI
5th Semester – 2020

Paper - XII
हिन्दी निबन्ध एवं अन्य गद्य विधाएं

6 Credits, Ex Time : 3 Hours
(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

इकाई - १

निबन्ध : पाठ्य पुस्तक - निबन्धायन - संपादक - डॉ नागेंद्रनाथ उपाध्याय,
विश्वाविद्यालय प्रकाशन, वाराणसी

मेरी रुमाल खो गई - डॉ विद्यानिवास मिश्र

दीपावली - डॉ हजारीप्रसाद द्विवेदी

उत्साह - आचार्य रामचन्द्र शुक्ल

तीन कब्रें - डॉ रघुवीर सिंह

इकाई - २

संस्मरण :

पाठ्य पुस्तक - रेखाएं और रेखाएं - सुधाकर पाण्डेय, अनुराग प्रकाशन, वाराणसी

महाकवि जयशंकर प्रसाद - शिवपूजन सहाय

निराला - महादेवी वर्मा

इकाई - ३

रेखाचित्र :

पाठ्य पुस्तक - रेखाएं और रेखाएं - सुधाकर पाण्डेय, अनुराग प्रकाशन, वाराणसी

अष्टावक्र - विष्णु प्रभाकर

रजिया - रामवृक्ष बेनीपुरी

इकाई - ४

जीवनी/आत्मकथा :

पाठ्य पुस्तक - रेखाएं और रेखाएं - सुधाकर पाण्डेय, अनुराग प्रकाशन, वाराणसी

तुम्हारी स्मृति - माखनलाल चतुर्वेदी

प्रकृति का आँचल - सुमित्रानन्दन पंत

अंक विभाजन : प्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न (700 से 1000 शब्दों में) 4 X 16= 64 अंक
प्रत्येक इकाई से संक्षिप्त प्रश्न 4 X 4 = 16 अंक

सयाहक ग्रन्थ :

- 1- हिन्दी का गद्य साहित्य - रामचन्द्र तिवारी
- 2- हिन्दी साहित्य और संवेदना का विकास - रामस्वरूप चतुर्वेदी
- 3- हिन्दी आत्मकथा : सिद्धान्त और स्वरूप-विश्लेषण - विनीता अग्रवाल
- 4- हिन्दी गद्य : विन्यास और विकास - रामस्वरूप चतुर्वेदी

CC HINDI
6th Semester – 2021

Paper - XIII
हिन्दी की साहित्यिक पत्रकारिता

6 Credits, Ex Time : 3 Hours
(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

इकाई - १

साहित्यिक पत्रकारिता : अर्थ, अवधारणा और महत्व ।

इकाई - २

भारतेन्दुयुगीन साहित्यिक पत्रकारिता : परिचय और प्रवृत्तियां ।

द्विवेदीयुगीन साहित्यिक पत्रकारिता : परिचय और प्रवृत्तियां ।

इकाई - ३

छायावादयुगीन साहित्यिक पत्रकारिता : परिचय और प्रवृत्तियां ।

छायावादोत्तर साहित्यिक पत्रकारिता : परिचय और प्रवृत्तियां ।

इकाई-४

स्वातंत्रोत्तर साहित्यिक पत्रकारिता : परिचय और प्रवृत्तियां ।

समकालीन साहित्यिक पत्रकारिता : परिचय और प्रवृत्तियां ।

अंक विभाजन : प्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न (700 से 1000 शब्दों में) 4 X 16= 64 अंक
प्रत्येक इकाई से संक्षिप्त प्रश्न 4 X 4 = 16 अंक

सहायक ग्रन्थ :

- 1- हिन्दी साहित्य का इतिहास - डॉ नगेन्द्र
- 2- आधुनिक हिन्दी सहित्य की प्रवृत्तियां - नामवर सिंह
- 3- हिन्दी का गद्य साहित्य - रामचन्द्र तिवारी
- 4- जनसंपर्क, प्रचार एवं विज्ञान - विजय कुलश्रेष्ठ
- 5- जनसंचार माध्यम : भाषा और साहित्य - शुधीश पचौरी
- 6- मीडिया की भाषा - वसुधा गादगिल
- 7- संचार क्रान्ति और बदलता सामाजिक सौन्दर्य बोध - कृष्ण कुमार रत्नू
- 8- पत्रकारिता से मीडिया तक - मनोज कुमार
- 9- नए जमाने की पत्रकारिता - सौरभ शुक्ला
- 10- भाषा शिक्षण - रवीन्द्रनाथ श्रीवास्तव
- 11- सृजनात्मक साहित्य - रवीन्द्रनाथ श्रीवास्तव
- 12- व्यावसायिक हिन्दी - दिलीप सिंह

- 13- प्रयोजनमूलक हिन्दी - दंगल झाल्टे
- 14- आधुनिक पत्रकारिता - डॉ अनुज तिवारी
- 15- व्यावहारिक हिन्दी एवं प्रयोग - डॉ ओम प्रकाश
- 16- जनमाध्यमों का वैचारिक परिप्रेक्ष्य - जवरीमल्ल पारिख
- 17- जनमाध्यम प्रौद्योगिक और विचारधारा - जगदीश्वर चतुर्वेदी
- 18- साहित्य का सौंदर्यचिंतन - रवीन्द्रनाथ श्रीवास्तव
- 19- सृजनशीलता और सौंदर्यबोध - निशा अग्रवाल
- 20- एक कवि की नोटबुक- राजेश जोशी
- 21- रेडयो लेखन - मधुकर गंगाधर
- 22- पत्रकारी लेखन के आयाम - मनोहर प्रभाकर
- 23- सर्जक का मन - नन्दकिशोर आचार्य
- 24- राइटिंग क्रिएटिव फिक्शन - एच आर एफ कीटिंग

CC HINDI
6th Semester – 2021

Paper - XIV
प्रयोजनमूलक हिन्दी

6 Credits, Ex Time : 3 Hours
(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

इकाई - १

हिन्दी भाषा का उद्भव और विकास ।

हिन्दी का मानकीकरण

इकाई - २

मातृभाषा एवं अन्य भाषा के रूप में हिन्दी, संपर्क भाषा, राजभाषा के रूप में हिन्दी, बोलचाल की सामान्य हिन्दी, मानक हिन्दी और साहित्यिक हिन्दी, संविधान में हिन्दी ।

इकाई - ३

वैज्ञानिक हिन्दी और उसके प्रमुख लक्षण, व्यावसायिक हिन्दी और उसके लक्षण .

अनुवाद : सामान्य सिद्धान्त और समस्या - साहित्यिक अनुवाद, साहित्येतर अनुवाद, अनुवाद : समस्याएँ एवं समाधान

इकाई - ४

भाषा व्यवहार : सरकारी पत्राचार, टिप्पणी तथा मसौदा-लेखन, सरकारी अथवा व्यावसायिक पत्र-लेखन ।

प्रयोजनमूलक हिन्दी के प्रमुख प्रकार : कार्यालयी हिन्दी और उसके प्रमुख लक्षण ।

अंक विभाजन : प्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न (700 से 1000 शब्दों में) 4 X 16= 64 अंक
प्रत्येक इकाई से संक्षिप्त प्रश्न 4 X 4 = 16 अंक

सहायक ग्रन्थ :

- 1- हिन्दी भाषा का इतिहास - धीरेन्द्र वर्मा
- 2- हिन्दी भाषा का उद्गम और विकास - उदयनारायण तिवारी
- 3- हिन्दी भाषा की पहचान से प्रतिष्ठा तक - डॉ हनुमानप्रसाद शुक्ल
- 4- व्यावहारिक हिन्दी और आलोचना - कृष्ण कुमार गोस्वामी
- 5- प्रयोजन मूलक हिन्दी - माधव सोनटक्के
- 6- भाषा विज्ञान - डॉ भोलानाथ तिवारी
- 7- सामान्य हिन्दी - डॉ सुधाशु कुमार नायक
- 8- प्रारूपण शासकीय पत्राचार और टिप्पण लेखन विधि - राजेन्द्र प्रसाद श्रिवास्तव
- 9- प्रयोजनमूलक हिन्दी की नई भूमिका - कैलाषनाथ पाण्डेय
- 10- प्रयोजनमूलक भाषा और कार्यालयी हिन्दी - कृष्ण कुमार गोस्वामी
- 11- प्रयोजनमूलक हिन्दी : सिद्धान्त और प्रयोग - दंगल झाल्टे
- 12- प्रयोजनमूलक हिन्दी - डॉ विनोद गोदरे

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) HINDI
(For Arts/Science/Commerce Stream Students)

दक्षता वर्द्धक वाध्यतामूलक पाठ्यक्रम

1st Semester - 2018

Paper – I

हिन्दी व्याकरण और संप्रेषण

2 Credits, 50 Marks, Exam Time : 2 Hours

(10 Marks for Assessment Exam & 40 Marks for Term End Examination)

इकाई - १

हिन्दी व्याकरण और रचना :

संज्ञा, सर्वनाम, विशेषण, क्रिया एवं अव्यय का परिचय ।

पर्यायवाची शब्द, विलोम शब्द, अनेक शब्दों के लिए एक शब्द, शब्द शुद्धि, वाक्य शुद्धि ।

इकाई - २

संप्रेषण : संप्रेषण के प्रकार (मौखिक और लिखित, वैयक्तिक और सामाजिक, व्यावसायिक, भ्रामक संप्रेषण, संप्रेषण बाधाएं और रणनीति ।

देवनागरी लिपि : देवनागरी लिपि का उद्भव और विकास, देवनागरी लिपि की विशेषताएँ और वैज्ञानिकता ।

इकाई - ३

मानक हिन्दी वर्तनी: मानक हिन्दी वर्णमाला, परिवर्धित देवनागरी वर्णमाला, हिन्दी वर्तनी संबंधी अद्यतन नियम, हिन्दी के संख्यावाचक शब्दों की एकरूपता ।

इकाई - ४

पल्लवन एवं संक्षेपण ।

अंक विभाजन : इकाई 2 से एक आलोचनात्मक प्रश्न 01 X 10 = 10 अंक

इकाई 3 से एक आलोचनात्मक प्रश्न 01 X 10 = 10 अंक

इकाई 1 से अति लघूत्तरी प्रश्न 10 X 01 = 10 अंक

इकाई 4 से संक्षिप्त प्रश्न 02 X 05 = 10 अंक

सहायक ग्रन्थ :

- 1- हिन्दी का सामाजिक सदर्भ - रवीन्द्रनाथ श्रीवास्तव
- 2- सामान्य हिन्दी - डॉ सुधांशु कुमार नायक
- 3- संप्रेषण परक व्याकरण - सिद्धान्त और स्वरूप - सुरेश कुमार
- 4- प्रयोग और प्रयोग - वी आर जगन्नाथ
- 5- भाषाई अस्मिता और हिन्दी - रवीन्द्रनाथ श्रीवास्तव
- 6- रचना का सरोकार - विश्वनाथ प्रसाद तिवारी
- 7- भारतीय भाषा चिन्तन की पीठिका - विद्यानिवास मिश्र
- 8- आधुनिक हिन्दी व्याकरण और रचना - वासुदेव नन्दन प्रसाद
- 9- शुद्ध हिन्दी कैसे सिखें - राजेन्द्र नारायण सिन्हा

DISCIPLINE SPECIFIC ELECTIVE COURSE HINDI (DSEC)

5th SEMESTER – 2020

PAPER – I

तुलसीदास

6 Credits, Ex Time : 3 Hours

(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

इकाई - १

रामचरित मानस : अयोध्याकाण्ड (दोहा संख्या ६७ से १८५ तक) गीता प्रेस, गोरखपुर ।

इकाई - २

कवितावली - (उत्तर काण्ड के १० छन्द, छन्द संख्या - २९, ३५, ३७, ४४, ४५, ६०, ६७, ७३, ७४, ८४) गीता प्रेस, गोरखपुर ।

इकाई - ३

गीतावली - (बालकाण्ड के १० पद, पद संख्या - ७, १०, १८, २४, २६, ३१, ३३, ३६, ४४, ७३) गीताप्रेस, गोरखपुर ।

इकाई - ४

विनय पत्रिका - (१० पद, पद संख्या - १, ५, १७, ३०, ३६, ४१, ४५, ७२, ७८, ७९) गीताप्रेस, गोरखपुर ।

अंक विभाजन : प्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न (700 से 1000 शब्दों में) 4 X 16 = 64 अंक
प्रत्येक इकाई से संक्षिप्त प्रश्न 4 X 4 = 16 अंक

सहायक ग्रन्थ :

- 1- गोस्वामी तुलसीदास - आचार्य रामचन्द्र शुक्ल
- 2- तुलसीदास - माताप्रसाद गुप्त
- 3- राष्ट्रीय एकता, वर्तमान समस्याएं और भक्ति साहित्य - कैलाश तिवारी
- 4- तुलसी-काव्य-मीमांसा - उदयभानू सिंह
- 5- तुलसी साहित्य : विवेचना और मूल्यांकन - आचार्य देवेन्द्र शर्मा, डॉ वचनदेव कुमार
- 6- तुलसी : साहित्य और साधना - डॉ इन्द्रपाल सिंह 'इन्द्र'

DSEC HINDI
5th SEMESTER – 2020

PAPER – II

छायावाद

6 Credits, Ex Time : 3 Hours

(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

इकाई - १

जयशंकर प्रसाद :

आँसू : प्रथम ३० छन्द (हिन्दी काव्य संग्रह - संपा- रामवीर सिंह (केन्द्रीय हिन्दी संस्थान, आगरा))

इकाई-२

सूर्यकान्त त्रिपाठी ' निराला : (हिन्दी काव्य संग्रह - संपा- रामवीर सिंह (केन्द्रीय हिन्दी संस्थान, आगरा))

भिक्षुक, बादल राग, तुम और मैं, बांधो न नाव, मैं अकेला

इकाई - ३

सुमित्रानन्दन पंत :

आधुनिक कवि- १ (प्रकाशक - हिन्दी साहित्य सम्मेलन, प्रयाग)

कविता : मोह, पर्वत प्रदेश में पावस, आँसू की बालिका, मानव, ग्राम कवि, भारत माता, पतिता

इकाई - ४

महादेवी वर्मा :

आधुनिक कवि-१- (प्रकाशक -हिन्दी साहित्य सम्मेलन, प्रयाग)

कविता संख्या : १- निशा की, धो देता राकेश, ३- निश्वासों का नीड़ निशा का, ९- थकी पलकें सपनों पर डाल, ११- स्वर्ग का था नीरव उच्छ्वास, २३- दिया क्यों जीवन का वरदान?, २८- धीरे धीरे उत्तर क्षितज से, ३२- विरह का जलजात जीवन, विरह का जलजात !

अंक विभाजन : प्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न (700 से 1000 शब्दों में) 4 X 16= 64 अंक
प्रत्येक इकाई से संक्षिप्त प्रश्न 4 X 4 = 16 अंक

सहायक ग्रन्थ :

- 1- जयशंकर प्रसाद - नन्ददुलारे वाजपेयी
- 2- निराला की साहित्य साधना - रामविलास शर्मा
- 3- हिन्दी स्वच्छन्दतावादी काव्यधारा - प्रेमशंकर
- 4- जयशंकर प्रसाद - प्रेमशंकर
- 5- निराला : आत्महंता आस्था - दूधनाथ सिंह
- 6- निराला काव्य की छवियाँ - नन्दकिशोर नवल
- 7- त्रयी (प्रसाद, निराला और पंत) - आचार्य जानकीवल्लभ शास्त्री
- 8- अनकहा निराला - आचार्य जानकीवल्लभ शास्त्री
- 9- छायावाद - नामवर सिंह
- 10- आधुनिक हिन्दी कविता में बिम्ब विधान - केदारनाथ सिंह
- 11- आधुनिक साहित्य - नन्ददुलारे वाजपेयी
- 12- हिन्दी नवगीत : उद्भव और विकास - राजेन्द्र गौतम

DSEC HINDI
6th SEMESTER – 2021
PAPER – III
अस्मितामूलक विमर्श और हिन्दी साहित्य

6 Credits, Ex Time : 3 Hours
 (20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

इकाई - १

विमर्शों की सैद्धांतिकी :

- क - दलित विमर्श : अवधारणा और आन्दोलन, फुले और अंबेडकर ।
- ख - स्त्री विमर्श : अवधारणा और मुक्ति आन्दोलन (पाश्चात्य और भारतीय संदर्भ) ।
- ग - आदिवासी विमर्श : अवधारणा और आन्दोलन ।

इकाई - २

- १ - ओमप्रकाश वाल्मीकि - सलाम
- २ - जयप्रकाश कर्दम - नौ बार
- ३ - हरिराम मीणा - धूणी तपे तीर, पृष्ठ संख्या - १५८-१६७
- ४ - मोहनदास नैमिशराय - मुक्तिपर्व (उपन्यास) का अंश (पृ २४ से ३३)
- ५ - सुमित्रा कुमारी सिन्हा - व्यक्तित्व की भूख
- ६ - नासिरा शर्मा - खुदा की वापसी

इकाई- ३

विमर्शमूलक कविता :

- क - दलित कविता :
 अछूतानन्द - (दलित कहां तक पड़े रहेंगे)
 नगीना सिंह - (कितनी व्यथा)
 कालीचरण सनेही - (दलित विमर्श)
 माता प्रसाद - (सोनवा का पिंजरा)
- ख - स्त्री विमर्श :
 किर्ति चौधरी : (सीमारेखा)
 कात्यायनी : (सात भाइयों के बीच चम्पा)
 सविता सिंह : (मैं किसकी औरत हूँ)

इकाई -४

विमर्शमूलक अन्य गद्य विधाएं :

- १ - प्रभा खेतान : अन्या से अनन्या, पृष्ठ २८-४२ तक
- २ - तुलसीराम : मुर्दहिया (चौधरी चाचा से प्रारंभ पृष्ठ १२५ से १३५ तक)
- ३ - महादेवी वर्मा : स्त्री के अर्थ स्वातंत्र्य का प्रश्न
- ४ - डॉ धर्मवीर : अभिशप्त चिंतन से इतिहास चिंतन की ओर

अंक विभाजन : प्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न (700 से 1000 शब्दों में) 4 X 16= 64 अंक
प्रत्येक इकाई से संक्षिप्त प्रश्न 4 X 4 = 16 अंक

सहायक ग्रन्थ :

- 1- सिमोन द बोउवा - स्त्री उपेक्षिता
- 2- गुलामगीरी - ज्योतिबा फुले
- 3- अंबेड्कर रचनावली - भाग-9
- 4- प्रभा खेतान - उपनिवेश में स्त्री
- 5- स्त्री अस्मिता साहित्य और विचारधारा - सुधा सिंह
- 6- मूक नायक, बहिष्कृत भारत - अंबेड्कर
- 7- शिकंजे का दर्द - शुशीला टांकभोरे
- 8- जूठन - ओमप्रकाश बाल्मीकि
- 9- दलित साहित्य का सौन्दर्यशास्त्र - शरण कुमार लिंबाले
- 10- दलित साहित्य का सौन्दर्यशास्त्र - ओमप्रकाश बाल्मीकि
- 11- दलित आन्दोलन का इतिहास - मोहनदास नैमिशराय
- 12- नारीवादी राजनीति - जिनी निवेदिता
- 13- हिन्दी दलित कथा साहित्य : अवधारणा एवं विधाएं - रजत रानी 'मीनू'
- 14- औरत होने की सजा - अरविन्द जैन
- 15- आदिवासी अस्मिता का संकट - रमणिका गुप्ता

DSEC HINDI
6th SEMESTER – 2021

PAPER – IV

लोक साहित्य

6 Credits, Ex Time : 3 Hours

(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

इकाई - १

लोक साहित्य : परिभाषा एवं स्वरूप, लोक और लोकवार्ता, लोक संस्कृति की अवधारणा, लोकवार्ता और लोक संस्कृति, लोक संस्कृति और साहित्य, साहित्य और लोक का अंतःसंबंध, लोक साहित्य का अन्य सामाजिक विज्ञानों से संबंध, लोक साहित्य के अध्ययन की समस्याएं ।

इकाई - २

भारत में लोक साहित्य के अध्ययन का इतिहास, लोक साहित्य के प्रमुख रूपों का वर्गीकरण ।

लोकगीत : संस्कारगीत, व्रतगीत, श्रमगीत, ऋतुगीत, जातिगीत ।

इकाई - ३

लोकनाट्य : रामलीला, रासलीला, कीर्तनियां, स्वांग, यक्षगान, विदेशिया, भांड, तमाशा, नौटंकी ।

हिन्दी लोकनाट्य की परंपरा एवं प्रविधि ।

हिन्दी नाटक एवं रंगमंच पर लोकनाट्यों का प्रभाव ।

लोकनृत्य एवं लोकसंगीत ।

इकाई - ४

लोकगाथा : लोकगाथा की भारतीय परंपरा, लोकगाथा की सामान्य प्रवृत्तियां, लोकगाथा प्रस्तुति ।

प्रसिद्ध लोकगाथाएं : ढोला-मारू, गोपीचन्द-भरथरी, लोरिकायन, नल-दमयन्ती, लैला-मजनून, हीरा-राँझा, सोहनी-महीवाल ।

लोकभाषा : लोक संभाषित मुहावरे, कहावते, लोकक्तियां, पहेलियाँ ।

अंक विभाजन : प्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न (700 से 1000 शब्दों में) 4 X 16 = 64 अंक
प्रत्येक इकाई से संक्षिप्त प्रश्न 4 X 4 = 16 अंक

सहायक ग्रन्थ :

- 1- लोक-साहित्य की भूमिका - डॉ कृष्णदेव उपाध्याय
- 2- हिन्दी प्रदेश के लोकगीत - डॉ कृष्णदेव उपाध्याय
- 3- हरियाणा प्रदेश का लोकसाहित्य - शंकर लल यादव
- 4- कुमाउंजी : कविता कौमुदी : ग्रामगीत - पं रमनरेश त्रिपाठी
- 5- भोजपुरी संस्कार गीत - श्री हंस कुमार तिवारी
- 6- हिन्दी साहित्य का वृहत इतिहास - पं राहुल सांस्कृत्यायन, भाग-१६
- 7- वाचिक कविता : भोजपुरी - पं विद्यानिवास मिश्र
- 8- भारतीय लोक साहित्य : परंपरा और परिदृश्य - विद्या सिन्हा
- 9- लखमीचन्द का काव्य वैभव - हरिचन्द बन्धु
- 10- सूत्रधार - संजीव
- 11- हिन्दी साहित्य को हरियाणा प्रदेश की देन - हरियाणा साहित्य अकादमी का प्रकाशन

GENERIC ELECTIVE HINDI

सामान्य ऐच्छिक

1st SEMESTER – 2018

PAPER – I

(History of Hindi Literature) हिन्दी साहित्य का इतिहास

6 Credits, Ex Time : 3 Hours

(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

UNIT - I आदिकाल :

- क. हिन्दी साहित्य का काल विभाजन एवं नामकरण ।
- ख. आदिकालीन साहित्य - सिद्ध साहित्य, जैन साहित्य, नाथ साहित्य, रासो साहित्य, लौकिक साहित्य ।
- ग. आदिकाल की उपलब्धियां

UNIT - II भक्तिकाल :

- क. निर्गुण भक्ति काव्य : संतकाव्य की सामान्य प्रवृत्तियां, सूफी काव्य की सामान्य प्रवृत्तियां
- ख. सगुण भक्ति काव्य : राम भक्ति काव्य और तुलसीदास, कृष्णभक्ति काव्य- वल्लभ संप्रदाय अष्टछाप के कवि, संप्रदाय निरपेक्ष कवि ।
- ग. भक्तिकाल की उपलब्धियां

UNIT - III रीतिकाल:

- क. नामकरण
- ख. रीतिकाल की प्रवृत्तियां
- ग. रीतिबद्ध और रीतिमुक्त काव्य
- घ. रीतिकाल की उपलब्धियां

UNIT - IV आधुनिककाल :

- क. आधुनिक हिन्दी काव्य की प्रवृत्तियां
- ख. भारतेन्दु युग
- ग. द्विवेदी युग
- घ. छायावादयुग
- ङ. छायावादोत्तर काल

आधुनिक गद्य:

- क. हिन्दी उपन्यास का उद्भव और विकास
- ख. हिन्दी कहानी का उद्भव और विकास
- ग. हिन्दी नाटक का उद्भव और विकास
- घ. हिन्दी निबन्ध का उद्भव और विकास

अंक विभाजन : प्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न (700 से 1000 शब्दों में) 4 X 16 = 64 अंक
प्रत्येक इकाई से संक्षिप्त प्रश्न 4 X 4 = 16 अंक

संदर्भ ग्रंथ :-

1. हिन्दी साहित्य का इतिहास - डॉ. नगेन्द्र, नेशनल पब्लिशिंग हाउस, दिल्ली
2. हिन्दी साहित्य का इतिहास - डॉ. रामचन्द्र शुक्ल, नागरी प्रचारणी सभा, काशी
3. हिन्दी साहित्य का उद्भव और विकास - डॉ. हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली
4. हिन्दी साहित्य का सुबोध इतिहास - गुलाब राय
5. हिन्दी साहित्य का आलोचनात्मक इतिहास - डॉ. रामकुमार वर्मा
6. हिन्दी साहित्य का वस्तुपरक इतिहास - डॉ. रामप्रसाद मिश्र

GEC HINDI
4th SEMESTER – 2020

PAPER – II
पाश्चात्य दार्शनिक चिंतन एवं हिन्दी साहित्य

6 Credits, Ex Time : 3 Hours
(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

इकाई - १

अभिव्यंजनावाद

स्वच्छंदतावाद

इकाई-२

अस्तित्ववाद

मनोविश्लेषणावाद

मार्क्सवाद

इकाई-३

आधुनिकतावाद

संरचनावाद

इकाई - ४

कल्पना, बिम्ब, फैंटेसी

मिथक एवं प्रतीक

अंक विभाजन : प्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न (700 से 1000 शब्दों में) 4 X 16= 64 अंक
प्रत्येक इकाई से संक्षिप्त प्रश्न 4 X 4 = 16 अंक

सहायक ग्रन्थ :

- 1- साहित्य सिद्धान्त - रामअवध द्विवेदी
- 2- साहित्य सिद्धान्त - रेनेवेलक ऑस्टिन वारेन (अनुवाद)
- 3- पाश्चात्य काव्यशास्त्र - देवेन्द्रनाथ शर्मा
- 4- हिन्दी साहित्य कोश - संपा धीरेन्द्र वर्मा
- 5- चिन्तामणि - आचार्य रामचन्द्र शुक्ल
- 6- आस्था के चरण - नगेन्द्र
- 7- कविता के नये प्रतिमान - नामवर सिंह
- 8- पाश्चात्य साहित्य-चिंतन - निर्मला जैन
- 9- हिन्दी आलोचना के बीज तत्व - बच्चन सिंह
- 10- एक साहित्यिक की डायरी - मुक्तिबोध
- 11- आलोचना से आगे - सुधीश पचौरी
- 12- मिथकीय अवधारणा और यथार्थ - रमेश गौतम
- 13- पाश्चात्य काव्य शास्त्र - शान्तिस्वरूप गुप्त
- 14- पाश्चात्य काव्यशास्त्र अधुनातन संदर्भ - सत्यदेव मिश्र

RAYAGADA AUTONOMOUS COLLEGE
RAYAGADA, ODISHA, 765001

RAYAGADA AUTONOMOUS COLLEGE RAYAGADA



PROPOSED SYLLABUS AND SCHEME OF EXAMINATION FOR +3 B.A HISTORY HONOURS

UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

FOR THE SESSION:

2018-2019

2019-2020

2020-2021

**BOARD OF STUDIES IN HISTORY RAYAGADA
AUTONOMOUS COLLEGE RAYAGADA: 765001**

**DETAIL SYLLABUS FOR THE HISTORY HONOURS
STUDENT'S
AS PER C.B.C.S. STRUCTURE**

• Core Course	14 Courses(Papers)-06 Credits Each
• Generic Elective	02 Courses (Papers)-06 Credits Each
• Discipline Specific Elective	04 Courses (Papers)-06 Credits Each
• Skill Enhancement Course	02 Courses 02 Credits Each

SEMESTER WISE
C.B.C.S. COURSE STRUCTURE: B.A (HISTORY
HONOURS) RAYAGADA AUTONOMOUS
COLLEGE, RAYAGADA
2017-2019

Semester	Name of the course	Title of the course (paper)
1st Semester	Core Paper :I	HISTORY OF INDIA –I
	Core Paper :II	SOCIAL FORMATIONS AND CULTURAL PATTEENS OF THE ANCIENT WORLD
	AECC Paper : I	-----
2nd Semester	Core Paper :III	HISTORY OF INDIA—II
	Core Paper :IV	SOCIAL FORMATIONS AND CULTURAL PATTERNS OF ODISHA
	G.E Paper : I	UNDERSTANDING THE INDIAN CULTURE : I
	AECC Paper : II	-----
3rd Semester	Core Paper :V	HISTORY OF INDIA –III (C. 750 -- 1206)
	Core Paper :VI	RISE OF MODERN WEST—I
	Core Paper :VII	HISTORY OF INDIA-IV (1206-- 1550)
	G.E Paper : II	UNDERSTANDING THE INDIAN CULTURE : II
4th Semester	Core Paper :VIII	RISE OF THE MODERN WEST – II
	Core Paper :IX	HISTORY OF INDIA-V (C.1550 -- 1605)
	Core Paper :X	HISTORY OF INDIA (c. 1605 – 1750)
	SEC	AN INTRODUCTION TO INDIAN ART
5th Semester	Core Paper :XI	HISTORY OF MODERN EUROPE (1780-1939)
	Core Paper :XII	HISTORY OF INDIA – VI (C. 1750- 1857)
	DSE-I	HISTORY OF SOUTH-EAST ASIA - THE 20th CENTURY
	DSE-II	HISTORY OF INDIA FROM THE EARLIEST TIMES UPTO300 C.E.
6th Semester	Core Paper :XIII	HISTORY OF INDIA (c. 1857--1950)
	Core Paper :XIV	UNDERSTANDING SOCIAL, ECONOMIC AND CULTURAL LIFE : A STUDY ON ODISHA
	DSE-III	HISTORY OF INDIA FROM C.300 to 1206
	DSE-IV	HISTORY OF INDIA 1206 TO 1707

SEMESTER : I

CORE PAPER :I HISTORY OF INDIA –I

(Candidates have to answer four short questions each carrying 4 Marks.
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks
Semester Examination: 80 Marks

- Unit: I Reconstructing Ancient Indian History**
(a) Sources and Tools of Historical Reconstruction
(b) Palaeolithic cultures Store Industries and other Technological Development
(c) Mesolithic cultures: New Developments in Technology and Economy, Rock Art
- Unit: II The Advent of Food Production**
(a) Neolithic Culture
(b) Chalcolithic Cultures
- Unit : III The Harappan Civilization**
(a) Origin, settlement patterns and Town planning.
(b) Social and political organization, Religious Belief.
(c) Craft, Production, Trade, Art and the problem of Urban Decline
- Unit : IV Culture in Transition**
(a) Aryan Problems – Advent and Dating
(b) Social Stratification and Economic Development
(c) Religion & Philosophy

Essential Readings:

- R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007
- R.S. Sharma, Material Culture and Social Formations in Ancient India, 1983
- R.S. Sharma, Looking for the Aryas, Delhi, Orient Longman Publishers, 1995
- D.P. Agrawal, The Archaeology of India, 1985

SUGGESTED READINGS:

- Uma Chakravarti, The Social Dimensions of Early Buddhism 1997
- Ranjan Gurukul, Social Formations of Early South India, 2010
- R. Champakalakshmi, Trade Ideology and urbanizations : South India 300 BC – AD 1300, 1996

SEMESTER : I

CORE PAPER :II

SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD

(Candidates have to answer four short questions each carrying 4 Marks.
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks
Semester Examination: 80 Marks

- Unit: I Evolution of Human Kind**
 (a) Palaeolithic Culture
 (b) Mesolithic Culture
 (c) Beginning of Agriculture.
- Unit: II Bronze Age Civilization (Any one of the followings)**
 (a) Egypt (Old kingdom)
 (b) Mesopotamia (up to the Akkadian Empire)
 (c) China (Chang)
- Unit : III Slave Society in Ancient Greece**
 (a) Agrarian Economy
 (b) Urbanization
 (c) Trade and commerce
- Unit : IV Politics in Ancient Greece**
 (a) Athens
 (b) Sparta
 (c) Greek culture

Essential Readings

- Burns and Ralph. World Civilizations
- Cambridge History of Africa, Vol. I
- V.Gordon Childe, What Happened in History.
- G. Clark, World Prehistory : A New Perspective.

SUGGESTED READINGS

- * G.E.M. Ste Croix, Class Struggles in the Ancient Greek World.
- * J.D.Bernal, Science in History, Vol. I
- * V.Gordon Childe, Social Evolution.
- * Glyn Daniel, First Civilizations.
- * A.Hauser, A Social History of Art, Vol. I

SEMESTER : II

CORE PAPER :III

HISTORY OF INDIA—II

(Candidates have to answer four short questions each carrying 4 Marks.
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks

Semester Examination: 80 Marks

- Unit: I Economy and Society (c. 300 B.C. to C.E. 300)**
 (a) Expansion of Agrarian Economy, production relations and urban growth.
 (b) Social stratification – class, Varna, Jati, untouchability,
 Gender, marriage system and property Relations
 (c) Trade, Trade Routes and coinage.
- Unit: II Changing Political Formations (c.300 to CE.300)**
 (a) The Mauryan Empire – Chandragupta Maurya and Ashoka.
 (b) The Kushana—Kaniska
 (c) The Satavahanas.
- Unit : III Towards Early Medieval India (C. 4th Century to C. 750)**
 (a) The process of urban decline , pattern of trades currency and
 urban settlements
 (b) The nature of polities: The Gupta Empire.
 (c) Post Gupta Polities : Pallavas, Chalukyas and Vardhanas
- Unit : IV Religion Philosophy and Society (C. 300 B.C E 750)**
 (a)(Consolidation of Brahminical Tradition Dharma,
 Varnashram, Purusharthas and Samskaras
 (b)Beginning of Tantrism, Tantric Cults, (C. 2nd century B.C), Mahayan and
 the Puranic Tradition
 (c) Art and Architecture, its forms and patronage- Mauryan, post.
 Mauryan, Gupta and post Gupta period

Essential Readings :

- * B.D. Chattopadhyaya, The Making of Early Medieval India, 1994.
- * D.P. Chattopadhyaya, History of Science and Technology in Ancient India, 1986.
- * Kosambi, An Introduction to the Study of Indian History, 1975.
- * S.K. Maity, Economic Life in Northern India in the Gupta Period,
- * 1970. B.P. Sahu (ed), Land System and Rural Society in Early India, 1977. K.A.N. Sastri,
- * A History of South India.

SUGGESTED READINGS

nd

Bhattacharya, Ancient India Rituals and their social Contents, 2nd ed., 1996 J.C.

SEMESTER : II

CORE PAPER :IV SOCIAL FORMATIONS AND CULTURAL PATTERNS OF ODISHA

(Candidates have to answer four short questions each carrying 4 Marks.
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks
Semester Examination: 80 Marks

- Unit: I Social & political Life of Early and Medieval Odisha.**
 (a) Kalinga War (261 B.C.) & its significance
 (b) Mahameghavahana Kharavela : His time & Achievements
 (c) Social, Economic, Cultural Life & Polity under the Bhaumakaras and Somavamsis
- Unit: II Religion, Art, Architecture and Culture of Early and Medieval Odisha**
 (a) (Religious Tradition-Buddhism, Jainism & Vaishnavism
 (b) Art, Architecture & Painting-Temple Sculpture, Buddhist Sculpture, Jaina Sculpture
 (c) Evolution and Growth of Odia Literature-Sarala Mahabharat
- Unit : III Colonialism in Odisha**
 (a) The Early British Administration-Its Socio-Economic Impact.
 (b) Development of Modern Education
- Unit : IV Freedom struggle in Odisha**
 (a) Freedom Struggle in Odisha
 (b)Language Movement & Formation of Odisha Province.

Essential Readings: :

1. A.C.Mittal, An Earle History of Orissa Varanasi,1961
2. A.K.Panda, 400years of Orissa- A Glorious epoch, Cacutta,1987
3. A.K.Pattanayak, Religious policy of the Imperial Gangas, New Delhi, 1988
4. A.C.Pradhan, A Study of History of Odisha, Bhubaneswar, 1985
5. A.P.Saha, Life in Medieval Orissa, Varanasi, 1976

SEMESTER : III

CORE PAPER :V

HISTORY OF INDIA –III (C. 750 -- 1206)

(Candidates have to answer four short questions each carrying 4 Marks.
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks

Semester Examination: 80 Marks

Unit: I Studying Early Medieval India

- (a) Sources—Literary, Epigraphic and Numismatics
- (b) Indian feudalism.
- (c) Rise of the Rajputs and the nature of the states

Unit: II Political Structure.

- (a) Evolution of political structure, Rashtrakutas, Palas and Cholas
- (b) Arab conquest of Sindh and its impact, Early Turkish invasions— Causes and Consequences
- (c) Muhammad Ghor

Unit : III Establishment of Delhi sultanate

- 1. Iltutmish
- 2. Balban
- (c) Growth and Development of Regional Language, Literature and Evolution of Regional styles of Art and Architecture

Unit : IV Trade and Commerce

- (a) Inter–Regional Trade
- (b) Maritime Trade, forms and Exchange
- (c) Process of Urbanization

Essential Readings :

- Perry Anderson, Passages from Antiquity to Feudalism,
- Marc Bloch, Feudal Society, 2 Vols.
- Cambridge History of Islam, 2 Vols
- Georges Duby, The Early Growth of the European Economy.

SUGGESTED READINGS

- * S. Ameer Ali, The Spirit of Islam
- * J. Barrowclough, The Medieval Papacy.
- * Encyclopedia of Islam, (ed.), 4 Vols.
- * M.G.S Hodgson, The Venture of Islam.
- * R.S. Sharma, Indian Feudalism (Circa 300-1200
- * B.D. Chattopadhyaya, The Making of Early Medieval India.

SEMESTER : III

CORE PAPER :VI

RISE OF MODERN WEST—I

(Candidates have to answer four short questions each carrying 4 Marks.
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks
Semester Examination: 80 Marks

- Unit: I Early Colonial Expansion**
(a) Motives Voyages and Explorations
(b) Conquest of America, & beginning of colonization
- Unit: II Renaissance**
(a) Social Roots Renaissance and city-states of Italy.
(b) Spread of Humanism in Europe (c)Development of Art.
- Unit : III European Reformation in the 16th century.**
(a)Nature, Meaning & Causes
(b)Course of Reformation
(c)Results v & Significance
- Unit : IV Economic Developments of 16th century**
(a) Green Revolution
(b) Commercial Revolution
(c)Expansion of Industries.

Essential Readings :

T.S. Aston and C.H.E. Philpin (eds.), The Brenner Debate H.
Butterfield, The Origins of Modern Science. Carlo M. Cipolla,
Fontana Economic History of Europe, Vols II and III

SEMESTER : III

CORE PAPER :VII

HISTORY OF INDIA-IV (1206--1550)

(Candidates have to answer four short questions each carrying 4 Marks.
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks
Semester Examination: 80 Marks

- Unit: I Interpreting Delhi Sultanate**
(a) Sources- Literary, Turkish Tradition, vernacular Historians & Epigraphy.
(b) Foundation, Consolidation and Expansion of the Sultanate of
Delhi— Allaudin Khiliji & Mahammad bin Tughluq
- Unit: II The Lodis**
(a) Bahlul Lodi, Sikandar Lodi (b) Ibrahim Lodi
& Battle of Panipath (c) Development of
Art, Architecture & Literature
- Unit : III Society and Economy**
(a) Revenue free grants and Agricultural Production.
(b) Changes in Rural Society & Revenue System, Market Regulations.
(c) Trade & Commerce and Oceanic Trade
- Unit : IV Religion Society and Culture**
(a) Bhakti Movement
(b) Kabir, Nanak and Sri Chaitanya
(c) Sufi Movement

Essential Readings :

Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol.
V, The Delhi Sultanate.
Satish Chandra, Medieval India I.
Peter Jackson, The Delhi Sultanate.

SUGGESTED READINGS

Cynthia Talbot, Pre-Colonial India in Practice.
Simon Digby, War Horses and Elephants in the Delhi Sultanate.
I.H. Siddiqui, Afghan Despotism.

SEMESTER : IV

CORE PAPER :VIII

RISE OF THE MODERN WEST – II

(Candidates have to answer four short questions each carrying 4 Marks.
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks
Semester Examination: 80 Marks

- Unit: I** **17th Century European Crisis**
 (a) Feudalism & Europe
 (b) Causes of struggle between king & Parliament in England.
- Unit: II** **Western Revolution Major Issues**
 (a) Glorious Revolution
 (b) American Revolution-- Major Issues.
 (c) Industrial Revolution
- Unit : III** **Mercantilism and European Economy in 17th and 18th century**
- Unit : IV** **European Politics in the 18th century :**
 Parliamentary Monarchy (a) Robert Walpole
 (b) Pitt the Elder
 (c) Pitt, the younger.

Essential Readings :

T.S. Aston and C.H.E. Philpin (eds.), The Brenner Debate
 H. Butterfield, The Origins of Modern Science.
 Carlo M. Cipolla, Fontana Economic History of Europe, Vols II and III
 Carlo M. Cipolla, Before the Industrial Revolution, European Society and Economy, 1000- 1700. 3rd ed. (1993)

SUGGESTED READINGS

M.S. Anderson, Europe in the Eighteenth Century.
 Perry Anderson, The Lineages of the Absolutist State.
 Stuart Andrews, Eighteenth Century Europe,
 B.H. Slicher Von Bath, The Agrarian History of Western Europe, AD 500-1850 The Cambridge Economic History of Europe, Vol. I – VI

SEMESTER : IV

CORE PAPER :IX

HISTORY OF INDIA-V (C.1550 --1605)

(Candidates have to answer four short questions each carrying 4 Marks. Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks
Semester Examination: 80 Marks

- Unit: I Study of Sources**
 (a) Persian Literature
 (b) Translations
 (c) Vernacular Literature
 (d) Traditions and Modern Interpretations
- Unit: II Establishment of Mughal Rule**
 (a) India on the eve of Babar's--invasion, issue of fire arms, Military Technology and Warfare
 (b) Humayun's struggle for Empire (c) Shershah- Administration and Revenue Reforms
- Unit : III Consolidation of Mughal Rule**
 (a) Akbar's campaign and conquests
 (b) Evolution of Administration under Akbar.
 (c) Akbar's policy towards Rajputs, Deccan and North-west frontier.
- Unit : IV Rural Society, Economy and Religious Ideas**
 (a) Land Revenue system, Extension of Agriculture
 (b) Internal trade and commerce, overseas Trade.
 (c) Akbar's Policy of Religious Toleration – Sufi mystical and intellectual Interventions and role of Ulema

Essential Readings:

M.Habib & K.A.Nizami, A Comprehensive History of India
 T.R.Chaudhury & Irfan Habib, (Ed) A Comprehensive History of India
 Peter Jackson, Delhi Sultanate : A Political and Military History
 Tara Chand, Influence of Islam on Indian Culture
 Satis Chandra, A History of Medieval India

SEMESTER : IV

CORE PAPER :X

HISTORY OF INDIA (c. 1605 – 1750)

(Candidates have to answer four short questions each carrying 4 Marks. Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks
Semester Examination: 80 Marks

- Unit: I Change of Political Culture**
(a) Mughal Polity under Jahangir (b) Role of Nurjahan
- Unit: II Political Culture under Shah Jahan**
(a) Extension of Mughal Rule
(b) Changes in Imperial Culture
(c) Development of Art, Architecture and Literature
- Unit : III Mughal Empire under Aurangzeb**
(a) Issue of war of succession
(b) Policy towards Religion and Religious institutions (c) Conquests and its impact
- Unit : IV Regional Politics of Aurangzeb**
(a) Relation with Rajputs and Deccan kingdoms.
(b) Emergence of Shivaji and Aurangzeb's Relation with the Marathas
(c) Decline of the Mughals

Essential Readings :

C.A. Bayly, Indian Society and the Making of the British Empire, New Cambridge, History of India.
Bipan Chandra, Rise and Growth of Economic Nationalism in India
Suhash Chakravarty, The Raj Syndrome : A study in Imperial Perceptions, 1989.
J.S. Grewal, The Sikhs of the Punjab, New Cambridge History of India.

SUGGESTED READINGS

David Arnold and Ramchandra Guha, eds, Nature, Culture and Imperialism.
Amiya Bagchi, Private Investment in India.
Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's Struggles for Independence
A.R. Desai, Peasant Struggles in India
R.P. Dutt, India today
M.J. Fisher, ed. Politics of Annexation (Oxford in India Readings)

SEMESTER : V

CORE PAPER :XI

HISTORY OF MODERN EUROPE (1780-1939)

(Candidates have to answer four short questions each carrying 4 Marks. Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks
Semester Examination: 80 Marks

- Unit: I The French Revolution (1789)**
 (a)Crisis of Ancient Regime
 (b)Intellectual Currents
 (c)Role of Social Class and Economic Currents, France between 1789-1799
 (d)Napoleonic Consolidation, Reforms, Napoleonic Empire and Fall
- Unit: II The Removing of States in the 19th and 20th centuries.**
 (a)Formation of National identities in Germany
 (b)Formation of National Identity in Italy
 (c)Political and Administrative reorganization and birth of Italy and Germany
- Unit : III Liberal Democracy, Working Class Movements and socialism in the 19th and 20th centuries**
 (a) Crisis of Feudalism in Russia, Emancipation of Serfs,
 (b)Revolution of 1905, Bolshevik Revolution of 1912
 (c)Growth of Militarism, Power Blocks and War of 1914-1918
- Unit : IV Imperialistic War and Crisis**
 (a)Growth of Militarism, Power Blocks and Alliances.
 (b)Rise of fascism and Nazism
 (c)Second World War

Essential Readings:

Gerald Brennan : The Spanish Labyrinth : An Account of the Social and Political Background of the Civil War.
 C.M. Cipolla : Fontana Economic History of Europe, Vol. III : The Industrial Revolution.
 Norman Davies, Europe.
 J.Evans : The Foundations of a Modern State in 19th Century Europe.
 T.S. Hamerow : Restoration, Revolution and Reaction : Economics and Politics in Germany 1815-1871

SUGGESTED READINGS

G. Barrowclough, An Introduction to Contemporary History.
 Fernand Braudel, History and the Social Science
 M. Aymard and H. Mukhia Ed. French Studies in History, Vol – I (1989)
 Maurice Dobb : Soviet Economic Development since 1917.

SEMESTER : V

CORE PAPER :XII

HISTORY OF INDIA – VI (C. 1750- 1857)

(Candidates have to answer four short questions each carrying 4 Marks. Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks
Semester Examination: 80 Marks

- Unit: I India in the mid 18th century**
 (a) Society, Economy and Polity
 (b) Mercantilism, Foreign trade
 (c) Expansion of Foreign Trading Companies
- Unit: II Rural Economy and Society**
 (a) Land Revenue system
 (b) Rural Society—Change and Continuity
 (c) Famines
- Unit : III Trade and Industry**
 (a) De Industrialization
 (b) Trade and Fiscal Policy
 (c) Drain of Wealth
- Unit : IV Popular Resistance**
 (a) Santala Uprising (1857)
 (b) Deccan Riots (1857)
 (c) Uprising of 1857

Essential Readings:

M. Athar Ali, The Mughal Nobility under Aurangzeb.
 Muzaffar Alam and Sanjay Subramanian, Eds. The Mughal State, 1526-1750.
 J.F. Richards, The Mughal Empire.
 Satish Chandra, Essays on Medieval Indian History.

SUGGESTED READINGS

S. Nurul Hasan, Religions, State, and Society in Medieval India
 S. Arsartnam, Maritime India in the Seventeenth Century.
 Muzaffar Alam, The Crisis of Empire in Mughal North India.
 Catherine Asher, Architecture of Mughal India.

SEMESTER : VI

CORE PAPER :XIII

HISTORY OF INDIA (c. 1857--1950)

(Candidates have to answer four short questions each carrying 4 Marks. Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks
Semester Examination: 80 Marks

- Unit: I Cultural Changes and Religious Reforms.**
 (a)Brahmo Samaj
 (b)Prathana Samaj
 (c)Ramakrishna and Vivekananda
- Unit: II Social Changes**
 (a)Arya Samaj
 (b)Caste System
 (c)Sanskritization and anti Brahminical Trends
- Unit : III Nationalism: Trends up to 1919** (a)Formation of INC- Ideology, organization, objectives and plan of action. (b)Moderates and Extremists
 (c)Swadashi Movement
- Unit : IV Gandhian Nationalism**
 (a)Mahatma Gandhi's ideas and methods, Rowlett Satyagraha and Jallianwalabagh Tragedy
 (b)Non-Cooperation, Civil Disobedience Movement
 (c)Quit Indian Movement, I.N.A. & Subas Chandra Bose

Essential Readings.

Judith Brown, Gandhi's rise to power, 1915 – 22
 Paul Brass, The Politics of India Since Independence, OUP,
 1990 Bipan Chandra, Nationalism and Colonialism in Modern India, 1979 Bipan Chandra, Rise and Growth of Economic Nationalism in India
 Mohandas K. Gandhi, An Autobiography or the Story of My Experiments with Truth.
 Ranajit Guha, Ed., A Subaltern Studies Reader.

SUGGESTED READINGS

Judith Brown, Gandhi : (etal) A prisoner of Hope.
 Bipan Chandra, Communalism in Modern India, 2 nd ed. 1987. Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aity Mukherjee, India's Struggles for Independence
 A.R. Desai, Social Background of Indian Nationalism.

SEMESTER : VI

CORE PAPER :XIV

UNDERSTANDING SOCIAL, ECONOMIC AND CULTURAL LIFE : A STUDY ON ODISHA

(Candidates have to answer four short questions each carrying 4 Marks. Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks
Semester Examination: 80 Marks

- Unit: I Understanding Regional History**
(a) Sources : Classical Literature, Foreign accounts, Art and Architecture, Epigraphy, Coins & Folk literature
(b) Jaina Literature- Impact of Jainism and Kharavela
(c) Buddhist Literature- Impact of Buddhism and Asokan Theory of Dhamma
- Unit: II Social & Cultural Pattern**
(a) Under the Sailodbhava and Bhauma Rule
(b) Under the Somavamsi Rule
(c) Under the Ganga and Guajarati Rule
- Unit : III Evolution of Regional Literature**
(a) Language & Literature of Odisha from Earliest Time up to 10th Century
(b) Growth and Development of Odia Literature during Ganga and Gajapati Rule
(c) Contribution of Folk Literature for the Development of Odia Literature
- Unit : IV Economic Consolidation and Development of Regional Art and Architecture.**
(a) Contribution Agricultural , Trade and Commerce
(b) Inland and Oceanic Trade
(c) Growth and Development of Kalingan Art and Architecture

Essential Readings: :

1. A.C. Mittal, An Earle History of Orissa Varanasi, 1961
2. A.K. Panda, 400 years of Orissa- A Glorious epoch, Cacutta, 1987
3. A.K. Pattanayak, Religious policy of the Imperial Gangas, New Delhi, 1988
4. A.C. Pradhan, A Study of History of Odisha, Bhubaneswar, 1985
5. A.P. Saha, Life in Medieval Orissa, Varanasi, 1976

GENERIC ELECTIVE COURSE

SEMESTER : II

G.E PAPER :I

UNDERSTANDING THE INDIAN CULTURE:I

**(Candidates have to answer four short questions each carrying 4 Marks.
Four long questions are to be answered from among 4 Units each carrying 16 Marks)**

**Internal assessment: 20 Marks
Semester Examination: 80 Marks**

- Unit: I Roots of Indian Culture**
(a) Concept of Bharat varsha & its Geographical divisions.
(b) Naming of this Land, Unity in Diversity- An
 Unique Feature of Indian culture
- Unit: II Changes in Religious Beliefs and Traditions**
(a) Harappan Religious Tradition
(b) Early Vedic and later Vedic Religious Belief and Tradition
- Unit : III Protestant Religious Reformation movements in India**
(a) Buddhism
(b) Jainism
- Unit : IV Religious and Cultural Revival in India**
(a) Contribution of the Kushanas
(b) Contribution of the Guptas

GENERIC ELECTIVE COURSE

SEMESTER : III

G.E PAPER :II

UNDERSTANDING THE INDIAN CULTURE: II

(Candidates have to answer four short questions each carrying 4 Marks.
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks
Semester Examination: 80 Marks

- Unit: I Cultural Expansion**
Overseas Trade and Commerce and its impact on South-East Asia- Economic Factor, Religious Factor Art and Architecture—Social Factor, Impact of Tradition
- Unit: II External impact in Indian Culture**
(a)Hellenistic impact on Art and Architecture
(b)Islamic impact on Indian Life (c)Bhakti Movement
- Unit : III Social- Religious Reform Movements**
(a)Brahma samaja
(b)Prathana Samaja
(c)Arya Samaja
- Unit : IV (a)Role of Moderates and Extremists**
(b)Role of Mahatma Gandhi
(c)I.N.A. & Subas Chandra Bose

DISCIPLINE SPECIFIC ELECTIVE COURSE

SEMESTER : V

DSE PAPER- I

HISTORY OF SOUTH-EAST ASIA - THE 20th CENTURY

(Candidates have to answer four short questions each carrying 4 Marks. Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks

Semester Examination: 80 Marks

Unit: I Migration: Indian and Chinese Labour and Capital

Unit: II Movements of Resistance and the making of new identities

(a) Peasant resistance.

(b) Radicalism and the Origins of the Vietnamese Revolution, 1920-1946

Unit : III Emergence of Modern Nations and States

(a) Indonesian Revolution, 1945-1949

(b) The Union of Burma (Myanmar), 1948-1962

Unit : IV (a) Indonesia, the Sukarno Era, 1949-1965.

(b) Cambodia under Norodom Sihanouk, 1955-1970

ESSENTIAL READING:

B. Anderson, Imagined Communities

H. Benda, The Crescent and the Rising Sun

Furnivall, Colonialism and the Plural Society

G. Hart, ed., Agrarian Transformations: Local Processes and the State in South- East Asia

SUGGESTED READINGS :

B. Anderson, Mythology and the Tolerance of the Javanese.

C. Van Dijk, Trousers, Sarongs and Jubbahs

C. Dobbin, Islamic Revivalism in a Changes Peasant Economy, 1784-1847

Charles F. Keys: The Golden Peninsula.

DISCIPLINE SPECIFIC ELECTIVE COURSE

SEMESTER : V

DSE PAPER- II

HISTORY OF INDIA FROM THE EARLIEST TIMES UPTO 300 C.E.

(Candidates have to answer four short questions each carrying 4 Marks. Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks
Semester Examination: 80 Marks

- Unit: I** (a) Interpretation of sources- Literature, Archeology, Epigraphic, Coins
(b) Palaeolithic, Mesolithic and Neolithic Cultures
- Unit: II** (a) Harappan Civilization-Origin, Extent, Features and Decline
(b) Vedic Period—polity, Society, Economy and Religion
(c) Territorial States—Rise of the Mahajanapadas
- Unit : III** (a) Jainism (b) Buddhism
- Unit : IV** Emergence and growth of Mauryan Empire
(a) Chandra Gupta Maurya- Expansion and consolidation of Empire and Administration; Asoka—policy of Dhamma, Art and Architecture
(b) The Sangam Age- Literature, Society and
(c) The Age of Shakas and Kushanas—Polity, Society, Religion, Art, Craft, Coins, Trade and Commerce and Literature

Suggested Readings

D.P. Agarwal, The Archeology of India
A.L. Basham, The Wonder that was India
D.K. Chakrabarti, Archeology of Ancient Indian Cities
N. Subramaniam, Sangam Polity
Romila Thapar, History of Early India
F.R. Allchin, Origin of a Civilization-The Pre History and Early
Archaeology of South Asia
D.N.Jha, Ancient India in Historical Outline
K.A.N.Sastri, A History of South India

DISCIPLINE SPECIFIC ELECTIVE COURSE

SEMESTER : VI

DSE PAPER- III HISTORY OF INDIA FROM C.300 to 1206

(Candidates have to answer four short questions each carrying 4 Marks.
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks
Semester Examination: 80 Marks

- Unit: I Rise and Growth of the Guptas**
 (a) Administration
 (b) Society, Economy & Religion
 (c) Literature
 (d) Art, Architecture and Science and Technology
- Unit: II Harshavardhana and His Times**
 (a) Harsha's Kingdom
 (b) Administration
 (c) Buddhism and Nalanda
- Unit : III Towards the Early Medieval Period**
 (a) Evolution of Political Structures of Rastrakutas, Pala and Pratiharas
 (b) Change in Society, Polity, Economy and Culture
- Unit : IV Emergence of the Rajput States in Northern India**
 (a) Polity, Economy and Society
 (b) South India- polity, society, Economy and Culture

Essential Readings

D.P. Agarwal, The Archaeology of India
 A.L. Basham, The Wonder that was India
 D.K. Chakrabarti, Archaeology of Ancient Indian Cities
 N. Subramaniam, Sangam Polity
 Romila Thapar, History of Early India
 F.R. Allchin, Origin of a Civilization-The Pre History and Early Archaeology of South Asia
 D.N.Jha, Ancient India in Historical Outline
 K.A.N.Sastri, A History of South India

DISCIPLINE SPECIFIC ELECTIVE COURSE

SEMESTER : VI

DSE PAPER- IV HISTORY OF INDIA 1206 TO 1707

(Candidates have to answer four short questions each carrying 4 Marks.
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks
Semester Examination: 80 Marks

- Unit: I** (a) Foundation, Expansion and consolidation of the Delhi Sultanate, Nobility and Iqta System.
(b) Military, Administrative and economic reforms under Khiljis & Tughluqs.
- Unit: II** (a) Bhakti & Sufi Movements
(b) Rise of provincial Kingdoms- Mewars, Bengal, Vijayanagar and Bahamanis.
- Unit : III** Akbar to Aurangzeb- administrative structure – Mansabs and Jagirs, state & religion, socio-religious movements.
- Unit : IV** (a) Economy, Society and culture under the Mughals
(b) Emergence of Maratha Power

SKILL ENHANCEMENT COURSE

SEMESTER : IV

AN INTRODUCTION TO INDIAN ART

Internal assessment: 10 Marks
Semester Examination: 40 Marks

Unit: I Pre- Historic and Proto- historic Art.
(a) Rock Art (b) Harappan Art & Crafts

Unit: II Indian Art- Notions of Art and Craft, Major development in stupa, cave.

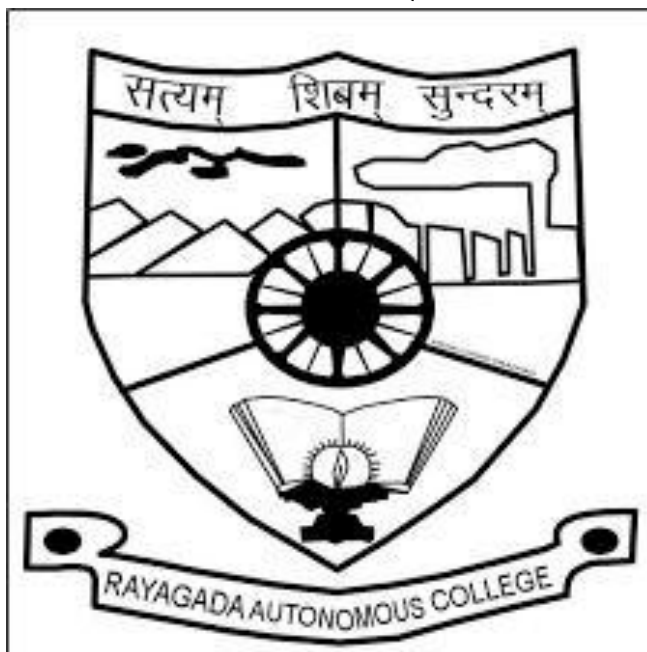
Unit : III Temple Art and architecture, early Indian sculpture. Temple forms and their architectural features (Odisha).

Unit : IV (a) Sultanate Art and architecture
(b) Mughul Art and architecture.

RAYAGADA AUTONOMOUS COLLEGE, RAYAGADA

DEPARTMENT OF IRPM

+3 B.A. IRPM (Honours)



SYLLABUS

For

Three Year Degree Course

First and Second Semester: 2018-19

Third and Fourth Semester: 2019-20

Fifth and Sixth Semester: 2020-21

Under

CHOICE BASED CREDIT SYSTEM (CBCS)

1st SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-1	INDUSTRIAL RELATIONS	06	*100 20 Marks Internal 80 Marks Semester
CORE-2	LABOUR LEGISLATION-1	06	*100 20 Marks Internal 80 Marks Semester
GENERIC ELECTIVE-1	IRPM (Honours) students shall choose Generic Elective from other discipline	06	*100 20 Marks Internal 80 Marks Semester
AECC-1		02	*50 10 Marks Internal 40 Marks Semester

2nd SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-3	PRINCIPLES AND PRACTICES OF MANAGEMENT	06	*100 20 Marks Internal 80 Marks Semester
CORE-4	LABOUR WELFARE	06	*100 20 Marks Internal 80 Marks Semester
GENERIC ELECTIVE-2	IRPM (Honours) students shall choose Generic Elective from other discipline	06	*100 20 Marks Internal 80 Marks Semester
AECC-2		02	*50 10 Marks Internal 40 Marks Semester

3rd SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-5	HUMAN RESOURCE MANAGEMENT	06	*100 20 Marks Internal 80 Marks Semester
CORE-6	TRADE UNIONS AND EMPLOYMENT RELATIONS	06	*100 20 Marks Internal 80 Marks Semester
CORE-7	SOCIAL SECUTITY	06	*100 20 Marks Internal 80 Marks Semester
GENERIC ELECTIVE-3	IRPM (Honours) students shall choose Generic Elective from other discipline	06	*100 20 Marks Internal 80 Marks Semester
SEC-1	COMMUNICATIVE ENGLISH	02	*50 10 Marks Internal 40 Marks Semester

4th SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-8	HUMAN RESOURCE DEVELOPMENT	06	*100 20 Marks Internal 80 Marks Semester
CORE-9	LABOUR ECONOMICS	06	*100 20 Marks Internal 80 Marks Semester
CORE-10	LABOUR LEGISLATION-2	06	*100 20 Marks Internal 80 Marks Semester
GENERIC ELECTIVE-4	IRPM (Honours) students shall choose Generic Elective from other discipline	06	*100 20 Marks Internal 80 Marks Semester
SEC-2	LOGICAL THINKING AND QUANTITATIVE APTITUDE	02	*50 10 Marks Internal 40 Marks Semester

5th SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-11	CORPORATE SOCIAL RESPONSIBILITY	06	*100 20 Marks Internal 80 Marks Semester
CORE-12	COMPENSATION MANAGEMENT	06	*100 20 Marks Internal 80 Marks Semester
DSE-1	STRATEGIC HUMAN RESOURCE MANAGEMENT	06	*100 20 Marks Internal 80 Marks Semester
DSE-2	PERFORMANCE MANAGEMENT	06	*100 20 Marks Internal 80 Marks Semester

6th SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-13	ORGANIZATIONAL BEHAVIOUR	06	*100 20 Marks Internal 80 Marks Semester
CORE-14	FIELD WORK REPORT AND VIVA-VOCE	06	*100 20 Marks Viva Voce 80 Marks Project Report
DSE-3	INDIAN LABOUR PROBLEMS	06	*100 20 Marks Internal 80 Marks Semester
DSE-4	ORGANIZATIONAL CHANGE AND DEVELOPMENT	06	*100 20 Marks Internal 80 Marks Semester

**I.R.P.M- GENERIC ELECTIVE INDIAN LABOUR STUDIES (I.L.S) PAPER-1 INDUSTRIAL RELATIONS
PAPER-2 LABOUR WELFARE**

I.R & P.M HONOURS
FIRST SEMESTER DEGREE EXAMINATION
(Choice Based credit System)
Core Paper – I
INDUSTRIAL RELATIONS
SEMESTER – I

INDUSTRIAL RELATIONS

Total marks: 100 (End Semester 80 and mid semester 20)

Unit-I

25 marks

Industrial Relations: Concept and Scope of Industrial Relations; Approaches to Industrial Relations, Dunlop's System Model of Industrial Relations. Aspects of Industrial Relations- Co-operation and Conflict.

Unit-II

25 marks

Industrial Disputes: Meaning, Causes and Consequences; Methods of Settling Industrial Disputes, Meaning and Nature of Collective Bargaining , Process & Levels of Collective Bargaining In India.

Unit-III

25 marks

Labour Management Co-operation: Meaning and Goals, Levels of Participations; Labour Management Co-operation in India: Statutory committees, Works Committee, Worker Participation in India & Worker Director.

Unit-IV

25 marks

Grievance Handling and Discipline: Meaning, Causes and Consequences of Grievance; Model Grievance Procedure; Disciplinary Action & Procedure.

BOOKS RECOMMENDED

1. C.S. Venkataraman, Industrial Relations. Oxford University Press, 01 Edition.
2. Arun Monappa, Industrial Relations. Tata McGraw - Hill Education, 01 Edition
3. C.B. Mamoria et al., Industrial Relations. . Himalaya Publishing House Pvt. Ltd.,
4. E.A. Ramaswamy and Uma Ramaswamy, Industry and Labour. Oxford University Press.
5. P.C. Tripathy and C.B. Gupta, Industrial Relations and Labour Laws.Sultan Chand & Sons **Publisher**, 04 Edition.
6. P.R.N. Sinha et al. Industrial Relations and Labour Legislation. Pearson **Publisher** 01 Edition.
7. Ratna Sen, Industrial Relations in India. Laxmi Publications-New Delhi, 02 Edition.
8. S.D. Punekar et al., Labour Welfare, Trade Unions and Industrial Relations. Himalaya Publishing House.
9. T.N. Chhabra, Industrial Relations. Pentagon Press Publisher.
10. A.M. Sarma, Industrial Relations. Himalaya Publishing House Pvt. Ltd., 02 Edition

I.R & P.M HONOURS
FIRST SEMESTER DEGREE EXAMINATION
(Choice Based credit System)
Core Paper – II
LABOUR LEGISLATION- I

LABOUR LEGISLATION SEMESTER – I

Total marks: 100 (End Semester 80 and mid semester 20)

Unit-I **25 marks**

Labour Legislation: Need, Objectives, Scope, Development & Growth of Labour Legislation in India, Categories of Labour Legislation.

Unit-II **25 marks**

The Factories Act-1948, The Mines Act-1952

Unit-III **25 marks**

Industrial Employment Standing Orders Act 1946 &
The Trade Unions Act-1926

Unit-IV **25 marks**

The Industrial Disputes Act-1947

BOOKS RECOMMENDED

1. Universal's Legal Manual , Labour and industrial law ,Universal Law Publishing Co., 2015
2. P.L. Mallik, Labour and Industrial Law. Eastern Book Company, 04 Edition,2015
3. S.P. Jain, Industrial and Labour Laws. Dhanpat Rai's Publication, 2014
4. S.C. Srivastava, Industrial and Labour Laws., Vikas Publishing House., 2014
5. A.M. Sarma, Industrial Jurisprudence, Himalaya Publishing House.
6. Taxmann, Labour law, Taxmann Publications Pvt. Ltd., 2015
7. Monappa, Industrial Relations and Labour Laws, 02 Edition, McGraw Hill Education (India) Private Limited.
8. Singh A, labour and industrial law, LexisNexis,2014
9. Concerned Bare Acts.

I.R & P.M HONOURS
SECOND SEMESTER DEGREE EXAMINATION
(Choice Based credit System)
Core Paper – III
PRINCIPLES & PRACTICES OF MANAGEMENT

PRINCIPLES & PRACTICES OF MANAGEMENT

Total marks: 100 (End Semester 80 and mid semester 20)

Unit-I **25 marks**

Concept, Objectives and Scope of Management. Management as an Art, Science and Profession. Management Functions: Planning, Organising, Directing & Controlling.

Unit-II **25 marks**

Development of Management Thought: Scientific Management of F.W.Taylor, Human Relations School of Elton Mayo and Behavioural Schools and Contributions of Fayol & Follette to Management.

Unit-III **25 marks**

Functional areas of Management: Concept, Function and Scope of Financial Management, Production Management, Marketing Management and Material Management.

Unit-IV **25 marks**

Strategic Management: Nature and Scope of Strategic Management, Concept of Core Competence, Strategy and Structure, Management of Strategic Change. Business Ethics: Concept & Practices in Management.

BOOKS RECOMMENDED

1. L.M. Prasad, Principles and Practices of Management. Sultan Chand and Sons, 08 Edition.
2. T.N. Chhabra, Managing People at Work. **Publisher:** Dhanpat Rai & Co.
3. Anil Bhat and Arya Kumar, Principles, Processes and Practices, Oxford University Press, 2015.
4. Burton and Thakur, Management Today: Principles and Practice. McGraw Hill Education (India) Private Limited, 01 Edition.
5. Kanishka Bedi, Management and Entrepreneurship, Oxford University Press, 2015.
6. Koontz and O'Donnell, Management. **Publisher:** Tata McGraw - Hill Education, 02 Edition.
7. Koontz and Weihrich, Essentials of Management. Tata McGraw Hill Publishing, 2015.
8. DuBrin, Management Essentials, CENGAGE Learning, 09 Edition, 2015.
9. Griffin, Management: Principle and Applications, CENGAGE Learning, 10 Edition, 2015.
10. Robin Stephen, P. and Mary Coulter, Management, Pearson Education Ltd. New Delhi.

I.R & P.M HONOURS
SECOND SEMESTER DEGREE EXAMINATION
(Choice Based credit System)
Core Paper – IV
LABOUR WELFARE

LABOUR WELFARE

Total marks: 100 (End Semester 80 and Mid Semester 20)

Unit-I 25 marks Labour welfare: Concept, Scope & Principles of Labour Welfare. Philosophy (Approaches) of Labour Welfare, Agencies of Labour Welfare

Unit-II 25 Welfare Programmes: Statutory- Canteen ,Creche ; Non- **marks**
Statutory **–Housing** ,
Workers' Education , Workers' Co-operatives.
Welfare Officer: Appointment, Status & Functions in Factories.

Unit-III **25 marks**
Industrial Safety & Hygiene: Accidents- Concept, Causes & Consequences,
Prevention of Accidents & Safety Programmes; Industrial Health & Hygiene;
Occupational Diseases, Prevention & Curative Programmes.

Unit-IV
Labour Administration : Labour Administration Machinery at State & Central
Levels ; Labour Administration Machinery in Odisha.

BOOKS RECOMMENDED

1. S.D. Punekar et al., Labour Welfare, Trade Unions and Industrial Relations, Himalaya Publishing House, 2015
2. A.M. Sarma, Aspects of Labour Welfare and Social Security, Himalaya Publishing House, New Delhi.
3. M.V. Moorthy, Principles of Labour Welfare, Oxford & IBH Publication, Co.,New Delhi.
4. K.N. Vaid, Labour Welfare in India, Sree Ram Centre for Industrial Relations and Human Resources, New Delhi.
5. Ram Chandra P., Singh, Labour Welfare Administration in India, Deep & Deep Publication, New Delhi.
6. R. S. Kumar ,Understanding Labour Welfare Administration Challenges And Response, Cyber Tech Publication

I.R & P.M HONOURS
THIRD SEMESTER DEGREE EXAMINATION
INDIAN LABOUR STUDIES
SEMESTER-III
PAPER-V
HUMAN RESOURCE MANAGEMENT

Full marks-100 (80+20)

Time-3Hours

Human Resource Management

Unit-I 25-Marks Importance of Human Resource Management - concept of Human Resource Management ,Scope of fundamental areas of Human Resource Management Objectives of Human Resource Management, Growth and Development of Human Resource Management in India.

Unit-II

25-Marks

Development of Management Thought, Scientific Management by F.W.Taylor, Human relation school of Elton Mayo X & Y Theory Douglas Mc.Gregor.

Unit-III

25-Marks

Procedure of recruitment and selection. Manpower Development – Training and Development process methods, Wage and Salary Administration – in India

Unit-IV

25-Marks

Motivation- Introduction, Types of Motivation Employees Morale-Definition , Factors effecting moral.

Human Resources Management

1. Dr P. Jyothi, Human Resource Management, Oxford University Press,2015
2. Uday Kumar Halder and Juthika Sarkar, Human Resource Management, Oxford University Press,2015
3. T.N. Chhabra, Human Resource Management. Dhanpat Rai & Co. **Publisher.**
4. Jyoti and Venkatesh, Human Resource Management. Oxford University Press India.2014
5. K. Aswathappa, Human Resource Management. McGraw Hill Education (India) Private Limited, 07 Edition.
6. C.B. Gupta, Human Resource Management. Sultan Chand and Sons **Publisher**, 14 Edition.
7. P. Subba Rao, Essentials of Human Resource Management and Industrial Relations. Himalaya Publishing House Pvt. Ltd., 05 Edition.
8. Edwin Flippo, Personnel Management. Tata McGraw - Hill Education publisher, 06 Edition.
9. Gary Dessler, Human Resource Management. Pearson India, 12 Edition.

I.R & P.M HONOURS
THIRD SEMESTER DEGREE EXAMINATION
(Choice Based credit System)
Core Paper – VI
TRADE UNIONS AND EMPLOYMENT RELATIONS
SEMESTER – III

TRADE UNIONS AND EMPLOYMENT RELATIONS

Total Marks: 100 (End Semester 80 and Mid Semester 20)

Unit-I

25-Marks

Introduction to Trade Union: Meaning, Definition, Objects; Functions, Types of trade unions & National Federations of Trade Unions.

Unit-II

25-Marks

Theories of Trade Union: Sidney and Beatrice Webb, Perlman, Robert Hoxie, Karl Marx and Mahatma Gandhi.; Growth of Trade Union Movement in india; Post Liberalization

Unit-III

25-Marks

Problems of Trade Union; Political Parties and problem of leadership, Trade Union Rivalry, Recognition, & Recognition Rules in Odisha.

Unit-IV

25-Marks

Managerial Unionism: Employers' Federations, Growth and functions. Role of Employers' Federations in Industrial Relations.

1. Ratna Sen, Industrial Relations in India. Tata McGraw Hill 2014.
2. Vaid, K.N., The New Worker, Asia Publishing House, Mumbai.
3. N.N. Chatterjee, Industrial Relations in India's Developing Economy. Allied Book Agency
4. Steve Williams, Introducing Employment Relations, Oxford University Press, 03 Edition.
5. P.R.N. Sinha et al. Industrial Relations and Labour Legislation. Pearson **Publisher**, 01 Edition.
6. C.S. Venkataraman, Industrial Relations. Oxford University Press, 01 Edition.
7. S.D. Punekar et al., Labour Welfare, Trade Unions and Industrial Relations. Himalaya Publishing House.
8. A.M. Sarma, Industrial Relations. Himalaya Publishing House Pvt. Ltd., 02 Edition.
9. C.B. Mamoria et al., Industrial Relations. . Himalaya Publishing House Pvt. Ltd., 2015.
10. T.N. Chhabra, Industrial Relations. Pentagon Press Publisher.
11. P.C. Tripathy and C.B. Gupta, Industrial Relations and Labour Laws. Sultan Chand & Sons **Publisher**, 04 Edition.
12. Arun Monappa, Industrial Relations. Tata McGraw - Hill Education, 01 Edition.
13. E.A. Ramaswamy and Uma Ramaswamy, Industry and Labour. Oxford University Press, New Delhi.

I.R & P.M HONOURS
THIRD SEMESTER DEGREE EXAMINATION
(Choice Based credit System)
Core Paper – VII
SOCIAL SECURITY
SEMESTER – III

SOCIAL SECURITY

Total Marks: 100 (End Semester 80 and Mid Semester 20)

Unit-I

25-Marks

Social Security: Concept, scope and approaches; Social Assistance and Social Insurance;

Unit-II		25-Marks
	The Workmen's ' Compensation Act, 1923	
Unit- III		25-Marks
	The Payment of Gratuity Act, 1972 ; & The Maternity Benefit Act, 1961.	
Unit-IV		25-Marks
	The Employees' State Insurance Act, 1948	

Social Security

1. A.M. Sarma, Aspects of Labour Welfare and Social Security, Himalaya Publishing House, New Delhi.
2. Vivek and Bhattacharya, Social Security Measures in India.
3. W. Andrew Achenbaum, Social Security: Visions And Revisions: A Twentieth Century Fund Study, Cambridge University Press.
4. Ditch John Ditch, Introduction to Social Security: Policies, Benefits and Poverty, Taylor & Francis Ltd.
5. Prasant Kumar Panda, Human Development and Social Security in India, New Century Publication
6. Ravi Prakash Yadav, Social Security in India, Raj Publications.
7. Prof K M Naidu, Social Security of Labour in India and Economic Reforms, Serial Publication.
8. Kannan, K.P & Breman, Jan, The Long Road to Social Security: Assessing the Implementation of National Social Security Initiatives for the Working Poor in India, Oxford University Press.
9. Concerned Bare Acts.

I.R & P.M HONOURS
FOURTH SEMESTER DEGREE EXAMINATION
(Choice Based credit System)
Core Paper – VIII
HUMAN RESOURCES DEVELOPMENT
SEMESTER – IV

HUMAN RESOURCES DEVELOPMENT

Total Marks: 100 (End Semester 80 and Mid Semester 20)

Unit-I

25-Marks

Human Resources Development: Importance of Human Resources; Concept and Philosophy of HRD: Human Resources Accounting.; HRD Mechanisms: Performance Appraisal; Potential Appraisal Feedback and Counselling;

Unit-II

25-Marks

Career Planning and Development; Job Rotation, Training; Organisational Development; Employee Welfare and Quality of Work Life.

Unit-III

25-Marks

Knowledge Management: Meaning and Importance; Types of knowledge; Knowledge Management Process; Role of HR in institutionalising Knowledge Management in an Organisation.

Unit-IV

25-Marks

Training and Development: Meaning of Training Development and Education; Concept of Learning, Types of Training – Apprenticeship Training, Supervisory Training, Training within Industry, Executive Development.

Human Resources Development

1. Uday Kumar Halder, Human Resource Development, Oxford University Press, 2014.
2. David Mankin, Human Resource Development, Oxford University Press, 2015.
3. T.V. Rao, Human Resource Development, Sage Publication, New Delhi.
4. T.V. Rao, & Pareek, Udai, Designing and Managing Human Resource System, Oxford and IBR Publication Ltd., New Delhi.
5. ILO, Teaching and Training Methods for Management Development handbook, McGraw New York.
6. Rao, T.V., Future of HRD, Mac Milan, New Delhi.
7. B.L. Mathur, Human Resource Development: Strategic Approaches and Experiences.
8. Greaves, Jim, Strategic Human Resource Development, Sage Publication.
9. Werner, Human Resource Development, CENGAGE Learning, 2015.
10. Nadler, Leonard, Corporate Human Resource Development, Jossey-bass Publisher.

I.R & P.M HONOURS
FOURTH SEMESTER DEGREE EXAMINATION
INDIAN LABOUR STUDIES
SEMESTER-IV
PAPER-IX
LABOUR ECONOMICS

Full marks-100 (80+20)

Time-3Hours

25-Marks

LABOUR ECONOMICS

Unit-I

Definition, Nature and Scope of Labour Economics ;Capitalism and Socialism., Mixed Economics System in India, New Economic Policy.

Unit-II

25-Marks

Labour Market, Concept of Labour Market, Classification of Labour Market & Characteristics of Labour Market

Unit-III

25-Marks

Wages of Industrial Workers, Definition, Real and Normal Wages, Wage concepts: Minimum, Fair and Living Wages, Wage differentials & Wage Policy in India.

Unit-IV

25-Marks

Unemployment : Concept of Employment , Unemployment , Under Employment, Types of Unemployment , Causes , effects and remedies of Unemployment and problems of Unemployment in India.

Labour Economics and Labour Problems

1. T.N. Bhagoliwala, Labour Economics. Vikas *Publishing* House Pvt., Ltd
2. M.V. Joshi, Labour Economics and Labour Problems ,Atlantic Publisher, 2015
3. Jiwitesh Kumar Singh., Labour Economics. Deep & Deep Publications, 01 Edition,
4. Mehata, P.L., Comprehensive Managerial Economics, Sultan Chand & Sons, New Delhi.
5. B.P. Tyagi, Economic Systems. Meerut : Jai Prakash Nath & Co, 2011
6. R.C. Saxena, Labour Problems and Social Welfare, KNATH & CO

I.R & P.M HONOURS
FOURTH SEMESTER DEGREE EXAMINATION
(Choice Based credit System)
Core Paper – X
LABOUR LEGISLATIONS -2
SEMESTER – IV

LABOUR LEGISLATIONS

Total Marks: 100 (End Semester 80 and Mid Semester 20)

Unit-I	25-Marks
The Minimum Wages Act, 1948	
Unit-II	25-Marks
The Payment of Wages Act, 1936	
Unit-III	25-Marks
The Payment of Bonus Act, 1965	
Unit-IV	25-Marks
The Contract Labour (Regulation & Abolition) Act, 1970	

& The Inter-State Migrant Workmen's Act, 1979

1. Universal's Legal Manual , Labour and industrial law ,Universal Law Publishing Co., 2015
2. P.L. Mallik, Labour and Industrial Law. Eastern Book Company, 04 editions,2015
3. S.P. Jain, Industrial and Labour Laws. Dhanpat Rai's Publication, 2015
4. S.C. Srivastava, Industrial and Labour Laws., Vikas Publishing House., 2015
5. Monappa, Industrial Relations and Labour Laws, 02 Edition, McGraw Hill Education (India) Private Limited.
6. A.M. Sarma, Industrial Jurisprudence., Himalaya Publishing House, New Delhi,2015
7. Taxmann, Labour law, Taxmann Publications Pvt. Ltd., 2015
8. Singh A, labour and industrial law, LexisNexis,2015
9. Goswami,V.G., Labour and Industrial Relations Law, Central Law Agency, Allahabad.
10. Concerned bare Acts

I.R & P.M HONOURS
FIFTH SEMESTER DEGREE EXAMINATION
(Choice Based credit System)
Core Paper – XI
CORPORATE SOCIAL RESPONSIBILITY
SEMESTER – V

CORPORATE SOCIAL RESPONSIBILITY

Total Marks: 100 (End Semester 80 and Mid Semester 20)

Unit-I

25-Marks

Corporate Social Responsibility: Concept, development of business and importance of CSR with different viewpoints ; Corporate Governance and CSR.

Unit-II

25-Marks

History of CSR in India; Stakeholders in CSR, Intangible aspects of stake holders approach, stake holders' trade-offs.

Unit-III

25-Marks

Role of various institutions in CSR: Govt. NGOs, Educational Institutions and Media.

Unit-IV

25-Marks

Social Audit: Introduction, Scope and Objectives, CSR and Corporate Accountability, Types of Social Audit,

Corporate Social Responsibility

1. Madhumita Chatterji, Corporate Social Responsibility, Publisher: Oxford University Press.
2. Balachandran; Ch, Corporate Social Responsibility, Publisher: Phi Learning Pvt. Ltd- New Delhi.
3. B.N.Mandal, Corporate Social Responsibility, Publisher: Global Vision Publishing House.
4. Veena tewari nandi, Corporate Social Responsibility ,Publisher: Enkay Publishing House
5. Baxi, C .V.Author;Ray, Rupamanjari Sinha; Corporate Social Responsibility Vikas Publishing House,2014.
6. Werther, William B; Chandler, David; Strategic Corporate Social Responsibility SAGE Publications India Pvt., Ltd, 2015.

I.R & P.M HONOURS
FIFTH SEMESTER DEGREE EXAMINATION
(Choice Based credit System)
Core Paper – XII
COMPENSATION MANAGEMENT
SEMESTER – V

COMPENSATION MANAGEMENT

Total Marks: 100 (End Semester 80 and Mid Semester 20)

Unit-I

25-Marks

Introduction to Compensation Management: concept, definition, objectives, importance, components and determinants of Compensation. Job evaluation: concept, process, method, uses; compensation Planning.

Unit-II

25-Marks

Managing compensation: Designing a Compensation System, Internal, External Equity in Compensation Management, Compensation Policy formulation as a Retention Strategy.

Unit-III

25-Marks

Effects of Compensation on Performance and Motivation ; Different types of compensation, executive compensation system.

Unit-IV

25-Marks

Incentive and benefits administration : Concept of Incentive, objectives, benefits of incentive plan. Types of wage incentive plans, merits and demerits of individual & group incentive system Wage policy and its importance .

Compensation Management

1. Bhattacharyya, Dipak Kumar; Compensation Management, Oxford University Press, India, 2nd edition
2. Henderson, Richard I., Compensation Management, Pearson India Publisher, 2014
3. Milkovich, George ,Newman, Jerry and Venkataratnam, C S , Compensation Management , McGraw Hill Education (India) Private Limited, 9th edition
4. Martocchio, Strategic Compensation: A Human Resource Management Approach, Pearson India., 7th Editions.
5. Sharma, A.M., Compensation Management, Himalaya Publishing House, 2014
6. Subramaniam, K.N., Wages in India, Tata McGraw Hill, Publishing Co. Ltd.,
7. Verma, Promad, Wage Determination: Concepts and Cases, Oxford IBH Publication Ltd, New Delhi.
8. ILO, Payment by Results, ILO, Geneva Ltd, New Delhi.
9. Government of India, Wages Income and prices, Report of Boothlingam Committee, Govt. of India, New Delhi.

I.R & P.M HONOURS
SIXTH SEMESTER DEGREE EXAMINATION
(Choice Based credit System)
Core Paper – XIII
ORGANISATIONAL BEHAVIOUR

Organisational Behaviour

Full marks-100 (80+20)

Time-3Hours

Unit-I

25-Marks

- a. Concept, Nature and scope of Organizational Behaviour: Behavioural Theories - Freudian psychoanalytical Models, Social Learning Model.
- b. Components of O.B.System: Inputs Objectives and Resources: Through Put-Formal Organization System (FOS), Industrial System (IS) and Social System (SS), Output Organizational Effectiveness.

Unit-II 25-Marks Formal Organization System: Bureaucrats, Project and Matrix Structure. Individual System: Perception, Personality, Attitudes and Values.

Unit-III

25-Marks

- a. Social System: Informal Groups and Organization, Group Dynamics.
- b. Strategies for managing Social System: Quality Circle, Team Building, Small Group Activities.

Unit-IV

25-Marks

- a. Behaviour Modification and reinforcement: concept and methods.
- b. Organizational Development: Concepts and Methods.

BOOKS RECOMMENDED

1. Organizational Behaviour by Fred Luthans.
2. Organizational Behaviour by Stephen Robins.
3. Organizational Behaviour by K.Aswathappa (Himalaya)
4. Organizational Behaviour by C.B.Gupta
5. Organizational Behaviour by P.Subba Rao
6. Organizational Behaviour By Mirja S.Saiyaddain (Tata MC.Graw Hill) .
7. Dimensions of Organizational Behaviour by Theodore T.Herbeet.
8. Organizational Behaviour by Rao & Narayana.

I.R & P.M HONOURS
SIXTH SEMESTER DEGREE EXAMINATION
(Choice Based credit System)
Core Paper – XIV

Field Work (Practical)

	Full marks-100
Field work report	75 Marks
Viva-Voce	25 Marks

The students are required to undertake at least one field visits to Industries/labour welfare centres under the supervision of a field work instructor.

Students are required to submit a detailed report on the basis of their visits.

Joint evaluation of the field work report and Viva-Voce shall be conducted after the theory examination is over by internal and external examiners at the examination centre.

I.R & P.M
GENERIC ELECTIVE
INDIAN LABOUR STUDIES
PAPER –I
INDUSTRIAL RELATIONS

INDUSTRIAL RELATIONS

Total marks: 100 (End Semester 80 and Mid Semester 20)

Unit-I

25 marks

Industrial Relations: Concept and Scope of Industrial Relations; Approaches to Industrial Relations, Dunlop's System Model of Industrial Relations. Aspects of Industrial Relations- Co-operation and Conflict.

Unit-II

25 marks

Industrial Disputes: Meaning, Causes and Consequences; Methods of Settling Industrial Disputes, Collective Bargaining, Workers Participation in Management.

Unit-III

25 marks

Trade Unionism: Meaning, Objectives, Types & Functions of Trade Unions in India; Problems of Trade Unions In India: Multiplicity , Inter & Intra Union rivalry.

Unit-IV

25 marks

Grievance Handling and Discipline: Meaning, Causes and Consequences of Grievance; Model Grievance Procedure; Disciplinary Action & Procedure.

BOOKS RECOMMENDED

1. C.S. Venkataraman, Industrial Relations. Oxford University Press, 01 Edition.
2. Arun Monappa, Industrial Relations. Tata McGraw - Hill Education, 01 Edition
3. C.B. Matoria et al., Industrial Relations. . Himalaya Publishing House Pvt. Ltd.,
4. E.A. Ramaswamy and Uma Ramaswamy, Industry and Labour. Oxford University Press.
5. P.C. Tripathy and C.B. Gupta, Industrial Relations and Labour Laws.Sultan Chand & Sons **Publisher**, 04 Edition.
6. P.R.N. Sinha et al. Industrial Relations and Labour Legislation. Pearson **Publisher** 01 Edition.
7. Ratna Sen, Industrial Relations in India. Laxmi Publications-New Delhi, 02 Edition.
8. S.D. Punekar et al., Labour Welfare, Trade Unions and Industrial Relations. Himalaya Publishing House.
9. T.N. Chhabra, Industrial Relations. Pentagon Press Publisher.
10. A.M. Sarma, Industrial Relations. Himalaya Publishing House Pvt. Ltd., 02 Edition

I.R & P.M HONOURS
GENERIC ELECTIVE
INDIAN LABOUR STUDIES
SEMESTER-IV
PAPER-II
LABOUR WELFARE

Full marks-100 (80+20)

Time-3Hours

Unit-I

25-Marks

Labour Welfare:

- a. Meaning concept and scope of Labour welfare.
- b. Statutory and Non-Statutory Labour welfare.

Unit-II

25-Marks

Social security in India-

Meaning aims and objectives and Scope of Social Security.

Genesis of Social Security in India.

Social Security measures for industrial workers in India.

Unit-III

25-Marks

Meaning and significances of Labour Problems:

Migratory character of Labour, causes and effects of Migratory Labour in India.

Unit-IV

25-Marks

Labour Absenteeism-

- a. Meaning, Nature, causes and consequences of Absenteeism, Measures to reduce labour absenteeism.
- b. Labour Turn Over- Meaning causes and consequences of labour, Turn over, Measures to reduce labour Turnover in India.

Labour Welfare and Labour Administration

1. S.D. Punekar et al., Labour Welfare, Trade Unions and Industrial Relations, Himalaya Publishing House, 2015
2. A.M. Sarma, Aspects of Labour Welfare and Social Security, Himalaya Publishing House, New Delhi.
3. M.V. Moorthy, Principles of Labour Welfare, Oxford & IBH Publication, Co., New
4. K.N. Vaid, Labour Welfare in India, Sree Ram Centre for Industrial Relations and Human Resources, New Delhi.
5. Ram Chandra P., Singh, Labour Welfare Administration in India, Deep & Deep Publication, New Delhi.
6. R. S. Kumar ,Understanding labour welfare administration challenges and response, Cyber Tech Publication

I.R & P.M HONOURS
FIFTH SEMESTER DEGREE EXAMINATION
(Choice Based credit System)
DISCIPLINE SPECIFIC ELECTIVE (D.S.E) I
STRATEGIC HRM
SEMESTER – V

STRATEGIC HRM

Total Marks: 100 (End Semester 80 and Mid Semester 20)

Unit:I

25-MARKS

Meaning, concept and scope of Strategic HRM.

Evolution of Strategic HRM in India.

Unit:II

25-MARKS

Integration of Business Strategy and HR Strategy: Stages in the evolution of Business and HR Planning Integration;

Unit:III

25-MARKS

Determinants of Integration between Business Strategy and HR Planning; Business Strategy Planning Problems and Implications for HR Managers.

Unit:IV

25-MARKS

Implementation of HR strategy: various processes involved in implementation.

Strategic HRM

1. Catherine Truss et.,all., Strategic Human Resource Management, Publisher: Oxford University Press,2015
2. Hill and Jones , Essentials of Strategic Management, CENGAGE Learning Publisher,2015
3. Mello, Strategic Management of Human Resources, CENGAGE Learning Publisher,03 Edition, 2015
4. Mabey, Chrisopher and Salaman, Graeme, Strategic Human Resource Management, Beacon, New Delhi.
5. Porter Micheal, S, Competitive Strategy: Techniques for Analysing Industries and Competitor, Free Press, New York.
6. Salaman, Graeme, Human Resource Strategies, Sage Publications, New Delhi.
7. Armstrong M, Strategic HRM., JAICO Publishing House - Mumbai
8. Charles R. Greer, Strategic HRM. Prentice Hall.
9. Aradhana Sharma, Strategic HRM: An Indian Perspective. SAGE Publications India Pvt., Ltd
10. Tanjuna Aggarwal, Strategic HRM, Oxford University Press.

I.R & P.M HONOURS
FIFTH SEMESTER DEGREE EXAMINATION
(Choice Based credit System)
DISCIPLINE SPECIFIC ELECTIVE (D.S.E) II
PERFORMANCE MANAGEMENT
SEMESTER – V

PERFORMANCE MANAGEMENT

Total Marks: 100 (End Semester 80 and Mid Semester 20)

Unit-I

25-MARKS

Performance Management: Meaning, concept, scope, importance and process of Performance Management. Benefits of Performance management.

Unit-II

25-MARKS

Performance Planning: role analysis and evaluating performance management; performance management and development, performance management and pay compensation.

Unit-III

25-MARKS

Analyzing Performance Problem, Performance Management and Team.

Unit-IV

25-MARKS

Competency Management: concept, competency development, competency mapping, gap analysis ; counseling strategy for improving performance

Performance Management

1. Kohli ,A.S., Performance Management, Publisher: Oxford University Press,2015
2. Bagchi, Performance Management, CENGAGE Learning,02 Edition, 2015
3. Prem Chandha, Performance Management, Macmillan , New Delhi
4. Kurl Verweiro Et Al., Integrated Performance Management, Sage, New Delhi.
5. Neale, Frances, Handbook of Performance Management, Jaico, Publication House, New Delhi.
6. Walters, Mike, The Performance Management Handbook, JAICO, Publication House, New Delhi.
7. Rao, T.V., and Pareek, Udai (ed.). Redesigning Performance Appraisal Systems, Tata McGraw Hill Publication, Ltd, New Delhi.
8. Armstrong M , Performance Management, JAICO Book Distributors-New Delhi.

I.R & P.M HONOURS
SIXTH SEMESTER DEGREE EXAMINATION
(Choice Based credit System)
DISCIPLINE SPECIFIC ELECTIVE (D.S.E) IV
ORGANISATIONAL CHANGE & DEVELOPMENT
SEMESTER – VI

ORGANISATIONAL CHANGE & DEVELOPMENT

Total Marks: 100 (End Semester 80 and Mid Semester 20)

Unit-I

25-MARKS

Organisational Change: meaning, concept and importance. Perspectives on change: Contingency perspective. Resource Dependence perspective, Population-Ecology perspective, Institutional Perspective.

Unit-II

25-MARKS

Types of change: Continuous or Incremental change, Discontinuous change, Participative and Directive change. Change programmes: Steps to implement change in Business

process **Unit-III**

25-MARKS

Organizational Development: Concept and scope. OD and External Environment, OD Interventions – Traditional and Modern methods.

Unit-IV

25-MARKS

Organizational Development Process, Conditions for Optimum Success of OD, OD in Indian organizations’.

Organisational Change & Development

1. V. Nilakanth and S. Ramnarayan, Managing Organisational Change. Response Books, New Delhi.
2. Ramanarayan et al., Organisational Development-interventions and strategies, Response Books, New Delhi.
3. Stephen.P.Robinns. Organisational behaviour, Princtice hall Publisher, 2015
4. Dipak Kumar Bhattacharyya, Organisational Change and Development, Oxford University Press,2015
5. Cummings, Organisational Development and Change, CENGAGE Learning,2015
6. Jim Grieses, Organisational Change, Oxford University Press,2015
7. Fred Luthans, Organisational Behaviour., McGraw-Hill Education, 12 Edition, 2015
8. French and Bell, Organisation Development: Theory, Practice and Research, Universal Book Stall, New Delhi.

GE-1

GENERIC ELECTIVE (2 Papers)

ଆନ୍ତଃସମ୍ପର୍କମୂଳକ ଲକ୍ଷ୍ୟାଧୀନ (ପତ୍ର ସଂଖ୍ୟା-୨)

ବିଦ୍ୟାର୍ଥୀଙ୍କ ବୋଧଜ୍ଞାନ ପରୀକ୍ଷା ପାଇଁ ଦୀର୍ଘ ପ୍ରଶ୍ନ ଓ ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ଦିଆଯିବ ।

ପତ୍ର-୧/ Paper-1: ଯୋଗାଯୋଗର ଭାଷା ଓ ସମ୍ବାଦ ପ୍ରସ୍ତୁତି

- ୧ମ ଏକକ - ଦଳଗତ ଆଲୋଚନା ଓ ଡର୍କ-ବିଡର୍କ
- ୨ୟ ଏକକ - ଦୂରଦର୍ଶନ, ବେତାର ଓ ସମ୍ବାଦପତ୍ର : ପରିଭାଷା, ପରିସର ଓ ସମ୍ବାଦ ପ୍ରସ୍ତୁତି କୌଶଳ
- ୩ୟ ଏକକ - ସାକ୍ଷାତକାର ଓ ଭାଷଣ କଳା
- ୪ର୍ଥ ଏକକ - ପତ୍ରଲିଖନ ପଦ୍ଧତି (ବିଭିନ୍ନ ପ୍ରକାର ପତ୍ର ଯଥା- ବାଣିଜ୍ୟିକ ପତ୍ର, ସଂପାଦକଙ୍କୁ ପତ୍ର, ବ୍ୟକ୍ତିଗତ ପତ୍ର, କାର୍ଯ୍ୟାଳୟ ସଂପର୍କିତ ପତ୍ର ଇତ୍ୟାଦି)

GE-2

ପତ୍ର-୨/ Paper-2: ଓଡ଼ିଆ ଭାଷା, ବ୍ୟାକରଣ, ଅନୁବାଦ ଓ ସଂପାଦନା କଳା

- ୧ମ ଏକକ - ଓଡ଼ିଆ ଭାଷାର ଉତ୍ପତ୍ତି ଓ ବିକାଶକ୍ରମ
- ୨ୟ ଏକକ - ଓଡ଼ିଆ ଶବ୍ଦଭଣ୍ଡାର (ତତ୍ସମ, ତଦ୍ଭବ, ଦେଶଜ, ବୈଦେଶିକ)
- ୩ୟ ଏକକ - ଅନୁବାଦ : ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ
- ୪ର୍ଥ ଏକକ - ଗ୍ରନ୍ଥ ସଂପାଦନର ସ୍ୱରୂପ ଓ ବିଭିନ୍ନ ଦିଗ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା- ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ସଂସ୍ଥା
୨. ସମ୍ବାଦ ଓ ସାମ୍ବାଦିକତା- ଚନ୍ଦ୍ରଶେଖର ମହାପାତ୍ର
୩. ବାଣିଜ୍ୟିକ ପତ୍ରାବଳୀ- କୃଷ୍ଣଚରଣ ବେହେରା
୪. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା- ଅଜୟ ମିଶ୍ର
୫. ଭାଷଣକଳା ଓ ଅନ୍ୟାନ୍ୟ ପ୍ରସଙ୍ଗ - କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ
୬. ପ୍ରଚଳିତ ଓଡ଼ିଆ ଭାଷାର ବ୍ୟାକରଣ- ବିଜୟ ପ୍ରସାଦ ମହାପାତ୍ର
୭. ବ୍ୟାବହାରିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ- ହରପ୍ରସାଦ ମିଶ୍ର
୮. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା- ସମ୍ପଦ ମିଶ୍ର
୯. ଗବେଷଣା ପ୍ରବନ୍ଧ, ସଂପାଦନା ଓ ଅନୁବାଦ କଳା- ସୁବୋଧ ଚାଟାର୍ଜୀ
୧୦. ଅନୁବାଦ: ତତ୍ତ୍ୱ ଓ ପ୍ରୟୋଗ- ମନୋରଞ୍ଜନ ପ୍ରଧାନ
୧୧. ଯୋଗାଯୋଗର ଭାଷା- ସୁଧାର ଚନ୍ଦ୍ର ମହାନ୍ତି
୧୨. ସାରସ୍ୱତ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ- ବ୍ରଜକିଶୋର ହୋତା
୧୩. ଟିପ୍ପଣୀ, ଟିପ୍ପଣୀ ଓ ପତ୍ରବିନିମୟ- ଆଶୁତୋଷ ପଟ୍ଟନାୟକ
୧୪. ସମ୍ବାଦପତ୍ର ଓ ଗଣମାଧ୍ୟମ- ମୃଣାଳ ଚାଟାର୍ଜୀ
୧୫. ଓଡ଼ିଶାରେ ସମ୍ବାଦପତ୍ରର ଇତିହାସ- ମୃଣାଳ ଚାଟାର୍ଜୀ

Ability Enhancement Compulsory Courses-II (AECC) (1 Paper)

ଦକ୍ଷତାବର୍ଦ୍ଧକ ବାଧ୍ୟତାମୂଳକ ପାଠ୍ୟକ୍ରମ-୨ (ପତ୍ର ସଂଖ୍ୟା-୧)

(କଳା, ବିଜ୍ଞାନ, ବାଣିଜ୍ୟ)

ପତ୍ର-୧/ Paper-1: ସମ୍ବାଦ, ଭାଷା ଓ ଭାଷଣକଳା

- ୧ମ ଏକକ - ସମ୍ବାଦର ଭାଷା ଓ ସମ୍ବାଦ ପ୍ରସ୍ତୁତିର ବିଭିନ୍ନ ଦିଗ
୨ୟ ଏକକ - ଭାଷା ଅଶୁଦ୍ଧିର କାରଣ ଓ ଦିଗ
୩ୟ ଏକକ - ଭାଷାର ବ୍ୟାବହାରିକ ଦିଗ (କଥିତ ଓ ଲିଖିତ ଭାଷା)
୪ର୍ଥ ଏକକ - ଭାଷଣ କଳା

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା- ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ସଂସ୍ଥା
୨. ସମ୍ବାଦ ଓ ସାମ୍ବାଦିକତା- ଚନ୍ଦ୍ରଶେଖର ମହାପାତ୍ର
୩. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା- ଅଜୟ ମିଶ୍ର
୪. ଭାଷଣକଳା ଓ ଅନ୍ୟାନ୍ୟ ପ୍ରସଙ୍ଗ - କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ
୫. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା- ସମିତ ମିଶ୍ର
୬. ଯୋଗାଯୋଗର ଭାଷା- ସୁଧାର ଚନ୍ଦ୍ର ମହାନ୍ତି
୭. ଟିପ୍ପଣୀ, ଟିପ୍ପଣୀ ଓ ପତ୍ରବିନିମୟ- ଆଶୁତୋଷ ପଟ୍ଟନାୟକ
୮. ସମ୍ବାଦପତ୍ର ଓ ଗଣମାଧ୍ୟମ- ମୁଣ୍ଡାଳ ଚାଟାର୍ଜୀ
୯. ଓଡ଼ିଶାରେ ସମ୍ବାଦପତ୍ରର ଇତିହାସ- ମୁଣ୍ଡାଳ ଚାଟାର୍ଜୀ
୧୦. ଦି କୁଇକ୍ ଏଣ୍ଡ ଇଜି ଡେ ରୁ ଏପେକ୍ଟିଭ୍ ସିକିଂ- ଡେଲ କାର୍ଣ୍ଣେଗି



ବ୍ରହ୍ମପୁର ବିଶ୍ୱବିଦ୍ୟାଳୟ (BERHAMPUR UNIVERSITY)

CBCS: +3 (Hons) 2016-17

ପସନ୍ଦ ଓ ଆସ୍ଥାଭିତ୍ତିକ ପାଠ୍ୟସଂସ୍ଥାପନ : ସ୍ନାତକ ଓଡ଼ିଆ ସମ୍ମାନ

Selective & Credits Syllabus: +3 Odia Hons

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ (Core Course)

ମୋଟ ପତ୍ର ସଂଖ୍ୟା-୧୪, ପ୍ରତ୍ୟେକ ପତ୍ରର ମୂଲ୍ୟାଙ୍କ-୧୦୦, ତନ୍ମଧ୍ୟରୁ ମହାବିଦ୍ୟାଳୟସ୍ତରୀୟ ଆନ୍ତଃପରୀକ୍ଷା ପରୀକ୍ଷା-୨୦ ଏବଂ ବିଶ୍ୱବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ପରୀକ୍ଷା-୮୦, ଜଣେ ସ୍ନାତକ ସମ୍ମାନ ବିଦ୍ୟାର୍ଥୀ ସମୁଦାୟ ୧୪୦୦ ନମ୍ବରର ପରୀକ୍ଷା ଦେବେ ।

ପ୍ରଥମ ଶିକ୍ଷାବର୍ଷ-

ପ୍ରଥମ ପର୍ଯ୍ୟାୟ - ଦୁଇଟି ପତ୍ର ରହିବ (ପ୍ରଥମ ଓ ଦ୍ୱିତୀୟ)

ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ - ଦୁଇଟି ପତ୍ର ରହିବ (ତୃତୀୟ ଓ ଚତୁର୍ଥ)

ଦ୍ୱିତୀୟ ଶିକ୍ଷାବର୍ଷ -

ତୃତୀୟ ପର୍ଯ୍ୟାୟ - ତିନୋଟି ପତ୍ର ରହିବ (ପଞ୍ଚମ, ଷଷ୍ଠ ଓ ସପ୍ତମ)

ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟ - ତିନୋଟି ପତ୍ର ରହିବ (ଅଷ୍ଟମ, ନବମ ଓ ଦଶମ)

ତୃତୀୟ ଶିକ୍ଷାବର୍ଷ -

ପଞ୍ଚମ ପର୍ଯ୍ୟାୟ - ଦୁଇଟି ପତ୍ର ରହିବ (ଏକାଦଶ ଓ ଦ୍ୱାଦଶ)

ଷଷ୍ଠ ପର୍ଯ୍ୟାୟ - ଦୁଇଟି ପତ୍ର ରହିବ (ତ୍ରୟୋଦଶ ଓ ଚତୁର୍ଦ୍ଦଶ)

ଶିକ୍ଷା ଅବଧି - ତିନିବର୍ଷ (Three Year Course)

ପର୍ଯ୍ୟାୟ - ୬ଟି ପର୍ଯ୍ୟାୟ - ୬ଟି ପରୀକ୍ଷା (6 Semesters- 6 Examinations)

ପତ୍ର - ୧୪ଗୋଟି ପତ୍ର

ପରୀକ୍ଷାରେ ବିଦ୍ୟାର୍ଥୀମାନଙ୍କ ବୋଧଜ୍ଞାନ ପରୀକ୍ଷା ପାଇଁ ଦୀର୍ଘପ୍ରଶ୍ନ ଓ ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ଦିଆଯିବ ।

ପାଠ୍ୟଭୂମିକା:

ଜାତୀୟ ସ୍ତରରେ ଏକ ପ୍ରକାର ପାଠ୍ୟ ସଂସ୍ଥାପନ ପ୍ରଣୟନର ଲକ୍ଷ୍ୟରୁ ଏହି ପାଠ୍ୟସଂସ୍ଥାପନ ପ୍ରସ୍ତୁତ କରାଯାଇଛି । ବିଶ୍ୱବିଦ୍ୟାଳୟ ଅନୁଦାନ ଆୟୋଗଙ୍କ ନିର୍ଦ୍ଦେଶିତ “ପସନ୍ଦ ଓ ଆସ୍ଥାଭିତ୍ତିକ ନୂତନ ପାଠ୍ୟ ବିନ୍ୟାସ” ପଦ୍ଧତିକୁ ଏଥିରେ ଗ୍ରହଣ କରାଯାଇଛି । ବିଦ୍ୟାର୍ଥୀଙ୍କ ଭାଷା, ସାହିତ୍ୟ ଓ ସାଂସ୍କୃତିକ ଜ୍ଞାନକୁ ଏହା ବିକଶିତ କରିପାରିବ । ବର୍ତ୍ତମାନ ସମୟର ଉପଯୋଗିତା ଓ ଆବଶ୍ୟକତାକୁ ଦୃଷ୍ଟିରେ ରଖି ଏହି ପାଠ୍ୟସଂସ୍ଥାପନ ପ୍ରଣୟନ କରାଯାଇଥିବାରୁ ଜାତୀୟ ସ୍ତରର ବିଭିନ୍ନ ଜ୍ଞାନ-ବିଜ୍ଞାନ ପ୍ରତିଯୋଗିତା କ୍ଷେତ୍ରରେ ବିଦ୍ୟାର୍ଥୀମାନଙ୍କୁ ଏହା ସହାୟତା କରିପାରିବ । ଓଡ଼ିଆ ଭାଷା ଓ ସାହିତ୍ୟର ବିଭିନ୍ନ ଦିଗକୁ ଦୃଷ୍ଟିରେ ରଖି ପାଠ୍ୟସଂସ୍ଥାପନ ପ୍ରସ୍ତୁତ ହୋଇଥିବାରୁ ବିଦ୍ୟାର୍ଥୀଗଣ ଏ ସଂପର୍କରେ ସବିଶେଷ ଜ୍ଞାନ ଲାଭ କରିବାକୁ ସମର୍ଥ ହୋଇପାରିବେ । ଭାଷା ଓ ସାହିତ୍ୟର ବିଭିନ୍ନ ଧାରା ସହିତ ପରିଚିତ ହେବା ସଂଗେ ସଂଗେ ଏହାର ବ୍ୟାବହାରିକ ପ୍ରୟୋଜନୀୟତାକୁ ମଧ୍ୟ ଉପଲବ୍ଧି କରିପାରିବେ ।

DISCIPLINE SPECIFIC CORE (DSC) (14 Papers)

ଶୃଙ୍ଖଳାବଦ୍ଧ ନିର୍ଦ୍ଦେଶ ପାଠ୍ୟ (ପତ୍ର ସଂଖ୍ୟା-୧୪)

ପତ୍ର-୧/ Paper-1: ଓଡ଼ିଆ ଭାଷାର ଇତିହାସ

- ୧ମ ଏକକ - ଓଡ଼ିଆ ଭାଷା ଓ ଲିପିର ଉନ୍ନେଷ ଓ ବିକାଶ
- ୨ୟ ଏକକ - (କ) ବୌଦ୍ଧତତ୍ତ୍ୱାବଦର ଭାଷା
(ଖ) ଓଡ଼ିଆ ନାଥ ସାହିତ୍ୟର ଭାଷା
(ଗ) ଗୁରୁସୁଧାନିଧିର ଭାଷା
- ୩ୟ ଏକକ - (କ) ସାରଳା ସାହିତ୍ୟର ଭାଷା
(ଖ) ପଞ୍ଚସଖା ଯୁଗର ଭାଷା
(ଗ) ମାଦଳା ପାଞ୍ଜିର ଗଦ୍ୟଭାଷା
- ୪ର୍ଥ ଏକକ - ଗତିଯୁଗର ଓଡ଼ିଆ ଭାଷା

ପତ୍ର-୨/ Paper-2: ଓଡ଼ିଆ ଭାଷାଚର୍ଚ୍ଚାର ପରମ୍ପରା

- ୧ମ ଏକକ - ଭାଷାର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ଭାରତୀୟ ଆର୍ଯ୍ୟଭାଷା
- ୨ୟ ଏକକ - ଧ୍ୱନିତତ୍ତ୍ୱ, ବାକ୍ୟତତ୍ତ୍ୱ, ଓଡ଼ିଆ ସ୍ୱର ଓ ବ୍ୟଞ୍ଜନଧ୍ୱନି
- ୩ୟ ଏକକ - ଓଡ଼ିଆ ଭାଷା ଉପରେ ଇଂରାଜୀ ଓ ପର୍ତ୍ତୁଗୀଜ ଭାଷାର ପ୍ରଭାବ
- ୪ର୍ଥ ଏକକ - ଓଡ଼ିଆ ଭାଷା ଉପରେ ଦ୍ରାବିଡ଼ ଓ ଯାବନିକ ଭାଷାର ପ୍ରଭାବ

ପତ୍ର-୩/ Paper-3: ତୃତୀୟ ପତ୍ର- ବ୍ୟାବହାରିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ

- ୧ମ ଏକକ - ଓଡ଼ିଆ ଶବ୍ଦର ବ୍ୟୁତ୍ପତ୍ତି କ୍ରମ (ତତ୍ସମ, ତଦ୍ଭବ, ଦେଶଜ, ବୈଦେଶିକ)
- ୨ୟ ଏକକ - ଓଡ଼ିଆ ପଦ ବିଚାର (ବିଶେଷ୍ୟ, ବିଶେଷଣ, ସର୍ବନାମ, ଅବ୍ୟୟ, କ୍ରିୟା)
- ୩ୟ ଏକକ - କାରକ ଓ ବିଭକ୍ତି
- ୪ର୍ଥ ଏକକ - କୃଦନ୍ତ, ତତ୍ତ୍ୱ

ପତ୍ର-୪/ Paper-4: ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଅନୁଶୀଳନ

- ୧ମ ଏକକ - ସଂସ୍କୃତିର ପରିଭାଷା ଓ ବୈଶିଷ୍ଟ୍ୟ
୨ୟ ଏକକ - ଜଗନ୍ନାଥ ସଂସ୍କୃତି ଓ ଓଡ଼ିଆ ସାହିତ୍ୟ
୩ୟ ଏକକ - ଓଡ଼ିଶାର ଲୋକଧର୍ମ ଓ ପର୍ବପର୍ବାଣି
୪ର୍ଥ ଏକକ - ଓଡ଼ିଶାର ଲୋକାଚାର ଓ ଲୋକବିଶ୍ୱାସ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

(ପାଠ୍ୟାଂଶ ୧ ରୁ ୪ ପର୍ଯ୍ୟନ୍ତ)

୧. ଓଡ଼ିଆଭାଷାର ଉତ୍ପତ୍ତି ଓ କ୍ରମବିକାଶ- ବଂଶୀଧର ମହାନ୍ତି
୨. ଓଡ଼ିଆ ଭାଷା ବିଭବ- ବିଜୟ ପ୍ରସାଦ ମହାପାତ୍ର
୩. ଓଡ଼ିଆ ଭାଷାର ଉନ୍ନେଷ ଓ ବିକାଶ- ବାସୁଦେବ ସାହୁ
୪. ଓଡ଼ିଆ ଭାଷା ଓ ଲିପିର ବିକାଶ- କୁଞ୍ଜବିହାରୀ ତ୍ରିପାଠୀ
୫. ପ୍ରାଚୀନ ଗଦ୍ୟ ପଦ୍ୟାଦର୍ଶ- ସଂ. ଆର୍ତ୍ତବଲ୍ଲଭ ମହାନ୍ତି
୬. ଆଶ୍ଚର୍ଯ୍ୟ ଚର୍ଯ୍ୟାଚୟ- କରୁଣାକର କର
୭. ଚର୍ଯ୍ୟାଗାତିକା- ଖଗେଶ୍ୱର ମହାପାତ୍ର
୮. ପ୍ରାଚୀନ ସାହିତ୍ୟ- କୃଷ୍ଣଚରଣ ସାହୁ
୯. ରୁଦ୍ରସୁଧାନିଧି- ସଂ. କୃଷ୍ଣଚରଣ ସାହୁ
୧୦. ରୁଦ୍ରସୁଧାନିଧି- ସଂ. କରୁଣାକର କର
୧୧. ସାରଳା ମହାଭାରତ- ସଂ. ଆର୍ତ୍ତବଲ୍ଲଭ ମହାନ୍ତି
୧୨. ସାରଳା ଦାସ: ଏକ ଅଧ୍ୟୟନ- ସଚ୍ଚିଦାନନ୍ଦ ମିଶ୍ର
୧୩. ମାଟିର ମହାକବି ସାରଳା ଦାସ- ମାୟାଧର ମାନସିଂହ
୧୪. କୋଶାକ୍- ପଞ୍ଚସଖା ବିଶେଷାଙ୍କ
୧୫. ସଖାହୀନ ପଞ୍ଚସଖା- ନଟବର ସାମନ୍ତରାୟ
୧୬. ପ୍ରାଚୀନ ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟର ସ୍ୱରୂପ- କୁମୁଦରଞ୍ଜନ ପାଣିଗ୍ରାହୀ
୧୭. ଭାଷାବିଜ୍ଞାନର ରୂପରେଖ- ବାସୁଦେବ ସାହୁ
୧୮. ଓଡ଼ିଆ ଧ୍ୱନିତତ୍ତ୍ୱ ଓ ଶବ୍ଦସମ୍ଭାର- ଧନେଶ୍ୱର ମହାପାତ୍ର
୧୯. ଧ୍ୱନି ତତ୍ତ୍ୱ- ଗୋଲୋକ ବିହାରୀ ଧଳ
୨୦. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା- ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରକାଶନ ସଂସ୍ଥା
୨୧. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା- ଅଜୟ ମିଶ୍ର

୨୧. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା- ସମ୍ବନ୍ଧ ମିଶ୍ର
୨୨. ସାରସ୍ୱତ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ- ବ୍ରଜକିଶୋର ହୋତା ଓ ଅନ୍ୟାନ୍ୟ
୨୩. ପ୍ରଚଳିତ ଓଡ଼ିଆ ଭାଷାର ବ୍ୟାକରଣ- ବିଜୟ ପ୍ରସାଦ ମହାପାତ୍ର
୨୪. ଓଡ଼ିଶାର ପର୍ବପର୍ବାଣି- ବ୍ରଜମୋହନ ମହାନ୍ତି
୨୫. ଲୋକସାହିତ୍ୟ ଓ ଲୋକସଂସ୍କୃତି- ଅଜୟ ମିଶ୍ର
୨୬. ଲୋକସାହିତ୍ୟ ଓ ଲୋକସଂସ୍କୃତି- କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ
୨୭. ଗଞ୍ଜାମର ଲୋକସାହିତ୍ୟ ଓ ଲୋକସଂସ୍କୃତି- ଲକ୍ଷ୍ମୀବର ପାଣିଗ୍ରାହୀ
୨୮. ଉତ୍କଳୀୟ ଲୋକସଂସ୍କୃତି ଓ ଶ୍ରୀଜଗନ୍ନାଥ- ତୁଳସୀ ଓଝା
୨୯. ଓଡ଼ିଶାର ଲୋକସଂସ୍କୃତି- ଓଡ଼ିଆ କଲଚରାଲ୍ ଫୋରମ୍
୩୦. ଓଡ଼ିଆ ସାହିତ୍ୟର ସାଂସ୍କୃତିକ ବିକାଶଧାରା- ଚିତ୍ତରଞ୍ଜନ ଦାସ
୩୧. ଲୋକଧାରା, ଲୋକସଂସ୍କୃତି ଓ ଲୋକସାହିତ୍ୟ- କୁମୁଦ ରଞ୍ଜନ ପାଣିଗ୍ରାହୀ
୩୨. ଲୋକସଂସ୍କୃତି: ସିଦ୍ଧାନ୍ତ ଓ ପ୍ରୟୋଗ- ମହେନ୍ଦ୍ର କୁମାର ମିଶ୍ର
୩୩. ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ପରମ୍ପରା- ବ୍ରଜମୋହନ ମହାନ୍ତି
୩୪. ଓଡ଼ିଶାର ଦେବଦେବୀ- ବ୍ରଜମୋହନ ମହାନ୍ତି
୩୫. ଓଡ଼ିଆ ରୀତି ସାହିତ୍ୟ: ପରମ୍ପରା ଓ ପୁରୋଦୃଷ୍ଟି- କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ
୩୬. ଓଡ଼ିଆ କାବ୍ୟ କୌଶଳ- ସୁଦର୍ଶନ ଆଚାର୍ଯ୍ୟ
୩୭. ଭଞ୍ଜୀୟ କାବ୍ୟଭାବନା- ବେଣୀମାଧବ ପାଢ଼ୀ

ପତ୍ର-୫/ Paper-5: ଓଡ଼ିଆ ଲୋକସାହିତ୍ୟ

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| ୧ମ ଏକକ | - ଲୋକଗୀତ: ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ |
| ୨ୟ ଏକକ | - ଓଡ଼ିଆ ଲୋକକାହାଣୀ: ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ |
| ୩ୟ ଏକକ | - ଓଡ଼ିଆ ଲୋକନାଟକ: ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ |
| ୪ର୍ଥ ଏକକ | - ଓଡ଼ିଆ ଲୋକୋକ୍ତି: ପ୍ରକାରଭେଦ (ଭଗବତମାଳି, ପ୍ରବାଦ ପ୍ରବଚନ, ପ୍ରହେଳିକା), ସାମାଜିକ ଓ ସାଂସ୍କୃତିକ ଦିଗ |

ପତ୍ର-୬/ Paper-6: ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ (ପ୍ରାଚୀନରୁ ମଧ୍ୟଯୁଗ)

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| ୧ମ ଏକକ | - ସାରଳା ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି: (ସାମାଜିକ, ରାଜନୈତିକ, ସାଂସ୍କୃତିକ, ଅର୍ଥନୈତିକ ଓ ସାହିତ୍ୟିକ) |
| ୨ୟ ଏକକ | - ପଞ୍ଚସଖା ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି ଓ ପରିବେଶ (ସାମାଜିକ, ରାଜନୈତିକ, ଧାର୍ମିକ, ସାହିତ୍ୟିକ ଓ ଭାଷାଗତ) |

- ୩ୟ ଏକକ - (କ) ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟର ଆଦିକ ରୂପ:
(ଭାଷା, ସାଙ୍ଗୀତିକତା, ବର୍ଣ୍ଣନାଚାତୁରୀ, ରୀତିବୈଚିତ୍ର୍ୟ, ଚରିତ୍ର)
(ଖ) ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟର ଆଦିକ ରୂପ:
(ଶୃଙ୍ଗାରିକତା, ରସଚେତନା, ପ୍ରେମଚେତନା, ବିଷୟବସ୍ତୁଗତ ବିବିଧତା, ବ୍ୟଞ୍ଜନାଧର୍ମିତା)
- ୪ର୍ଥ ଏକକ - ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟର ରୂପବିଭବ:
(ଚମ୍ପୂ, ଚଉପଦୀ, ଚଉତିଶା, ବୋଲି, ପୋଇ, ଭଜନ ଓ ଜଣାଣ)

ପତ୍ର-୭/ Paper-7: ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ (ଆଧୁନିକ ଯୁଗ)

- ୧ମ ଏକକ - ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି ଓ ଆଧୁନିକତାର ସୂତ୍ରଧର
- ୨ୟ ଏକକ - ଓଡ଼ିଆ ସାହିତ୍ୟରେ ସତ୍ୟବାଦୀ ଧାରା
- ୩ୟ ଏକକ - ଓଡ଼ିଆ ସାହିତ୍ୟରେ ସରୁଜ ଧାରା
- ୪ର୍ଥ ଏକକ - ଓଡ଼ିଆ ସାହିତ୍ୟରେ ପ୍ରଗତିବାଦୀ ଧାରା

ପତ୍ର-୮/ Paper-8: ସାହିତ୍ୟର ଗଠନରୀତି

- ୧ମ ଏକକ - କାବ୍ୟ ଓ କବିତା: ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ
- ୨ୟ ଏକକ - ଗଳ୍ପ ଓ ଉପନ୍ୟାସ: ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ
- ୩ୟ ଏକକ - ନାଟକ ଓ ଏକାଙ୍କିକା: ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ
- ୪ର୍ଥ ଏକକ - ପ୍ରବନ୍ଧ, ସମାଲୋଚନା, ଅନୁବାଦ: ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ

ପତ୍ର-୯/ Paper-9: ସାହିତ୍ୟତତ୍ତ୍ୱ (ପ୍ରାଚ୍ୟ ଓ ପାଶ୍ଚାତ୍ୟ)

- ୧ମ ଏକକ - ରସ ଓ ରୀତି
- ୨ୟ ଏକକ - ଧ୍ୱନି ଓ ଔଚିତ୍ୟ
- ୩ୟ ଏକକ - କ୍ଲବିସିଦ୍ଧି ଓ ରୋମାଞ୍ଚସିଦ୍ଧି
- ୪ର୍ଥ ଏକକ - ଚିତ୍ରକଳ୍ପବାଦ ଓ ପ୍ରତୀକବାଦ

ପତ୍ର-୧୦/ Paper-10: ଓଡ଼ିଆ କାବ୍ୟ କବିତା (ପ୍ରାଚୀନରୁ ଆଧୁନିକ)

- ୧ମ ଏକକ - ଗଦା ପର୍ବ - ସାରଳା ଦାସ
 ୨ୟ ଏକକ - ଲକ୍ଷ୍ମୀପୁରାଣ- ବଳରାମ ଦାସ
 ୩ୟ ଏକକ - ବୈଦେହୀଶ ବିଳାସ (ନବମ ଓ ଦଶମ ଛାନ୍ଦ)- ଉପେନ୍ଦ୍ରଭଞ୍ଜ
 ୪ର୍ଥ ଏକକ - (କ) ପବନ - ରାଧାନାଥ ରାୟ
 (ଖ) ଆସନ୍ତା କାଲି- ଗୋଦାବରୀଶ ମିଶ୍ର
 (ଗ) ପାଞ୍ଚଶାଳା- ବୈକୁଣ୍ଠନାଥ ପଟ୍ଟନାୟକ
 (ଘ) ବାରବାଟୀ- ମାୟାଧର ମାନସିଂହ
 (ଙ) ଶବବାହକର ଗାନ- ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ
 (ଚ) ଉଦ୍ୟାନ ରକ୍ଷକର ଗୀତ- ସୌଭାଗ୍ୟ କୁମାର ମିଶ୍ର
 (ଛ) ଧନୀ ପ୍ରତି ଭୃତ୍ୟର ଉକ୍ତି- ରମାକାନ୍ତ ରଥ
 (ଜ) କୋଇଲିକୁ... !- ଦିଲୀପ ଦାସ
 (ଦ୍ରଷ୍ଟବ୍ୟ: ଶତାବ୍ଦୀର ସ୍ୱରଲିପି- ସଂ.ଦେବୀପ୍ରସନ୍ନ ପଟ୍ଟନାୟକ)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

(ପାଠ୍ୟାଂଶ ୫ ରୁ ୧୦ ପର୍ଯ୍ୟନ୍ତ)

୧. ଲୋକନାଟ୍ୟ ପରମ୍ପରା ଓ କଣ୍ଠେଇ ନାଟ- ଗୌରାଙ୍ଗ ଚରଣ ଦାସ
୨. ଦଣ୍ଡନାଟ- ଧୀରେନ୍ ଦାସ
୩. ଓଡ଼ିଆ ଲୋକନାଟକ- ହେମନ୍ତ କୁମାର ଦାସ
୪. ଓଡ଼ିଆ ଲୋକଗୀତ ଓ କାହାଣୀ- କୁଞ୍ଜବିହାରୀ ଦାଶ
୫. ଲୋକବାଣୀ ସଂଗ୍ରହ- କୁଞ୍ଜବିହାରୀ ଦାଶ
୬. ଓଡ଼ିଆ ଲୋକନାଟ୍ୟ- ସଂ.ରଜନୀକାନ୍ତ ଦାସ
୭. ଓଡ଼ିଶାରେ ଲୋକଧର୍ମର ପରମ୍ପରା- ଅରବିନ୍ଦ ପଟ୍ଟନାୟକ
୮. ଲୋକସାହିତ୍ୟ ଚର୍ଚ୍ଚା- କରକାଶ ପଟ୍ଟନାୟକ
୯. ଓଡ଼ିଆ ଲୋକକଥା : ବିନ୍ଦୁ ଓ ବିସ୍ତୃତି- ଅଶ୍ୱିନୀ କୁମାର ପଣ୍ଡା
୧୦. ଲୋକଧାରା, ଲୋକସଂସ୍କୃତି ଓ ଲୋକସାହିତ୍ୟ- କୁମୁଦରଞ୍ଜନ ପାଣିଗ୍ରାହୀ
୧୧. ଲୋକନୃତ୍ୟ ପରମ୍ପରାରେ ରାଧାପ୍ରେମଲୀଳା- ଲକ୍ଷ୍ମୀବର ପାଣିଗ୍ରାହୀ
୧୨. ଲୋକସାହିତ୍ୟ ଓ ଲୋକସଂସ୍କୃତି- କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ
୧୩. ଓଡ଼ିଆ ପ୍ରହେଳିକା ସଂଗ୍ରହ- ବଚକୃଷ୍ଣ ପ୍ରହରାଜ
୧୪. ଓଡ଼ିଆ ଲୋକନାଟକ- ଶ୍ୟାମସୁନ୍ଦର ମହାପାତ୍ର
୧୫. ଉତ୍କଳ ଗାର୍ଭିକା ଗୀତ- ଚକ୍ରଧର ମହାପାତ୍ର

5th Sem

ପଞ୍ଚମ ପର୍ଯ୍ୟାୟ (Semester - ୫)

ମୂଳ / ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୧୧ (Core Course - 11) : ଓଡ଼ିଆ ସାହିତ୍ୟର ସବିଶେଷ ଅଧ୍ୟୟନ
କାର୍ଯ୍ୟକବିତା ପାଠ

୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ମହାଭାରତ - ଗୋପର୍ବ (ସାରଳା ଦାସ)

୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : କିଶୋର ଚନ୍ଦ୍ରାନନ୍ଦ ବଞ୍ଚୁ (ଜ-ସ ଅନୁପାସ) - କବିସୂର୍ଯ୍ୟ ବଳଦେବ

୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : ଚିଲିକା - ରାଧାକୀର୍ତ୍ତୀ

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ପ୍ରାଚୀନ ମଧ୍ୟକାଳୀନ ଓଡ଼ିଆ କବିତା, ପ୍ରାଚୀନ ସାହିତ୍ୟ ପ୍ରତିଷ୍ଠାନ, କବିତା

- ଶ୍ରୀରାମ କୋଇଲି - ବଳରାମ ଦାସ
- ମହାବାହୁ - ବନମାଳୀ

▪ ଆଦ୍ୟ ମାର୍ଗଶାଳ - ଅଭ୍ୟୁତାନନ୍ଦ ଦାସ

▪ ମନବୋଧ ଚଉତିଶା - ଭଞ୍ଜଚରଣ

୫ମ ଏକକ / ୟୁନିଟ୍ - ୫ : ଆଧୁନିକ ଓଡ଼ିଆ କବିତା - ସଂପାଦନା ସ୍ନାତକୋତ୍ତର ଶିକ୍ଷା ପରିଷଦ,
ଉତ୍କଳ ବିଶ୍ୱବିଦ୍ୟାଳୟ, ସୁଧା ପ୍ରକାଶନୀ, କଟକ

▪ ଅମୃତମୟ - ଗଙ୍ଗାଧର ମେହେର

▪ ନମସ୍କାର - ମାୟାଧର ମାନସିଂହ

▪ ଗାନ୍ଧୀଜୀର ଆଶୀର୍ବାଦ - କାଳିନ୍ଦୀଚରଣ ପାଣିଗ୍ରାହୀ

▪ ଓଡ଼ିଶା - ସାତକାଳ ମହାପାତ୍ର

▪ ଭୟ - ରମାକାନ୍ତ ରଥ

ମୂଳ / ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୧୨ (Core Course - 12) : ଓଡ଼ିଆ ସାହିତ୍ୟର ଅଧ୍ୟୟନ - କଥାସାହିତ୍ୟ /
କାର୍ଯ୍ୟସାହିତ୍ୟ

୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ଆକାଶର କଥାଗା (ଉପନ୍ୟାସ) - ମନୋଜ ଦାସ

୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : ଅମାବାସ୍ୟାର ଚନ୍ଦ୍ର (ଉପନ୍ୟାସ) - ଗୋବିନ୍ଦ ସା

୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : କ୍ଷୁଦ୍ରଗଳ୍ପ

ପାଠ୍ୟ ଗଳ୍ପ : ▪ ରାଣ୍ଡିପୁଅ ଅନନ୍ତା - ଫକୀରମୋହନ

▪ ନାଳମାଷ୍ଟାଣୀ - ଗୋଦାବରୀ ମହାପାତ୍ର

▪ ଶ୍ରୀକୃଷ୍ଣଙ୍କ ଶେଷ ହାସ - ସୁରେନ୍ଦ୍ର ମହାନ୍ତି

▪ ମୋକ୍ଷ - ପ୍ରତିଭା ରାୟ

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ▪ ମଙ୍ଗଳ ଅମଙ୍ଗଳ ବିଲ୍ୱ ମଙ୍ଗଳ (ନାଟକ) - ବିଜୟ କୁମାର ଶତପଥୀ,
ଅଗ୍ରହୃତ, କଟକ

- ଅଥବା -

▪ ସବାଶେଷ ଲୋକ (ନାଟକ) - ନାରାୟଣ ସାହୁ

୫ମ ଏକକ / ୟୁନିଟ୍ - ୫ : ଏକାଙ୍କିକା ପାଠ

ପାଠ୍ୟ ପ୍ରସଙ୍ଗ : ▪ ଆବିଷ୍କାର - ପ୍ରାଣବନ୍ଧୁ କର

DSE 1, 2 ବର୍ଷୀୟ ପରୀକ୍ଷା - ୫/୭ ସେମିଷ୍ଟର - V / VI

ପାଠ୍ୟ-୧ / Course-1 : ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଇତିହାସ ଓ ଓଡ଼ିଆ ସାହିତ୍ୟ (ଆହ୍ଲାମୁଲ୍ୟାଙ୍କ ୪+୨=୬)

୧ମ ଏକକ : ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଇତିହାସ ଓ ଓଡ଼ିଆ ଜାତିର ଐତିହ୍ୟ ଏବଂ ବୈଶିଷ୍ଟ୍ୟ ।

୨ୟ ଏକକ : ଓଡ଼ିଶାର ସାଂସ୍କୃତି (ସଂକ୍ଷେପରେ ଜଳା, ବାଣିଜ୍ୟ, ସମର, ଶ୍ରୀ ଜଗନ୍ନାଥ ସଂସ୍କୃତି) ।

୩ୟ ଏକକ : ଓଡ଼ିଶାରେ ବିଭିନ୍ନ ଧର୍ମର ବିକାଶ ଓ ତା'ର ସାହିତ୍ୟିକ ପ୍ରତିଫଳନ (ସାରାଂଶ ଜ୍ଞାନଭିତ୍ତିକ)

୪ର୍ଥ ଏକକ : ଗୌର ସଂସ୍କୃତି ଓ ଚର୍ଯ୍ୟାପଦ, ଓଡ଼ିଶାର ସାମାଜିକ ଓ ସାଂସ୍କୃତିକ ଇତିହାସରେ ସୂର୍ଯ୍ୟବଂଶ ଓ ଓଡ଼ିଆ ସାହିତ୍ୟ ।

୫ମ ଏକକ : ଓଡ଼ିଆ ସାହିତ୍ୟରେ ଗାନ୍ଧିକାନ୍ତା ଚିନ୍ତାଧାରା ।

ପାଠ୍ୟ-୨ / Course - 2 : ସାହିତ୍ୟ ଚକ୍ର ଓ ସାହିତ୍ୟ ପରିଭାଷା

୧ମ ଏକକ : ଗୀତି, ସିଦ୍ଧାନ୍ତ ଗୋମାଣିକ ଚିନ୍ତାଧାରା, ବିଦଗ୍ଧନବାଦ (ପ୍ରାଚ୍ୟ-ପାଶ୍ଚାତ୍ୟ ବିଶ୍ଳେଷଣରେ)

୨ୟ ଏକକ : ସର୍ଜନଶାଳିନୀ (ପ୍ରାଚ୍ୟ-ପାଶ୍ଚାତ୍ୟ ଦୃଷ୍ଟିଭଙ୍ଗୀରେ)

୩ୟ ଏକକ : ଦଳିତ ସାହିତ୍ୟ ଓ ତୁଳନାତ୍ମକ ସାହିତ୍ୟ (ପରିଭାଷା ଓ ଉପଯୋଗିତା)

୪ର୍ଥ ଏକକ : ଆଭାସ ଗଳ୍ପ, ଅଶ୍ରୁ ପଡ଼ିକା, ଚିତ୍ରକଳା, ମନସ୍ତାତ୍ତ୍ୱିକ ଉପନ୍ୟାସ, ମୁକ୍ତଧାରାର ନାଟ ପ୍ରାୟୋଗିକ ସମାଲୋଚନା ।

୫ମ ଏକକ : ଅଭିଧାନ ପ୍ରସ୍ତୁତିକଳା ଓ ଅଧ୍ୟୟନ / ସାହିତ୍ୟ ଶବ୍ଦକୋଷ ଗଠନ ବିଧି ।

ଷଷ୍ଠ ମର୍ଯ୍ୟାଦା (Semester - VI)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୧୩ (Core Course - 13) : ଓଡ଼ିଆ ସାହିତ୍ୟ ଅଧ୍ୟୟନ - ଗନ୍ଧର୍ବ ସାହିତ୍ୟ
୧ମ ଏକକ / ଯୁନିଟ୍ - ୧ : ମୋ ସମୟର ଓଡ଼ିଶା - ଚକ୍ରବର୍ତ୍ତୀ କୃଷ୍ଣଚନ୍ଦ୍ର ପାଣିଗ୍ରାହୀ (୩୦ ପୃଷ୍ଠା)
ପାଠ୍ୟାଂଶ ପଠନୀୟ)

୨ୟ ଏକକ / ଯୁନିଟ୍ - ୨ : ବୁଦ୍ଧ ବିଗ୍ରହର ଆକାଶ (ଭ୍ରମଣ କାହାଣୀ) - କୁଞ୍ଜବିହାରୀ ଦାଶ
ପ୍ରଥମ ୪ଟି ଅଧ୍ୟାୟ / ୧ମ ଭାଗ

୩ୟ ଏକକ / ଯୁନିଟ୍ - ୩ : କାବ୍ୟ ସମ୍ଭାର (ସମାଲୋଚନା - ୧/୨ ଯ ଅଧ୍ୟାୟ) - ଦାଶରଥୀ ଦାସ

୪ର୍ଥ ଏକକ / ଯୁନିଟ୍ - ୪ : ଗଥସମ୍ବଳ (୧ମ, ୨ୟ ଅଧ୍ୟାୟ) - ଚନ୍ଦ୍ରଶେଖର ରଥ

୫ମ ଏକକ / ଯୁନିଟ୍ - ୫ : ପ୍ରବନ୍ଧ : ଆଧୁନିକ ଓଡ଼ିଆ ପ୍ରବନ୍ଧ, ସୁଧା ପ୍ରକାଶନୀ,

- ପାଠ୍ୟ ପ୍ରସଙ୍ଗ :
- ମହାଶ୍ଵେତ - ବିଶ୍ଵନାଥ କର
 - ନିଜ ଦାୟିତ୍ଵ - ମାୟାଧର ମାନସିଂହ
 - ପ୍ରଳୟ ସଂକେତ - ଶରତ କୁମାର ମହାନ୍ତି

ମୂଳ / ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୧୪ (Core Course - 14) : ଓଡ଼ିଆ ଭାଷାର ବ୍ୟାବହାରିକ ପ୍ରୟୋଗ

୧ମ ଏକକ / ଯୁନିଟ୍ - ୧ : ବ୍ୟାବହାରିକ ଲିଖନକଳା - ପରିଭାଷା, ସ୍ଵରୂପ, ବୈଚିତ୍ର୍ୟ

୨ୟ ଏକକ / ଯୁନିଟ୍ - ୨ : କାର୍ଯ୍ୟାଳୟ ଲିଖନ ଅନୁବିଧି (ନଥି ପତ୍ର ଓ ଲିଖନ / ଟିପ୍ପଣୀ ଲିଖନ /
ପ୍ରସାର ଲିଖନ ଓ ଅନୁମୋଦନ / ଚିଠା ପତ୍ର ଓ ଲିଖନ / ଅଧିକୃତନା,
ବିଜ୍ଞପ୍ତି ଓ ଘୋଷଣା ଲିଖନ)

୩ୟ ଏକକ / ଯୁନିଟ୍ - ୩ : ସାହିତ୍ୟ ଓ ମୁଦ୍ରିତ ଗଣମାଧ୍ୟମ (ସାହିତ୍ୟ ଓ ସାମ୍ବାଦିକତା/ସାହିତ୍ୟ ଓ
ସଂପାଦକୀୟ ଲିଖନ ସ୍ଵରୂପ / ସ୍ତମ୍ଭ ରଚନା ବା ଫିଚର ରଚନା / ମୁଦ୍ରିତ
ଗଣ ମାଧ୍ୟମର ଭାଷା)

୪ର୍ଥ ଏକକ / ଯୁନିଟ୍ - ୪ : ପୁସ୍ତକ ରଚନା କୌଶଳ

୫ମ ଏକକ / ଯୁନିଟ୍ - ୫ : ସଂପାଦନା କଳା (ପତ୍ର / ପତ୍ରିକା)

VI Semester

DSE III & IV

ପାଠ୍ୟ-୩ / Course - 3 : କଥାସାହିତ୍ୟ ଅଧ୍ୟୟନ

୧ମ ଏକକ : ଆସବର୍ଣ୍ଣ (ଉଲ୍ଲିତ ଉପନ୍ୟାସ) - ବିଭୂତି ପଟ୍ଟନାୟକ

୨ୟ ଏକକ : ମୃତ୍ୟୁ ରଶ୍ମି (ବୈଜ୍ଞାନିକ ଉପନ୍ୟାସ) - ଚୋକ୍ତିନାଥ ମହାପାତ୍ର

୩ୟ ଏକକ : ଚକ୍ଷିଣୀବର୍ଣ୍ଣ (ପ୍ରାୟୋଗିକ ଉପନ୍ୟାସ) - ଶାନ୍ତିନୁ କୁମାର ଆଶ୍ୱର୍ଯ୍ୟ

୪ର୍ଥ ଏକକ : ମରାଳର ମୃତ୍ୟୁ (ପ୍ରଥମ ମାଟି ଗଳ୍ପ) - ସୁରେନ୍ ମହାନ୍ତି

୫ମ ଏକକ : କ୍ଷୁଦ୍ରଗଳ୍ପ ଅଧ୍ୟୟନ (ଗଳ୍ପ ଶତାବ୍ଦୀ) - ଫକଳନ ଦେବୀ ପ୍ରସନ୍ନ ପଟ୍ଟନାୟକ, ସଂଗମ

ପବ୍ଲିକେଶନ, ବୁଦ୍ଧପୁର

ପାଠ୍ୟ ଗଳ୍ପ : ମଣାଶିର ଫୁଲ - ସଚ୍ଚିଦାନନ୍ଦ ଚାନ୍ଦିଚରାୟ

ଡିମିରିଫୁଲ - ଅଶ୍ୱଳ ମୋହନ ପଟ୍ଟନାୟକ

ମୁଖା - କୃଷ୍ଣ ପ୍ରସାଦ ମିଶ୍ର

ଉତ୍ତାଳର - ରବି ପଟ୍ଟନାୟକ

• ନବତ୍ୱ ପଦ - ପ୍ରଜ୍ଞା ପ୍ରହ୍ୱତି (ପଦ ପର୍ଯ୍ୟାୟ) Semester - VI

୫ : ମହାନ ପ୍ରଜ୍ଞା ମେଘା - ୫ : ମହାନ ସାହାଯକାରୀ

ପାଠ୍ୟ-୪ / Course - ୪ : ଓଡ଼ିଆ ଲୋକସାହିତ୍ୟ

୧ମ ଏକକ : ଲୋକବିଦ୍ୟା ଓ ଲୋକସାହିତ୍ୟ (ଫକ୍ତା, ସ୍ୱରୂପ, ପରିସର)

୨ୟ ଏକକ : ଓଡ଼ିଆ ଲୋକଗୀତ

୩ୟ ଏକକ : ଓଡ଼ିଆ ଲୋକକାହାଣୀ ଓ ଜନଶୃତି

୪ର୍ଥ ଏକକ : ଓଡ଼ିଆ ଲୋକ ନାଟକ

୫ମ ଏକକ : ପ୍ରବାଚ, ପ୍ରବଚନ, ନାଟିଆ, ବୁଢ଼ି, ଲୋକାଭିଜ୍ଞାନ (ଉତ୍କଳ ବିଶ୍ୱାସ)

RAYAGADA AUTONOMOUS COLLEGE RAYAGADA

SYLLABUS FOR B.A.POLITICAL SCIENCE (HONS) UNDER CBCS PATTERN FOR THE ACADEMIC SESSION 2017 to 2020

1st Semester - 2017

2nd Semester – 2018

3rd Semester – 2018

4th Semester – 2019

5th Semester – 2019

6th Semester – 2020

A. Core papers: 14 (Compulsory)

Core-1- Understanding Political Theory

Core-2- Constitutional Government and Democracy in India

Core-3- Political Theory-Concepts and Debates

Core-4- Political Process in India

Core-5- Introduction to Comparative Government and Politics

Core-6- Perspectives on Public Administration

Core-7- Perspective on International Relations and World History

Core-8- Political Processes and Institutions in Comparative Perspective

Core-9- Public Policy and Administration in India

Core-10- Global Politics

Core-11- Classical Political Philosophy

Core-12- Indian Political Thought-1

Core-13- Modern Political Philosophy

Core-14- Indian Political Thought-2

B. Generic Elective

1st Semester

Paper 1- Indian Polity-1

4th Semester

Paper 2- Indian Polity-2

C. SEC (Skill Enhancement Course)

4th Semester

Quantitative and Logical Thinking

D. DSE – Discipline Specific Elective

Paper I to IV

5th Semester Paper- 1

Human Rights in Comparative Perspectives

5th Semester Paper-2

Development Process and Social Movement in Contemporary India

6th Semester Paper-3

India's Foreign Policy in Globalizing World

6th Semester Paper-4

Women, Power & Politics

“A”
Rayagada Autonomous College
Core Paper

Core papers: 14 (Compulsory)

- Core-1- Understanding Political Theory
- Core-2- Constitutional Government and Democracy in India
- Core-3- Political Theory-Concepts and Debates
- Core-4- Political Process in India
- Core-5- Introduction to Comparative Government and Politics
- Core-6- Perspectives on Public Administration
- Core-7- Perspective on International Relations and World History
- Core-8- Political Processes and Institutions in Comparative Perspective
- Core-9- Public Policy and Administration in India
- Core-10- Global Politics
- Core-11- Classical Political Philosophy
- Core-12- Indian Political Thought-1
- Core-13- Modern Political Philosophy
- Core-14- Indian Political Thought-2

SYLLABI AND FRADING LIST OF BA (HONOURS) POLITICAL SCIENCE
(A) 14 CORE PAPERS
SEMESTER -1
CORE-1
Understanding Political Theory

Course Objective: This course is divided into two sections. Introduction: the students to the idea of political theory, its history and approaches and an assessment of its critical and contemporary trends. Section B is designed to reconcile political theory and practice through reflection on the ideas and practices related to democracy.

SECTION-A: Introducing Political Theory

UNIT-I : 1. what is politics: Theorizing the 'political' 2. Traditions of political theory: Liberal, Marxist, Anarchist and conservative

UNIT-II: 3. Approaches to political theory: Normative, Historical and empirical 4. Critical and contemporary perspectives in political theory: feminist and postmodern

SECTION-B: political theory and practice: the grammar of Democracy

UNIT-III: 1. Democracy: the history of an idea 2. procedural democracy and its critique

UNIT-IV: 3. Deliberative democracy 4. participation and representation

READING LIST

Bhargava, R. (2008) 'What is political theory', in Bhargava, R and Acharya, A. (eds)

Political theory: an introduction. New Delhi: Pearson Longman, pp.2-16.

Chapman, J. (1995) 'The feminist perspective' in Marsh, D. and Stoker (eds) Theory and methods in political science. London: Macmillan pp 94-114.

Bennett, J. (2004) postmodern approach to political theory in Kukathas Ch. and Gaus G. F. (eds) hand book of political theory. New Delhi: Sage pp 46-54.

Vincent, A. (2004) the nature of political theory New York: Oxford University press 2004, pp 19-80.

Owen, D. (2003) Democracy in Bellamy R. and Mason A. (eds) Political concepts. Manchester and New York, Manchester University press pp 105-117

Christiano, Th. (2008) Democracy in McKinnon, C., ed. Issues in political theory New York: Oxford University press pp 80

CORE -2

Constitutional Government and Democracy in India

Course objective: This course acquaints students with the constitutional design of state structures and institutions, and their working overtime. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions and show how these have played out in political practice. It further encourages a study of state institution in their mutual interaction, and in interaction with the larger extra-constitutional environment

UNIT-I: 1. The constituent Assembly and the constitution a. Philosophy of the Constitution, the preamble and features of the Constitution b. Fundamental, Rights in Directive principles

UNIT-II: Organs of Government a. The Legislature: Parliament b. The Executive: President and Prime Minister c. The Judiciary: Supreme Court

UNIT-III: Federalism and Decentralization a. Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules

UNIT-IV: b. Panchayati Raj and Municipalities c. Structure and functions.

READING LIST

Basu, D.D (2016) Introduction to the constitution of India, New Delhi: Lexis Nexis.

Chaube, Shibankinkar (2002) "constituent Assembly of India springboard of revolution. New Delhi: Menohar publishers & Distributors.

Sikri, S.L (2002), "Indian Government and politics", New Delhi: Kalyani Publishers

Bakshi P.M (2015) The constitution of India Delhi Universal Law pub Co Pvt Ltd

Kashyap, Subash C. (1989/1993/1995) our constitution /our parliament /our judiciary New Delhi NBT India Raghunandan J.R (2012) Decentralization and local government The Indian Experience Orient black Swan, New Delhi

Jayal, N.G and Pratap Bhanu Mehta (eds) (2010) The Oxford Companion to politics in India New Delhi Oxford University press

Mahapatra, Anil Kumar et al. (eds) (2016) Federalism in India Issue and Dimensions New Delhi: Kunal books.

Bhuyan Dasarathy (2016) Constitutional Government and Democracy in India, Cuttack Kitab Mahanls.

SEMESTER-II

CORE-3

Political Theory-Concepts and Debates

Course Objective: This course would help the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. This course also introduces the students to the important debates in the subject.

UNIT-I: (i) Importance of Freedom

a) Negative Freedom: Liberty

b) Positive Freedom: Freedom as Emancipation and Development

Important Issue: Freedom of belief, expression and dissent

(ii) Significance of Equality

a) Formal Equality: Equality of opportunity

b) Political equality

c) Egalitarianism: Background inequalities and differential treatment

Important Issue: Affirmative action

UNIT-II: Indispensability of Justice

a) Procedural Justice

b) Distributive Justice

c) Global Justice

UNIT-III: The Universality of Rights

a) Natural Rights

b) Moral and Legal Rights

c) Three Generations of Rights

d) Rights and Obligations (also discuss the rights of the girl child)

UNIT-IV: Major Debates

a) Why should we obey the state? Issues of political obligation and civil disobedience.

b) Are human rights universal? Issue of cultural relativism.

c) How do we accommodate diversity in plural society? Issues of multiculturalism and toleration.

READING LIST

Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman.

Gauba, O.P. (2003), An Introduction to Political Theory, New Delhi: Macmillan.

Heywood, Andrew (2015), Political Theory: An Introduction, London: Palgrave Macmillan.

CORE-4

Political Process in India

Course objective: Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

UNIT-I: (i) Political Parties and the Party System :.

Trends in the Party System; From the Congress System to Multi-Party Coalitions

(ii) Determinants of Voting Behaviour Caste, Class, Gender and Religion

UNIT-II: Regional Aspirations : The Politics of Secession and Accommodation

UNIT-III:. (i) Religion and Politics: Debates on Secularism; Minority and Majority Communalism

(ii) Caste and Politics

Caste in Politics and the Politicization of Caste

(iii) Affirmative Action Policies: Women, Caste and Class

UNIT-IV:. The Changing Nature of the Indian State : Developmental, Welfare and Coercive Dimensions

READING LIST

Z. Hasan (ed.) (2002), 'Parties and Party Politics in India', New Delhi: Oxford University Press.

E. Sridharan, (2012) , Coalition Politics and Democratic Consolidation in Asia, New Delhi: Oxford University Press.

P. DeSouza and E. Sridharan (eds.) (2006) India's Political Parties, New Delhi: Sage Publications.

F. Frankel, Z. Hasan, and R. Bhargava (eds.) (2000) , 'Transforming India: Social and Political Dynamics in Democracy', New Delhi: Oxford University Press.

P. Brass, (1999) The Politics of India Since Independence, New Delhi: Cambridge University Press and Foundation Books.

R. Kothari, (1970) Caste in Indian Politics, Delhi: Orient Longman.

R. Bhargava (ed.) (2008) Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press.

Choudhry, Sujit et al.(eds) (2016), 'The Oxford Handbook of the Indian Constitution', UK: Oxford University Press.

Bhuyan, Dasarathy(2016), 'Political Process in India' , Cuttack: Kitab Mahal.

SEMESTER-III

CORE-5

Introduction to Comparative Government and Politics

Course objective: This is a foundational course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics while analysing various themes of comparative analysis in developed and developing countries.

UNIT-I: Understanding Comparative Politics: a. Nature and scope b. Going beyond Eurocentrism

UNIT-II: Historical context of modern government a. Capitalism: meaning and development: globalization b. Socialism: meaning, growth and development c. Colonialism and decolonization: meaning, context, forms of colonialism; anticolonialism struggles and process of decolonization

UNIT-III: Themes for comparative analysis

A comparative study of constitutional developments and political economy in the following countries: Britain and Brazil.

UNIT-IV: Themes for comparative analysis

A comparative study of constitutional developments and political economy in the following countries: Nigeria and China.

READING LIST

J. Kopstein, and M. Lichbach, (eds), (2005) Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order. Cambridge: Cambridge University Press.

M. Mohanty, (1999) 'Colonialism and Discourse in India and China', Available at http://www.ignca.nic.in/ks_40033.html http, Accessed: 24.03.2011.

CORE-6

Perspectives on Public Administration

Objective: The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

UNIT-I: PUBLIC ADMINISTRATION AS A DISCIPLINE

Meaning, Dimensions and Significance of the Discipline, Public and Private Administration, Evolution of Public Administration

UNIT-II: THEORETICAL PERSPECTIVES

CLASSICAL THEORIES: Scientific management (F.W.Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-type bureaucracy (Max Weber)

NEO-CLASSICAL THEORIES: Human relations theory (Elton Mayo), Rational decision-making (Herbert Simon)

UNIT-III: CONTEMPORARY THEORIES and PUBLIC POLICY

- (i) Ecological approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker)
- (ii) Concept, relevance and approaches, Formulation, implementation and evaluation

UNIT-IV: MAJOR APPROACHES IN PUBLIC ADMINISTRATION : New Public Administration, New Public Management, New Public Service Approach, Good Governance, Feminist Perspectives

READINGS

B. Chakrabarty and M. Bhattacharya (eds) (2004), Administrative Change and Innovation: a Reader, New Delhi: Oxford University Press.

M. Bhattacharya, (2008) New Horizons of Public Administration, 5th Revised Edition. New Delhi: Jawahar Publishers.

Basu, Rumki (2014), Public Administration : Concepts and Theories, New Delhi: Sterling Publishers.

The Oxford Handbook of Public Policy (2006), OUP.

Prabir Kumar De (2012), Public Policy and Systems, Pearson Education.

Vaidyanatha Ayyar (2009), Public Policy Making In India, Pearson

M. Bhattacharya (2012), Public Administration: Issues and Perspectives, New Delhi: Jawahar Publishers.

U. Medury (2010), Public administration in the Globalization Era, New Delhi: Orient Black Swan.

B. Chakrabarty (2007) , Reinventing Public Administration: The India Experience. New Delhi: Orient Longman.

CORE-7

Perspectives on International Relations and World History

Course Objective: This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro - centricism of International Relations by highlighting certain specific perspectives from the Global South.

UNIT-I: Studying International Relations

i. How do you understand International Relations: Levels of Analysis (3 lectures) ii. History and IR: Emergence of the International State System iii. Pre-Westphalia and Westphalia iv. Post-Westphalia

UNIT-II: Theoretical Perspectives

i. Classical Realism & Neo-Realism ii. Liberalism & Neoliberalism iii. Marxist Approaches

UNIT-III: Theoretical Perspectives and an Overview of Twentieth Century IR History-I

i. Feminist Perspectives ii. Eurocentricism and Perspectives from the Global South
iii. World War I: Causes and Consequences (1 Lecture) iv. Significance of the Bolshevik Revolution v. Rise of Fascism / Nazism vi. World War II: Causes and Consequences

UNIT-IV: An Overview of Twentieth Century IR History-II

i. Cold War: Different Phases, ii. Emergence of the Third World iii. Collapse of the USSR and the End of the Cold War iv. Post-Cold War Developments and Emergence of Other Power Centers of Power

READING LIST

M. Nicholson, (2002) International Relations: A Concise Introduction, New York: Palgrave.

R. Jackson and G. Sorensen, (2007) Introduction to International Relations: Theories and Approaches, 3rd Edition, Oxford: Oxford University Press, pp. 2-7

S. Joshua. Goldstein and J. Pevehouse, (2007) International Relations, New York: Pearson Longman, 2007, pp. 29-35

J. Baylis and S. Smith (eds), (2008) The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 1-6.

Rumki Basu, (ed)(2012) International Politics: Concepts, Theories and Issues New Delhi, Sage.

Andrew Heywood (2011), Global Politics, New York: Palgrave MacMillan.

SEMESTER-IV

CORE-8

Political Processes and Institutions in Comparative Perspective

Course objective: In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative political.

UNIT-I: Approaches to Studying Comparative Politics a. Political Culture b. New Institutionalism

UNIT-II: Electoral System and Party Systems

Definition and procedures: Types of election system (First Past the Post, Proportional Representation, Mixed Representation)

Party System : Historical contexts of emergence of the party system and types of parties

UNIT-III: Nation-state : What is nation-state? Historical evolution in Western Europe and postcolonial contexts 'Nation' and 'State': debates

UNIT-IV: Democratization and Federalism
Process of democratization in postcolonial, post- authoritarian and post-communist countries

Federalism : Historical context Federation and Confederation: debates around territorial division of power.

READING LIST

J. Bara and Pennington. (eds.)(2009), Comparative Politics: Explaining Democratic System. New Delhi: Sage Publications.

A. Heywood, (2002) Politics, New York: Palgrave.

W. O'Conner, (1994) 'A Nation is a Nation, is a Sate, is a Ethnic Group, is a ...', in J. Hutchinson and A. Smith, (eds.) Nationalism. Oxford: Oxford University Press.

K. Newton, and J. Deth, (2010) 'Foundations of Comparative Politics: Democracies of the Modern World'. Cambridge: Cambridge University Press.

B. Smith, (2003) 'Understanding Third World Politics: Theories of Political Change and Development'. London: Palgrave Macmillan.

M. Burgess, (2006) Comparative Federalism: Theory and Practice. London: Routledge.

R. Watts, (2008), Comparing Federal Systems. Montreal: McGill Queen's Univ. Press.

Saxena, R (eds.) (2011), Varieties of Federal Governance: Major Contemporary Models. New Delhi: Cambridge University Press.

CORE-9

Public Policy and Administration in India

Objective: The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

UNIT-I : (i) Public Policy

a. Definition, characteristics and models b. Public Policy Process in India

(ii) Decentralization

a. Meaning, significance and approaches and types
b. Local Self Governance: Rural and Urban

UNIT-II: Budget

a. Concept and Significance of Budget b. Budget Cycle in India c. Various Approaches and Types Of Budgeting

UNIT-III: Citizen and Administration Interface

a. Public Service Delivery b. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance

UNIT-IV: Social Welfare Administration

a. Concept and Approaches of Social Welfare b. Social Welfare Policies: Education: Right To Education, Health: National Health Mission, Food: Right To Food Security Employment: MNREGA

READING LIST

Public Policy T. Dye, (1984) Understanding Public Policy, 5th Edition. U.S.A: Prentice Hall

R.B. Denhardt and J.V. Denhardt, (2009) Public Administration, New Delhi: Brooks/Cole

M. Howlett, M. Ramesh, and A. Perl, (2009), Studying Public Policy: Policy Cycles and Policy subsystems, 3rd edition, Oxford: Oxford University Press.

T. Dye, (2002) Understanding Public Policy, New Delhi: Pearson Y. Dror, (1989) Public Policy Making Reexamined. Oxford: Transaction Publication.

Satyajit Singh and Pradeep K. Sharma [eds.](2007), Decentralisation: Institutions And Politics In Rural India, OUP.

N.G.Jayal(1999), Democracy and The State: Welfare, Secular and Development in Contemporary India, Oxford : Oxford University Press.

Bidyut Chakrabarty (2007), Reinventing Public Administration: The Indian Experience, Orient Longman.

Basu Rumki (2015) Public Administration in India Mandates, Performance and Future Perspectives, New Delhi, Sterling Publishers

CORE-10

Global Politics

Course objective: This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

UNIT-I: Globalization: Conceptions and Perspectives-I : a. Understanding Globalization and its Alternative Perspectives (6 lectures) b. Political: Debates on Sovereignty and Territoriality
c. Global Economy: Its Significance and Anchors of Global Political Economy: IMF, d. World Bank, WTO, TNCs

UNIT-II: Globalization: Conceptions and Perspectives-II and Contemporary Global Issues- I

(i) Cultural and Technological Dimension (ii) Global Resistances (Global Social Movements and NGOs)

(iii) Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate

UNIT-III: Contemporary Global Issues- II

a. Proliferation of Nuclear Weapons b. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments c. Migration d. Human Security .

UNIT-IV: Global Shifts: Power and Governance

READING LIST

- G. Ritzer, (2010) Globalization: A Basic Text, Sussex: Wiley-Blackwell, pp. 33-62.
A. Heywood, (2011) Global Politics, New York: Palgrave.
B. Chimni and S.Mallavarapu (eds.) (2012), International Relations: Perspectives For the Global South, New Delhi: Pearson.
J. Rosenau, and E. Czempiel (eds.) (1992), Governance without Government: Order and Change in World Politics, Cambridge: Cambridge University Press.
A. Kumar and D. Messner (eds), (2010) Power Shifts and Global Governance: Challenges from South and North, London: Anthem Press.
P. Dicken, (2007) Global Shift: Mapping the Changing Contours of the World Economy, New York: The Guilford Press.
J. Close, (2001) 'The Global Shift: A quantum leap in human evolution', Available at <http://www.stir-global-shift.com/page22.php>, Accessed: 19.04.2013.
Mingst, Karen A. (2004), " Essentials of International Relations", New York: W.W. Norton and Company.
Ghosh, Peu (2015), International Relations, New Delhi: PHI Learning Private Limited.

SEMESTER-V

CORE-11

Classical Political Philosophy

Course objective: This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.

UNIT-I: Antiquity-I:

a) Significance of Political Thought, b) Works of Plato and their interpretation c) Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism
Presentation theme: Critique of Democracy; Women and Guardianship, Censorship

UNIT-II: Antiquity-II:

a) Works of Aristotle and their interpretation b) Aristotle : Forms, Virtue, Citizenship, Justice, State and Household Presentation themes: Classification of governments; man as zoon politikon

UNIT-III: Interlude: Machiavelli

Virtue, Religion, Republicanism Presentation themes: morality and statecraft; vice and virtue

UNIT-IV: Possessive Individualism Hobbes : Human nature, State of Nature, Social Contract, State Presentation themes: State of nature; social contract; Leviathan; atomistic individuals.

Locke: Laws of Nature, Natural Rights, Property, Presentation themes: Natural rights; right to dissent; justification of property

READING LIST

C. Kukathas and G. Gaus, (eds.)(2004), Handbook of Political Theory, London: Sage Publications Ltd.

J. Coleman, (2000) 'Introduction', in 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.

R. Kraut(ed.) (1996) 'The Cambridge Companion to Plato'. Cambridge: Cambridge University Press.

Macpherson (1962) The Political Theory of Possessive Individualism: Hobbes to Locke. Oxford University Press, Ontario.

I. Hampsher-Monk, (2001) 'A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx', Oxford: Blackwell Publishers.

T. Sorell, (ed.) (1996) Cambridge Companion to Hobbes. Cambridge: Cambridge University Press.

CORE-12

INDIAN POLITICAL THOUGHT-I

COURSE OBJECTIVE: This course introduces the specific elements of Indian political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in Class. The list of additional readings is meant for teachers as well as the more interested Students.

UNIT-I: (i) Traditions of pre - colonial Indian Political thought

- a. Brahmanic and Shamanic b. Islamic and Syncretic.
- (ii) Ved Vyasa (Shantiparva): Rajadharma

UNIT-II: (a) Manu: Social Laws

- (b) Kautilya: Theory of state

UNIT-III: (a) Goutam Budha –Life and Teachings

- (b) Barani: Ideal Polity

UNIT-IV: (a) Abul Fazal : Monarchy

- (b) Kabir : Syncretism

READING LIST

T. pantham and K. Deutsch (eds.) (1986) , Political Thought in Modern India New Delhi: Sage Publications.

The Mahabharata (2004), Vol 7 (Book XI and Book XII, Part II), Chicago and London : University of Chicago Press.

V. Varma, (1974) Studies in Hindu Political Thought and Its Metaphysical Foundations, Delhi: Motilal Banarsidass.

V.Mehta, (1998) 'Ziya Barini ' s Vision of the state ', in The Medieval History Journal, Vol.2,(I),pp.19-36

M. Alam, (2004)' Sharia Akhlaq', in The Language of Political Islam in Indian 12000-1800, Delhi: Permanent Black, pp. 26-43.

SEMESTER-VI

CORE-13

Modern Political Philosophy

Course objective: Philosophy and politics are closely intertwined. We explore this convergence by identifying four main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.

UNIT-I: Modernity and its discourses : This section will introduce students to the idea of modernity and the discourses around modernity.

UNIT-II: Romantics : a. Jean Jacques Rousseau

Presentation themes: General Will; local or direct democracy; self-government; origin of inequality.

b. Mary Wollstonecraft

Presentation themes: Women and paternalism; critique of Rousseau's idea of education; legal rights

UNIT-III: Liberal socialist : a. John Stuart Mill

Presentation themes: Liberty, suffrage and subjection of women, right of minorities; utility principle.

UNIT-IV: Radicals : a. Karl Marx

Presentation themes: Alienation; difference with other kinds of materialism; class struggle

b. Alexandra Kollontai

Presentation themes: Winged and wingless Eros; proletarian woman; socialization of housework; disagreement with Lenin

READING LIST

Kant. (1784) 'What is Enlightenment?,' available at <http://theliterarylink.com/kant.html>, Accessed: 19.04.2013

S. Hall (1992), 'Formations of Modernity', UK: Polity Press, pages 1-16.

B. Nelson, (2008) Western Political Thought. New York: Pearson Longman, pp. 221-255.

C. Johnson, (ed.)(2002), 'The Cambridge Companion to Mary Wollstonecraft', Cambridge: Cambridge University Press, pp. 42-58.

S. Ferguson, (1999) 'The Radical Ideas of Mary Wollstonecraft', in Canadian Journal of Political Science XXXII (3), pp. 427-50, Available at <http://digitalcommons.ryerson.ca/politics>, Accessed: 19.04.2013.

C. Synowich, (1993) 'Alexandra Kollontai and the Fate of Bolshevik Feminism' Labour/LeTravail Vol. 32 (Fall 1992) pp. 287-295.

A. Kollontai (1909), The Social Basis of the Woman Question, Available at <http://www.marxists.org/archive/kollonta/1909/social-basis.htm>, Accessed: 19.04.2013.

C. Porter, (1980) Alexandra Kollontai: The Lonely Struggle of the Woman who defied Lenin, New York: Dutton Children's Books.

CORE-14

INDIAN POLITICAL THOUGHT-II

COURSE OBJECTIVE: Based on the Study of the individual thinkers, the course introduces a Wide span of thinkers and themes that defines the modernity of Indian political thought. The objective to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original text are also given to discuss in the class. The list of additional readings is meant for teachers as well as the more interested students.

UNIT-I: a. Introduction to Modern Indian Political Thought .
b. Rammohan Roy: Rights.
c. Pandita Ramabai: Gender.

UNIT-II: a. Vivekananda: Ideal society.
b. Gandhi: Swaraj.

UNIT-III: a. Ambedkar: Social justice.
b. Tagore: Critique of Nationalism.
c. Iqbal: Reconstruction.

UNIT-IV: a. Savarkar: Hindutva.
b. Nehru: Secularism.
c. Lohia: Socialism.

READING LIST,

1. Introduction to Modern Indian Political thought Essential Readings: V.mehta and T.pantham eds, 2006 Modern India Thematic Exploration History of Science Philosophy and Culture in Indian Civilization Vol 10 Part 7 New Delhi Sage Publication.

K.Deutsch (eds) Political thought in modern Indian New Delhi: Sage .pp.32.52,
Additional Reading S.Sankar (1985) Rammohan Roy and the break with the past. in a critique on colonial India Calcutta papyrus, pp 1-17.

“B”

Rayagada Autonomous College

Generic Elective

1st Semester

Paper 1- Indian Polity-1

4th Semester

Paper 2- Indian Polity-2

(B) Two Generic Elective Courses (GE) meant for Honours Students of other Disciplines (Each course is of 6 credits)

Two papers (Paper-I and II) under Generic Elective Course are being offered by Political Science with a provision to choose either of the two options in both the papers

GE: Paper-1: INDIAN POLITY-I /

INDIAN POLITY-I

Unit -I

Landmarks of Freedom Movement in India: Non-Cooperation Movement, Civil Disobedience Movement and Quit India Movement

Making of the Constitution of India: Cabinet Mission Plan, Formation of the Constituent Assembly of India, Indian Independence Act, 1947, Drafting and Adoption of the Constitution of India.

Unit-II

Salient Features of the Constitution of India: Preamble, Fundamental Rights, Directive Principles of State Policy, Fundamental Duties, Parliamentary form of Government, Federal System

Unit-III

Organs of the Union Government:
Executive: President, Vice-President, Council of Ministers and the Prime Minister
Legislature: Parliament- composition and functions
Judiciary: Supreme Court – composition and jurisdiction

Unit-IV

Organs of the State Government:
Executive: Governor, Council of Ministers and the Chief Minister
Legislature: State Legislature – Composition and functions
Judiciary: High Court and the Subordinate Courts

READING LIST

- Fadia, B.L.**(2011), "Indian Government and Politics", Agra: Sahitya Bhawan Publications.
Chaube, Shibankinkar(2000), "Constituent Assembly of India springboard of revolution", New Delhi: Manohar Publishers & Distributors.
Pylee, M.V.(2003), "Our Constitution Government and Politics", New Delhi : Universal Law Publishing Co.
Sikri, S.L.(2002), "Indian Government and Politics", New Delhi: Kalyani Publishers.
Kashyap, Subhash C.(1989/1993/1995), "Our Constitution/ Our Parliament/Our Judiciary", New Delhi: NBT, India.
Bhagwan, Vishnoo & Vandana Mohla(2007), "Indian Government and Politics", New Delhi: Kalyani Publishers.
Chai, K.K.(2008), "Indian Government and Politics", New Delhi: Kalyani Publishers.

GENERAL ELECTIVE- PAPER -2

INDIAN POLITY-II

Generic Elective: 2

Unit -I

Indian federalism and centre -States Relation:

- (i) Administrative Relations
- (ii) Legislative Relations
- (iii) Financial Relations
- (iv) Area of Tension in the Centre -State relations

Unit -II

Democracy at the Grass root Level:

Structure and functioning of Local Self Government: Urban and Rural Levels

Unit -III

Important Constitutional Authorities in Indian:

- (i) Election Commission : Composition and Function
- (ii) Finance Commission : Composition and Functions
- (iii) Comptroller and Auditor General of India : Functions and Role
- (iv) Attorney General

Unit -IV

Challenges to National Integration in India Caste, Communalism, Regionalism, Separatist movement, Language

READING LIST

Hasan, Zoya & E. Sridharan: et al (eds.) (2002), "Indian's Living Constitution Ideas, Practices Controversies", Delhi: permanent Black.

Pandey, J.N. (2003), "Constitutional Law of Indian, Allahabad: Central Law Agency

Mohanty, Biswaranjan (2009) "Constitution, government and politics in India," New Delhi: New Century pub.

“C”

Rayagada Autonomous College

DSE – Discipline Specific Elective

Paper I to IV

5TH Semester Paper- 1

Human Rights in Comparative Perspectives

5th Semester Paper-2

Development Process and Social Movement in Contemporary India

6th Semester Paper-3

India's Foreign Policy in Globalizing World

6th Semester Paper-4

Women, Power & Politics

(C) Discipline Specific Elective-4 (DSE)

One has to choose 3 (Three) papers out of 6 (Six) and the 4th Paper will be a Project to be undertaken by the student under the guidance of a teacher

DSE-1

Human Rights in a Comparative Perspective

Course objective: This course attempts to build an understanding of human rights amongst students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame. Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme. Thematic discussion of sub-topics in the second and third sections should include state response to issues and structural violence questions.

UNIT-I: Human Rights: Theory and Institutionalization: a. Understanding Human Rights: Three Generations of Rights b. Institutionalization: Universal Declaration of Human Rights c. Rights in National Constitutions: South Africa and India

UNIT-II: Issues : a. Torture: USA and India b. Surveillance and Censorship: China and India c. Terrorism and Insecurity of Minorities: USA and India

UNIT-III. Structural Violence-I : a. Caste and Race: South Africa and India

UNIT-IV: Structural Violence-II: b. Gender and Violence: India and Pakistan c. Adivasis/Aboriginals and the Land Question: Australia and India

READING LIST

I: J. Hoffman and P. Graham, (2006) 'Human Rights', Introduction to Political Theory, Delhi, Pearson, pp. 436-458.

SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in *Introducing Human Rights*, New Delhi: Oxford University Press.

The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.

The Constitution of India, Chapter 3: Fundamental Rights

II. Issues a. Torture: USA and India Essential Readings: M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' *Universal Human Rights*, Vol. 1(4), pp. 25-55.

- M. Cranston, (1973) *What are Human Rights?* New York: Taplinger
- M. Ishay, (2004) *The History of Human Rights: From Ancient Times to the Globalization Era*, Delhi: Orient Blackswan.
- R. Sharan, (2009) 'Alienation and Restoration of Tribal Land in Jharkhand in N Sundar (ed.) *Legal Grounds*, New Delhi: Oxford University Press, pp. 82-112
- Text of UDHR available at <http://www.un.org/en/documents/udhr/index.shtml>
- U. Baxi, (1989) 'From Human Rights to the Right to be Human: Some Heresies', in S. Kothari and H. Sethi (eds.), *Rethinking Human Rights*, Delhi: Lokayan, pp.181-166.

DSE-2

Development Process and Social Movements in Contemporary India

Course objective: Under the influence of globalization, development processes in India have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power. The high social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy condition new theatres of contestation and struggles. A variety of protest movements emerged to interrogate and challenge this development paradigm that evidently also weakens the democratic space so very vital to the formulation of critical consensus. This course proposes to introduce students to the conditions, contexts and forms of political contestation over development paradigms and their bearing on the retrieval of democratic voice of citizens.

UNIT-I: Development Process since Independence : a. State and planning b. Liberalization and reforms

UNIT-II: Industrial Development Strategy and its Impact on the Social Structure: a. Mixed economy, privatization, the impact on organized and unorganized labour b. Emergence of the new middle class

UNIT-III: Agrarian Development Strategy and its Impact on the Social Structure: a. Land Reforms, Green Revolution b. Agrarian crisis since the 1990s and its impact on farmers

UNIT-IV: Social Movements : a. Tribal, Peasant, Dalit and Women's movements b. Maoist challenge c. Civil rights movements

READING LIST

1. The Development Process since Independence Essential Readings: A. Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres (ed.) *The State and Development Planning in India*. Delhi: Oxford University Press, pp. 73108.

A. Varshney, (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms' in R. Mukherji (ed.) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press, pp 146-169.

P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.

P. Patnaik and C. Chandrasekhar, (2007) 'India: Dirigisme, Structural Adjustment, and the Radical Alternative', in B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, pp. 218-240.

P. Bardhan, (2005) 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of Development in India*. 6th impression, Delhi: Oxford University Press.

T. Singh, (1979) 'The Planning Process and Public Process: a Reassessment', R. R. Kale Memorial Lecture, Pune: Gokhale Institute of Politics and Economics.

II. Industrial development strategy and its impact on social structure Essential Readings: A. Aggarwal, (2006) 'Special Economic Zones: Revisiting the Policy Debate', in *Economic and Political Weekly*, XLI (43-44), pp.4533-36.

B. Nayar (1989) *India's Mixed Economy: The Role of Ideology and its Development*, Bombay: Popular Prakashan.

F. Frankel, (2005) 'Crisis of National Economic Planning', in *India's Political Economy (1947-2004): The Gradual Revolution*, Delhi: Oxford University Press, pp. 93-340.

L. Fernandes, (2007) *India's New Middle Class: Democratic Politics in an Era of Economic Reform*, Delhi: Oxford University Press.

S. Shyam, (2003) 'Organizing the Unorganized', in Seminar, [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531] pp. 47-53.

S. Chowdhury, (2007) 'Globalization and Labour', in B. Nayar (ed.) *Globalization and Politics in India*, Delhi: Oxford University Press, pp.516-526.

V. Chibber, (2005) 'From Class Compromise to Class Accommodation: Labor's Incorporation into the Indian Political Economy' in R. Ray, and M.F. Katzenstein (eds.) *Social Movements in India*, Delhi: Oxford University Press, pp 32-60.

III. Agrarian development strategy and its impact on social structure Essential Readings: A. Desai, (ed.), (1986) *Agrarian Struggles in India After Independence*, Delhi: Oxford University Press, pp. xi-xxxvi

F. Frankel, (1971) *India's Green Revolution: Economic Gains and Political Costs*, Princeton and New Jersey: Princeton University Press.

F. Frankel, (2009) *Harvesting Despair: Agrarian Crisis in India*, Delhi: Perspectives, pp.

J. Harriss, (2006) 'Local Power and the Agrarian Political Economy' in Harriss, J. (ed) *PowerMatters: Essays on Institutions, Politics, and Society in India*, Delhi. Oxford University Press, pp. 29-32.

K. Suri, (2006) 'Political economy of Agrarian Distress', in *Economic and Political Weekly*, XLI(16) pp. 1523-1529.

P. Joshi, (1979) *Land Reforms in India: Trends and Perspectives*, New Delhi: Allied publishers.

P. Appu, (1974) 'Agrarian Structure and Rural Development', in *Economic and Political Weekly*, IX (39), pp.70 – 75.

P. Sainath, (2010) 'Agrarian Crisis and Farmers', *Suicide*, Occasional Publication 22, New Delhi: India International Centre (IIC).

M. Sidhu, (2010) 'Globalisation vis-à-vis Agrarian Crisis in India', in R. Deshpande and S. Arora, (eds.) *Agrarian Crises and Farmer Suicides (Land Reforms in India Series)*, New Delhi: Sage, pp. 149-174.

V. Sridhar, (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh', in *Economic and Political Weekly*, XLI (16).

IV. Social Movements Essential Readings: G. Haragopal, and K. Balagopal, (1998) 'Civil Liberties Movement and the State in India', in M. Mohanty, P. Mukherji and O. Tornquist, (eds.) *People's Rights: Social Movements and the State in the Third World* New Delhi: Sage, pp. 353-371.

M. Mohanty, (2002) 'The Changing Definition of Rights in India', in S. Patel, J. Bagchi, and K. Raj (eds.) *Thinking Social Sciences in India: Essays in Honour of Alice Thorner Patel*, New Delhi: Sage.

G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.) *Democracy in India*, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.

P. Ramana, (2011) 'India's Maoist Insurgency: Evolution, Current Trends and Responses', in M. Kugelman (ed.) *India's Contemporary Security Challenges*, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.29-47.

A. Ray, (1996) 'Civil Rights Movement and Social Struggle in India', in *Economic and Political Weekly*, XXI (28). pp. 1202-1205.

A. Roy, (2010) 'The Women's Movement', in N. Jayal and P. Mehta (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp.409-422.

N. Sundar, (2011) 'At War with Oneself: Constructing Naxalism as India's Biggest Security Threat', in M. Kugelman (ed.) *India's Contemporary Security Challenges*, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.46-68.

- M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in A.Kohli. (ed.) *The Success of India's Democracy*, Cambridge: CUP, pp.193-225.
- S. Sinha, (2002) 'Tribal Solidarity Movements in India: A Review', in G. Shah. (ed.) *Social Movements and the State*, New Delhi: Sage, pp. 251-266.
- Additional Readings: S. Banerjee, (1986) 'Naxalbari in Desai', in A.R. (ed.) *Agrarian Struggles in India After Independence*. Delhi: Oxford University Press, pp.566-588.
- B. Nayar, (ed.), (2007) *Globalization and Politics in India*. Delhi: Oxford University Press.
- S. Roy and K. Debal, (2004) *Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity*, Delhi: Sage.
- G. Omvedt, (1983) *Reinventing Revolution, New Social Movements and the Socialist Tradition in India*, New York: Sharpe.
- G. Shah, (ed.), (2002) *Social Movements and the State*. New Delhi: Sage Publications.
- G. Shah, (2004) *Social Movements in India: A Review of Literature*, New Delhi: Sage Publications.
- G. Rath, (ed.), (2006) *Tribal development in India: The Contemporary Debate*, New Delhi: Sage Publications.
- J. Harris, (2009) *Power Matters: Essays on Institutions, Politics, and Society in India*. Delhi: Oxford University press.
- K. Suresh, (ed.), (1982) *Tribal Movements in India*, Vol I and II, New Delhi: Manohar (emphasis on the introductory chapter).
- M. Mohanty, P. Mukherji and O.Tornquist, (1998) *People's Rights: Social Movements and the State in the Third World*. New Delhi: Sage Publications.
- M. Rao, (ed.), (1978) *Social Movements in India*, Vol. 2, Delhi: Manohar.
- N. Jayal, and P. Mehta, (eds.), (2010) *The Oxford Companion to Politics in India*, Delhi: Oxford University Press.
- P. Bardhan, (2005) *The Political Economy of Development in India*, 6th impression, Delhi: Oxford University Press.
- R. Mukherji, (ed.), (2007) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press.
- R. Ray and M. Katzenstein, (eds.), (2005) *Social Movements in India*, Delhi: Oxford University Press.
- S. Chakravarty, (1987) *Development Planning: The Indian Experience*, Delhi: Oxford University Press.

India's Foreign Policy in a globalizing world

Course objective: This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

UNIT-I: India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

UNIT-II: India's Relations with the USA and USSR/Russia

UNIT-III: (a) India's Engagements with China

(b) India in South Asia: Debating Regional Strategies

UNIT-IV: (a) India's Negotiating Style and Strategies: Trade, Environment and Security Regimes

(b) India in the Contemporary Multipolar World

READING LIST

India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

Essential Readings: S. Ganguly and M. Pardesi, (2009) 'Explaining Sixty Years of India's Foreign Policy', in *India Review*, Vol. 8 (1), pp. 4-19. Ch. Ogden, (2011) 'International Aspirations' of a Rising Power', in David Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp.3-31

W. Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, *Trusts with Democracy: Political Practice in South Asia*, Anthem Press: University Publishing Online.

Additional Reading: J. Bandhopadhyaya, (1970) *The Making Of India's Foreign Policy*, New Delhi: Allied Publishers.

India's Relations with the USA and USSR/Russia Essential Readings: S. Mehrotra, (1990) 'Indo-Soviet Economic Relations: Geopolitical and Ideological Factors', in *India and the Soviet Union: Trade and Technology Transfer*, Cambridge University Press: Cambridge, pp. 3-28.

V: India's Negotiating Style and Strategies: Trade, Environment and Security Regimes
Essential Readings: S. Cohen, (2002) 'The World View of India's Strategic Elite', in S. Cohen, India: Emerging Power, Brookings Institution Press, pp. 36-65.

A. Narlikar, (2007) 'All that Glitters is not Gold: India's Rise to Power', in Third World Quarterly, Vol. 28 (5) pp. 983 – 996.

N. Dubash, (2012) 'The Politics of Climate Change in India: Narratives of Enquiry and Cobenefits', Working Paper, New Delhi: Centre for Policy Research.

N. Jayaprakash, (2000) 'Nuclear Disarmament and India', in Economic and Political Weekly, Vol. 35 (7), pp. 525-533.

Additional Readings: P. Bidwai, (2005) 'A Deplorable Nuclear Bargain', in Economic and Political Weekly, Vol. 40 (31), pp. 3362-3364.

A. Anant, (2011) 'India and International Terrorism', in D. Scott (ed.), Handbook of India's International Relations, London: Routledge, pp. 266-277.

VI: India in the Contemporary Multipolar World Essential Readings:

R. Rajgopalan and V. Sahni (2008), 'India and the Great Powers: Strategic Imperatives, Normative Necessities', in South Asian Survey, Vol. 15 (1), pp. 5–32.

C. Mohan, (2013) 'Changing Global Order: India's Perspective', in A. Tellis and S. Mirski (eds.), Crux of Asia: China, India, and the Emerging Global Order, Carnegie Endowment for International Peace: Washington.

A. Narlikar, (2006) 'Peculiar Chauvinism or Strategic Calculation? Explaining the Negotiating Strategy of a Rising India', in International Affairs, Vol. 82 (1), pp. 59-76.

Additional Reading: P. Mehta, (2009) 'Still Under Nehru's Shadow? The Absence of Foreign Policy Frameworks in India', in India Review, Vol. 8 (3), pp. 209–233.

Online Resources: Government of India's Ministry of External Relations website at <http://www.mea.gov.in/> and specially its 'library' which provides online resources at <http://mealib.nic.in/> The Council of Foreign Relations has a regularly updated blog on India's foreign policy: <http://www.cfr.org/region/india/ri282> Centre for Policy Research's blog on IR and strategic affairs though it is not exclusively on India's foreign policy. <http://www.cprindia.org/blog/international-relations-and-security-blog>

Institute for Defence Studies and Analyses: <http://www.idsa.in/> Research and Information System: www.ris.org.in/

Indian Council of World Affairs: www.icwa.in/ Institute of Peace and Conflict Studies: www.ipcs.org/ Indian Council for Research on International Economic Relations: www.icrier.org/

Women, Power and Politics

Course objective: This course opens up the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy. Special attention will be paid to feminism as an approach and outlook. The course is divided into broad units, each of which is divided into three sub-units.

UNIT-I: Groundings-I : 1. Patriarchy : a. Sex-Gender Debates b. Public and Private c. Power

UNIT-II: Groundings-II: (i) Feminism , (ii) Family, Community, State : a. Family b. Community c. State

UNIT-III: Movements and Issues-I : 1. History of the Women's Movement in India

UNIT-IV: Movements and Issues-II

(i) Violence against women : (ii) Work and Labour : a. Visible and Invisible work b. Reproductive and care work c. Sex work

READING LIST

I. Groundings 1. Patriarchy Essential Readings: T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), Women Writing in India, New Delhi, Oxford University Press, pp. 221-234

U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.) Naarivaadi Rajneeti: Sangharsh evam Muddey, University of Delhi: Hindi Medium Implementation Board, pp.1-7 a. Sex Gender Debates Essential Reading: V Geetha, (2002) Gender, Kolkata, Stree, pp. 1-20 b. Public and Private Essential Reading: M. Kosambi, (2007) Crossing the Threshold, New Delhi, Permanent Black, pp. 3-10; 40-46 c. Power Essential Reading: N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), Political Theory: An Introduction, Delhi: Pearson, pp.148-157 2. Feminism Essential Readings: B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds),

The Feminist Reader: Local and Global Perspectives, New York: Routledge, pp. 51-57

R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) Feminist Theory: A Reader, pp. 27-37 3. Family, Community and State a. Family Essential Readings: R. Palriwala, (2008) 'Economics and Patriliney: Consumption and Authority within the Household' in M. John. (ed) Women's Studies in India, New Delhi: Penguin, pp. 414-423

b. Community Essential Reading: U. Chakravarti, (2003) Gendering Caste through a Feminist Lens, Kolkata, Stree, pp. 139-159. c. State Essential Reading: C. MacKinnon, 'The

RAYAGADA AUTONOMOUS COLLEGE, RAYAGADA
DEPARTMENT OF SOCIOLOGY

+3 B.A. Sociology (Honours)



SYLLABUS

For

Three Year Degree Course

First and Second Semester: 2018-19

Third and Fourth Semester: 2019-20

Fifth and Sixth Semester: 2020-21

Under

CHOICE BASED CREDIT SYSTEM (CBCS)

1st SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-1	INTRODUCTION TO SOCIOLOGY	06	*100 20 Marks Internal 80 Marks Semester
CORE-2	INDIAN SOCIETY	06	*100 20 Marks Internal 80 Marks Semester
GENERIC ELECTIVE-1	Sociology (Honours) students shall choose Generic Elective from any discipline of Social Sciences	06	*100 20 Marks Internal 80 Marks Semester
AECC-1		02	*50 10 Marks Internal 40 Marks Semester

2nd SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-3	SOCIOLOGICAL THOUGHT	06	*100 20 Marks Internal 80 Marks Semester
CORE-4	SOCIAL CHANGE AND DEVELOPMENT	06	*100 20 Marks Internal 80 Marks Semester
GENERIC ELECTIVE-2	Sociology (Honours) students shall choose Generic Elective from any discipline of Social Sciences	06	*100 20 Marks Internal 80 Marks Semester
AECC-2		02	*50 10 Marks Internal 40 Marks Semester

3rd SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-5	RESEARCH METHODOLOGY	06	*100 20 Marks Internal 80 Marks Semester
CORE-6	GENDER AND SOCIETY	06	*100 20 Marks Internal 80 Marks Semester
CORE-7	RURAL SOCIOLOGY	06	*100 20 Marks Internal 80 Marks Semester
GENERIC ELECTIVE-3	Sociology (Honours) students shall choose Generic Elective from any discipline of Social Sciences	06	*100 20 Marks Internal 80 Marks Semester
SEC-1	COMMUNICATIVE ENGLISH	02	*50 10 Marks Internal 40 Marks Semester

4th SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-8	SOCIOLOGY OF GLOBALIZATION	06	*100 20 Marks Internal 80 Marks Semester
CORE-9	MARRIAGE, FAMILY AND KINSHIP	06	*100 20 Marks Internal 80 Marks Semester
CORE-10	SOCIAL DISORGANIZATION AND DEVIANCE	06	*100 20 Marks Internal 80 Marks Semester
GENERIC ELECTIVE-4	Sociology (Honours) students shall choose Generic Elective from any discipline of Social Sciences	06	*100 20 Marks Internal 80 Marks Semester
SEC-2	LOGICAL THINKING AND QUANTITATIVE APTITUDE	02	*50 10 Marks Internal 40 Marks Semester

5th SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-11	SOCIOLOGY OF ENVIRONMENT	06	*100 20 Marks Internal 80 Marks Semester
CORE-12	SOCIOLOGY OF MOVEMENTS	06	*100 20 Marks Internal 80 Marks Semester
DSE-1	A*PIONEERS OF INDIAN SOCIOLOGY	06	*100 20 Marks Internal 80 Marks Semester
	B*SOCIOLOGY OF SOCIAL INSTITUTION		
DSE-2	A*POLITICAL SOCIOLOGY	06	*100 20 Marks Internal 80 Marks Semester
	B*SOCIOLOGY OF EDUCATION		

6th SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-13	URBAN SOCIOLOGY	06	*100 20 Marks Internal 80 Marks Semester
CORE-14	POPULATION STUDIES	06	*100 20 Marks Internal 80 Marks Semester
DSE-3	A*INDUSTRIAL SOCIOLOGY	06	*100 20 Marks Internal 80 Marks Semester
	B*SOCIOLOGY OF HEALTH		
DSE-4	PROJECT REPORT COMPULSORY	06	*100 20 Marks Viva Voce 80 Marks Project Report

B.A SOCIOLOGY SYLLABUS
SCHEME OF B.A SOCIOLOGY (HON) SYLLABUS

SEMESTER-I

1. SOCIOLOGY CORE COURSE-I
INTRODUCTION TO SOCIOLOGY
2. SOCIOLOGY CORE COURSE-II
INDIAN SOCIETY
3. AECC-I
4. GENERIC ELECTIVE (GE)-I

SEMESTER-III

1. SOCIOLOGY CORE COURSE-V
RESEARCH METHODOLOGY
2. SOCIOLOGY CORE COURSE-VI
GENDER AND SOCIETY
3. SOCIOLOGY CORE COURSE-VII
RURAL SOCIOLOGY
4. SEC-I
COMMUNICATIVE ENGLISH
5. GENERIC ELECTIVE (GE)-III

SEMESTER-V

1. SOCIOLOGY CORE COURSE-XI
SOCIOLOGY OF ENVIRONMENT
2. SOCIOLOGY CORE COURSE-XII
SOCIOLOGY OF MOVEMENTS
3. DSE-I
I.A.PIONEERS OF INDIAN SOCIOLOGY
OR
I.B.SOCIOLOGY OF SOCIAL INSTITUTION
4. DSE-II
II.A.POLITICAL SOCIOLOGY
OR
II.B.SOCIOLOGY OF EDUCATION

SEMESTER-II

1. SOCIOLOGY CORE COURSE-III
SOCIOLOGICAL THOUGHT
2. SOCIOLOGY CORE COURSE-IV
SOCIAL CHANGE AND DEVELOPMENT
3. AECC-II
4. GENERIC ELECTIVE (GE)-II

SEMESTER-IV

1. SOCIOLOGY CORE COURSE-VIII
SOCIOLOGY OF GLOBALIZATION
2. SOCIOLOGY CORE COURSE-IX
MARRIAGE, FAMILY AND KINSHIP
3. SOCIOLOGY CORE COURSE-X
SOCIAL DISORGANIZATION AND DEVIANCE
4. SEC-II
LOGICAL THINKING AND
QUANTITATIVE APTITUDE
5. GENERIC ELECTIVE (GE)-IV

SEMESTER-VI

1. SOCIOLOGY CORE COURSE-XIII
SOCIOLOGY OF GLOBALIZATION
2. SOCIOLOGY CORE COURSE-XIV
MARRIAGE, FAMILY AND KINSHIP
3. DSE-III
III.A.INDUSTRIAL SOCIOLOGY
OR
III.B.SOCIOLOGY OF HEALTH
4. DSE-IV
PROJECT REPORT

SOCIOLOGY HONOURS

SEMESTER-I

CORE PAPER-I (SOC-1)

INTRODUCTION TO SOCIOLOGY

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

This introductory paper intends to acquaint the students with Sociology as a social science and the basic concepts used in the discipline. It also focuses on the social processes and the social institutions that man encounters as a member of the society.

Unit-1: Sociology: Meaning, Definition and Subject matter, Nature and Scope, Emergence of Sociology, Sociology and its relationship with other Social Science: Anthropology, Political Science, Economics, and History.

Unit-2: Basic Concepts: Society, Culture, Community, Institutions, Association, Social Structure, Status and Role, Norms and Values, Folkways and Mores.

Unit-3: Individual and Society: Individual and society, Socialization, Stages and agencies of Socialization, Development of Self – contributions of George Herbert Mead, C.H. Cooley's Looking Glass Self. The Concept of Group: Types of Groups – Primary and Secondary groups, In-Group and Out-group, Reference Group

Unit-4: Social Stratification: Caste, Class, Power, Gender and Race. Theories of Stratification – Functionalist, Marxist, Weberian. Social mobility and its determinants.

Essential Readings:

1. Bottommore. T. B. 1972. Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India)
2. Harlambos, M. 1998. Sociology: Themes and perspectives. New Delhi Oxford University Press
3. Inkeles, Alex, 1987. What is Sociology? New Delhi: Prentice-Hall of India
4. Jairam, 1988. What is Sociology .Madras: Macmillan, India.
5. Johnson, Harry M. 1995. Sociology: A Systematic Introduction. New Delhi, Allied Publishers.
6. Schaefer, Richard T. and Robert P. Lamm. 1999 Sociology. Tata-Mac Graw Hill, New Delhi.

SOCIOLOGY HONOURS

SEMESTER-I

CORE PAPER-II (SOC-2)

INDIAN SOCIETY

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

Every society has its own peculiar structure. There are some institutions universal to every society, but with their unique manifestations in each society. There are some change agents and initiatives that enable the society to change with the passage of time. This paper introduces to the students the structural elements of the Indian society, its institutions and the change agents.

Unit-1: Composition of Indian Society: Religious composition, ethnic composition, caste composition. Unity in Diversities. Threats to National Integration: Communalism, Casteism, Linguism and Regionalism.

Unit-2: Historical moorings and bases of Hindu Social Organization, Varna, Ashrama and Purushartha. Doctrine of Karma.

Unit-3: Marriage and Family in India. Hindu marriage as Sacrament, Forms of Hindu Marriage. The Hindu joint family: Patriarchal and Matriarchal systems. Marriage and family among the Muslims. Changes in Marriage and Family.

Unit-4: The Caste system in India: Origin, Features and Functions. Caste and Class, The Dominant Caste, Changes in Caste system, Caste and Politics in India Constitutional and legal provisions for the Scheduled Castes, Scheduled Tribe.

Essential Readings:

1. Bose, N.K. 1967, Culture and Society in India. Bombay: Asia Publishing House
2. Bose, N.K. 1975, Structure of Hindu Society. New Delhi
3. Dube, S.C. 1990, Society in India. (New Delhi: National Book Trust.)
4. Dube, S.C. 1995, Indian Village (London: Routledge)
5. Dube, S.C. 1958: India's changing Villages (London: Routledge and Kegan Paul).
6. Karve, Irawati, 1961: Hindu Society: An Interpretation (Poona: Deccan-College): Lannoy,
7. Mandelbaum, D.G. 1970: Society in India (Bombay: Popular Prakashan)
8. Srinivas, M.N. 1980: India: Social Structure (New Delhi: Hindustan - Publishing Corporation)
9. Srinivas, M.N. 1963: Social Change in Modern India (California, Berkeley: University of California Press).
10. Singh, Yogendra, 1973: Modernization of Indian Tradition (Delhi: Thomson Press).

SOCIOLOGY HONOURS

SEMESTER-II

CORE PAPER -III (SOC-3)

SOCIOLOGICAL THOUGHT

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

Sociology originated as an intellectual response to the crisis confronting the mid nineteenth century European society. Its development over two centuries has been influenced by a variety of socio-economic and political conditions. It is now established as a multi-paradigmatic academic discipline, with its body of theoretical knowledge enriched and its methodological techniques and procedures systemized. This paper is intended to familiarize the students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline. It reflects the philosophical contributions of the Founders who gave a systematic shape to the subject.

Unit-1: August Comte: Law of the Three Stages, Hierarchy of Sciences, Positivism

Unit-2: Herbert Spencer: Organismic Analogy, Theory of Social Evolution

Unit-3: Karl Marx and Max Weber: Dialectical Materialism, Class struggle, Alienation, Sociology of Capitalism, Protestant ethic and the spirit of capitalism, Ideal type, Bureaucracy, Authority

Unit-4: Emile Durkheim: Division of Labour in Society, Rules of Sociological Method, Theory of Suicide.

Essential readings:

1. Aron, Ramond. 1967(1982 reprint).Main currents in sociological thoughts (2 volumes). Harmondsworth, Middlesex: Penguin Books
2. Barnes, H.E. 1959. Introduction to the history to the sociology The University of Chicago press
3. Coser, Lewis A. 1979. Masters of Sociological Thought. New York: Harcourt Brance Jovanovich
4. Fletcher, Ronald. 1994. The Making of Sociology (2 volumes) Jaipur-Rawat
5. Morrison, Ken.1995 Marx, Durkheim, Weber: Formation of Modern Social Thought. London; sage
6. Ritzer, George. 1996. Sociological Theory. New Delhi. Tata-McGraw Hill
7. Singh, Yogendra. 1986 Indian Sociology: social conditioning and emerging Trends. New Delhi: Vistaar
8. Zeitlin, Irving.1998 (Indian Edition). Rethinking sociology: A critique of Contemporary Theory. Jiapur: Rawat.

SOCIOLOGY HONOURS

SEMESTER-II

CORE PAPER -IV (SOC-4)

SOCIAL CHANGE AND DEVELOPMENT

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

Change is the law of nature and every society is subject to change. Social change has always been a central concern of Sociological study. Change takes different forms. Change has its pattern which is spelt out by various theories. Change is often propelled by various factors. This paper is designed to provide some ideas to the student about such process, theories and factors.

Unit-1: Social Change: Meaning and nature. Social Progress, Evolution and Development.

Unit-2: Theories of Social Change: Evolutionary theory, Cyclical theory, Conflict Theory, Functionalist theory. Capitalist, Socialist, and Gandhian.

Unit-3: Factors of Social Change: Cultural, Economic, Technological, Ideological, Demographic

Unit-4: Economic Growth and Social Development: Indicators of Social Development, Human Development Index, Gender Development Index. Economic Growth: Meaning, theories, factors accelerating economic growth and factors preventing economic growth.

Essential readings:

1. Moore, W. E. 1965 Social Change, Prentice-Hall of India. New Delhi.
2. Gandhi M.K., Hind Swaraj
3. Schumacher, E.F., Small is Beautiful
4. Narain, Shreeman, Principles of Gandhian Planning
5. Mishra, B., Capitalism, Socialism and Planning.
6. UNDP, Human Development Report

SOCIOLOGY HONOURS

SEMESTER-III

CORE PAPER-V (SOC-5)

RESEARCH METHODOLOGY

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

Since the days of August Comte, a debate and a deliberate attempt has been initiated to provide a scientific character to social sciences. In this attempt empirical research has been introduced as an integral part of observing social reality and generalizing it objectively without any subjective predisposition. Gradually, research methods have been developed and introduced in social sciences to bring it in par with scientific observations. The essence of this paper lies in introducing the students with these methods of research to ensure objectivity as far as practicable in social research.

Unit-1: Meaning, Scope and Significance of Social Research. Nature of scientific Method, Applicability of scientific method to the study of social phenomena. Major steps in social research, Measures of Central Tendency: Mean, Median, Mode.

Unit-2: Research Design, Meaning, need, Types of Research Design: Exploratory, Diagnostic, Descriptive, and Experimental research Design.

Unit-3: Hypothesis: Meaning, Characteristics, Types and sources of Hypothesis, Role of Hypothesis in Social Research. **Sampling:** Meaning, and characteristics. Types: Probability and Non-Probability Sampling. Role of Sampling in Social Research

Unit-4: Qualitative Methods in Social Research: Observation, Case Study, Content Analysis

Essential Readings:

1. Bajaj and Gupta. 1972 Elements of Statistics. New Delhi: R.Chand and Co., New Delhi:
2. Beteille, A. and Madan, T.N. 1975 Encounter and experience: Personal Accounts of Fieldwork. Vikas Publishing House, New Delhi:
3. Bryman, Alan. 1988 Quality and Quantity in Social Research Unwin Hyman, London.
4. Jayram, N.1989. Sociology: Methods and Theory. Madras: MacMillan, Madras.
5. Kothari,C.R. Research Methodology : Methods and Techniques, Bangalore, Wiley Eastern.
6. Punch, Keith. 1996. Introduction to Social Research, Sage,London
7. Shipmen, Martin. 1988The Limitations of Social Research Sage, London,
8. Young, P.V. 1988 Scientific Social Survey and Research Prentice Hall, New Delhi

SOCIOLOGY HONOURS

SEMESTER-III
CORE PAPER-VI (SOC-6)
GENDER AND SOCIETY

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

The biological basis to the differences between the sexes does not explain the inequalities faced by the sex groups in the society. In the society variations are marked in the roles, responsibilities, rights of and relations between sex groups depending on the social prescriptions relating to sex affiliations. The differences, inequalities and the division of labour between men and women are often simply treated as consequences of 'natural' differences between male and female humans. But, in reality the social norms, institutions, societal expectations play a significant role in deciding and dictating the behavior of each sex group. This is the crux of the study of Gender and Society.

Unit-1: Social Construction of Gender: Sex and Gender, Gender stereotyping and socialization, Gender Role and Identity, Gender stratification and Inequality, Gender discrimination and Patriarchy.

Unit-2: Feminism: Meaning, origin and growth of Feminist Theories, Theories of Feminism: Liberal, Radical, Socialist, and Eco-Feminism.

Unit-3: Gender and Development: History and Approaches, WID, WAD and GAD. Women Empowerment: Meaning and Dimensions. Gender- Related Development Index (GDI) and Gender Empowerment Index (GEM). Women and Education, Women and Health, Women and Work.

Unit-4: Status of Women in India : Ancient and Medieval period, Women in pre-independence India, Social Reform movements, The Nationalist movement, Women in Independent India.

Essential Readings:

1. Bhasin, Kamla, 2003. Understanding Gender, Kali for Women.
2. Bhasin, Kamala, Khanv, Said Nighat 1986. Some Questions on Feminism and Its Relevance in South Asia, Kali for Women, New Delhi.
3. Chaudhuri, Maitrayee 2004. Feminism in India: Issues in Contemporary Indian Feminism Kali for Women, New Delhi.
4. Kabeer, Naila 1994. Reversed Realities: Gender Hierarchies in Development Thought: Gender Hierarchies in Development.
5. Srivastava Gouri .2005. Women Education in India: Issues and Dimensions, Academic Excellence Publishers & Distributors.
6. Agarwal, S.P 2001. Women's Education in India. Concept Publishing Company.

SOCIOLOGY HONOURS

SEMESTER-III
CORE PAPER-VII (SOC-7)
RURAL SOCIOLOGY

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

Rural Sociology is a specialized branch of Sociology describing the society of villages and rural areas. As the rural areas or the villages mark the beginning of human civilization, this paper is designed to bring out the distinct features of the rural society with their typologies and typicalities. In the present paper an attempt is made to introduce the student with the development of this branch overtime with its focus on the typicality of Indian villages, their structures, changing features and social problems faced by the rural people.

Unit-1: Rural Sociology: Origin and Scope, Nature, Importance of Rural Sociology in the global context and the Indian context.

Unit-2: Rural social Structure: Village Community, Agrarian Economy, Caste System, Mobility and Migration. Rural-Urban Contrast and Continuum

Unit-3: Rural Social problems: Poverty, Unemployment, Food Insecurity, Landlessness, Indebtedness, Health care and Sanitation

Unit-4: History and Evolution: Community Development Programme, Land Reforms, Green Revolution, Co-operative Movement.

Rural Governance and Democratic Decentralization, Panchayati Raj Role of Panchayats in Development, Functions and Problems.

Essential Readings:

1. Doshi S.L. & P.C. Jain 2002. Rural Sociology, Jaipur, Rawat.
2. Desai A.R. 1997. Rural Sociology in India – Bombay Popular Prakasan.
3. Dhanagare D.N. 1988. Peasant movements in India, New Delhi, Oxford.
4. Gupta D.N. 2001. Rural Development System. New Delhi Books India International.
5. Dube, S.C. 1988. India's changing Village: Human Factor in Community
6. Development Himalayan Publishing House, Bombay.
7. Maheshwari, S.R. 1985. Rural Development in India, Sage Publication, New Delhi.
8. Vivek, R. & Bhattacharya, 1985. The New Strategies of Development in Village India, Metropolitan.
9. Jain, Gopal Lal, 1985. Rural development. Mangaldeep Publication, Jaipur.
10. Joshi R P., and S. Narawam, 1985. Panchayat Raj in India: Emerging Trends across the States Rawat, Jaipur.
11. Singh, Katar, 1995. Rural development: Principle policies and Management Sage, New Delhi.

SOCIOLOGY HONOURS
SEMESTER-IV
CORE PAPER-VIII (SOC-8)
SOCIOLOGY OF GLOBALIZATION

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

Globalization is the dominant process of social change in the contemporary world. It has resulted in the sinking of time and space and collapse of borders. It is a new coinage for an old process. It has its own dimensions, distinct features and impacts on society. It has given birth to new role players. All these are the focal points of discussion of this paper.

Unit-1: Globalization: Meaning and characteristics of Globalization, Historical context: Liberalization, Privatization and Globalization.

Unit-2: Dimensions of Contemporary Globalization: Economic, Technological, Political and Cultural.

Unit-3: Consequences of Globalization: Rising Inequality, Environmental impact, Consumerism, Health and Security, Emergence of Anti-Globalization movements.

Unit-4: Globalization and Indian Society: Understanding the concepts of liberalization, privatization and globalization in the Indian context; Growth of information technology and communication and its impact manifested in everyday life

Essential Readings:

1. Appadurai, Arjun 1996, Modernity at Large, University of Minnesota Press
2. Applebaum, R. and Robinson, W., 2005, Critical Global Studies, Routledge, New York.
3. Bremen, Yan, 1993, Footlose Labour, Cambridge University Press, Cambridge
4. Browning, Halcli, Webster(ed), 1996, Understanding contemporary society: Theories of the present, SAGE Publications, London
5. Cohen Robin and Shirin M. (ed), Global Social Movements, The Athlone Press, London
6. Dubhashi P.R., 2002, Peoples Movement against Global Capitalism: EPW Feb.9
7. Giddens, Anthony, 2000, Runaway World: How globalization is reshaping our lives, Routledge, New York.
8. Jha, Avinash, 2000, Background to Globalization, Centre for Education and Documentation, Mumbai
9. Chander Sekhran Bal krishnana - Impact of Globalization on developing countries and India.
10. C, Rangarajan, Globalization and its impact, 2002

SOCIOLOGY HONOURS

SEMESTER-IV

CORE PAPER-IX (SOC-9)

MARRIAGE, FAMILY AND KINSHIP

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

By teaching these major social institutions- Family, Marriage and Kinship we can introduce the students to the primary organization of the societies at large. The course aims to acquaint the students with the basic concepts related to family, marriage and kinship studies on Indian societies.

Unit-1: Marriage: Marriage as a social Institution, Functions of Marriage. Rules of Marriage: Endogamy, Exogamy; Monogamy and Polygamy; Levirate and Sororate; Hypogamy and Hypergamy, Dowry and Bride Price

Unit-2: The Family: Meaning and definition, characteristics, types of Family, Rules of Authority, Descent and Residence, Functions of Family.

Unit-3: The Kinship and Clan System: Meaning and Definition of Kinship and Clan, Types. Clan, Lineage, Totemism and Taboos, Kinship Terminology

Unit-4: Changes in Marriage and Family: Changes in the features of Joint family, factors affecting the institutions-Marriage and family, Divorce and Family Disintegration,

Recommended Books:

1. Ahuja, Ram, 2000, Social Problems in India, New Delhi: Rawat Publications.
2. Dube, L.1974, *Sociology of Kinship: An Analytical Survey of Literature*, Bombay: P. Prakashan
3. Dumont, L. 1983. Affinity as Value: Marriage Alliance in South India with comparative
4. Fortes, M. 1969, Kinship and Social Order, Chicago: Aldine
5. Fox, Robin. 196. Kinship and Marriage. Hammonds Worth: Penguin Books.
6. Goody, Jack and S.J. Tambiah.1973.Bride Wealth and Dowry, Cambridge: CUP
7. Johnson, H.M., 1995, Sociology: A Systematic Introduction, New Delhi: Allied
8. Kapadia, K.M. 1958 - Marriage and Family in India, Oxford University Press, Bombay
9. Karve, Iravati, 1961, Hindu Society: An Interpretation, Pune: Daccan College
10. Mandelbaum, D.G. 1972, Society in India, Bombay: Popular Prakashan.
11. Parkin, Robert, 1997. Kinship: An Introduction to Basic Concepts. U.K: Blackwell Publications
12. Prabhu, P.N. 1963, Hindu Social Organisation, Bombay: Popular Parkashan.Publishers.

SOCIOLOGY HONOURS

SEMESTER-IV

CORE PAPER-X (SOC-10)

SOCIAL DISORGANIZATION AND DEVIANCE

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

No society is fully organized in character. Disorganization is apt to occur from time to time. Disorganization is a manifestation of the deviant behavior found among some individuals. This deviance occurs when the individuals feel that the normative order of the society and its institutions are not need fulfilling in character. This present paper makes an attempt to provide an impression about the scenario of disorganization, its forms, causes and consequences with the theories explaining the situation.

Unit-1: Social Disorganization: Meaning and Nature, Family Disorganization and Personality Disorganization, Causes and Consequences.

Unit- 2: Theories of Deviant Behaviour: Contributions of Durkheim and Merton. Ecological theory, Delinquent Sub-Culture theory, Differential Association theory, Differential Opportunity theory.

Unit- 3: Crime and Punishment: Concepts of Crime and Delinquency. Causes and consequences. Theories of Punishment: Retributive, Deterrent, Reformative.

Unit-4: Social Problems and Atrocities: Poverty, Unemployment, Alcoholism, Indebtedness, and Terrorism Domestic violence, Dowry, Divorce, Trafficking, Sexual Violence

Essential Readings.

1. Ahuja, Ram. 2000. Criminology. New Delhi: Rawat Publications.
2. Bajpai, Anju and Bajpai, P.K.2000. Female Criminality in India. New Delhi: Rawat Publications.
3. Sharma P.D. Criminal Justice Administration: The Relay Race for Criminal Justice.1998. New Delhi: Rawat Publications.
4. Ahuja, Ram, 2000, Social Problems in India, New Delhi: Rawat Publications

SOCIOLOGY HONOURS

SEMESTER-V

CORE PAPER-XI (SOC-11)

SOCIOLOGY OF ENVIRONMENT

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

Environment and society are in constant interaction with each other. It is the environment which sustains life in society and it is the society that is responsible for the preservation and the degradation of the environment. In the recent years environmental challenges have posed a threat to the lives on the planet. Keeping this in view, the present paper tries to create awareness among the students about the major environmental issues and the efforts geared to tackle them.

UNIT-I: Environment and its Concepts: Ecology, Eco-system, Environment and Society – their inter-relations; Eco-Feminism

UNIT-2: Environmental Issues: Sustainable Development, Industrialization and Development, Urbanization and Development, Environmental Degradation

UNIT-3: Environmental Movements and protections: Chipko Movement, Narmada Bachao Andolan, Ganga Bachao Abhyan; the Silent Valley Movement, Forest Rights. Efforts at the global level

UNIT-4: Contemporary Environmental Problems: Problems of Water, Deforestation, Urban Wastes, Slums, Global-Warming and Climate Change.

Essential Readings:

1. Albrow, Martin & Elizabeth King (Ed.), (1990), Globalisation, Knowledge and Society, Sage: London
2. Baviskar. Amita (1995), In the Valley of the River: Tribal Conflict over Development in the Narmada Valley, Delhi: OUP.
3. Bhatt, Anil (1989) Development and Social Justice: Micro Action by Weaker Section, Sage: New Delhi.
4. Chauhan, I.S (1998), Environmental Degradation, Delhi: Rawat Publications.
5. Desh Bandhu and Garg, R.K. (eds) 1986), Social Forestry and Tribal Development,
6. Dehradun: Natraj Publishers.
7. Dubey, S.M. and Murdia, Ratno (ed) 1980), Land Alienation and Restoration in Tribal Communities in India, Bombay: Himalaya Publishing House.
8. Gadgil, Madhav & Ram Chandra. Guha (1996), Ecology and Equity: The use and Abuse of Nature in contemporary India: New Delhi: OUP.
9. Ghai, Dharam (ed) (1994), Development and Environment: Sustaining People and Nature. UNRISD: Blackwell Publication.

SOCIOLOGY HONOURS

SEMESTER-V

CORE PAPER-XII (SOC-12)

SOCIOLOGY OF MOVEMENTS

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

Movements reflect the voices raised against the prevailing practices of a society. Every society witnesses social movement in some form or the other. Movements bring social change and transformation. It is a collective effort that is driven by particular issues and brings forth changes. The present paper tries to provide a rudimentary impression to the students about the concept, nature and types of movements with a thrust on the movements witnessed by Indian society.

Unit-1: Social Movements: Nature, Definitions, Characteristics of social movement, Types: Revolutionary, Reform, Revival, Counter movements, Basis of social movements: Leadership, Ideology, Resource

Unit-2: Religious movements in India: The SNDP Movements in Kerala, The Brahmo Samaj and the Arya Samaj.

Unit-3: Peasants Movements in India: The Champaran Satyagraha (1917), The Kheda Peasant Struggle, The Bardoli Movement in Gujarat, The Peasant Revolt in Telangana, The Tebhaga Movement in Bengal.

Unit-4: Women's Movements in India: In the Pre independence era and the post-independence period

Essential readings:

1. Foweraker Joe, 1995. Theorising Social Movements, Pluto Press, London.
2. Buechler, S. 'New Social Movement Theories' in Buechler, S. and Cylke, F.K., Jr. (eds.) 1997. Social Movements: Perspectives and Issues. Mountain View: Mayfield Publishing Company.
3. Rao, M.S.A. ed. 1979. Social Movements in India Vol. I and II, Manohar, New Delhi.
4. Rao, M.S.A. 1979. Social Movements and Social Transformation, Manohar, New Delhi.
5. Dhanagare, D.N. 1983. Peasant Movements in India 1920-1950, OUP, Delhi.
6. Kaur, Manmohan, 1968, "Role of Women in the Freedom Movement 1857-1947", Sterling, New Delhi
7. Basu, Aparna, "Role of Women in the Freedom Movement", in B.R.Nanda, ed, 1976. Indian Women from Purdah to Modernity, Vikas, Delhi.
8. Chattopadhyaya, Kamaladevi, 1983, "Indian Women's Battle for Freedom", Abhinav Publications, New Delhi

SOCIOLOGY HONOURS

SEMESTER-VI
CORE PAPER-XIII (SOC-13)
URBAN SOCIOLOGY

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

Urbanization is an important social process that changed the face of human civilization. It was initiated with the process of modernization, transport revolution, coming up of river valley civilizations, establishment of trade links and industrial revolution. Urbanization has brought both prosperity and problems. It is one of the earnest tasks of Sociology to trace out the evolution of the process, social; problems associated with it and policy planning and measures undertaken to overcome these challenges. This paper Urban Sociology concentrates upon these tasks.

Unit-1: Urban Sociology: Meaning, Nature, Scope and importance of urban sociology, Rural Urban Differences: Specific traits of rural world vs. urban world- Socio-cultural differences – Socio – psychological differences – urbanization, Urbanism as a way of life.

Unit-2: Theories of patterns of city growth: Concentric zone theory- Sector model- Multiple nuclei theory.

Unit-3: Social institutions of Indian urban communities: Family, marriage and kinships in urban India – Caste in urban India – Urban politics and urban economy, Urban development Programmes, Slum Development Programmes, Urban Basic Services

Unit-4: Urban social problems: Crime and Juvenile delinquency, Slums, Beggary, Prostitution

Essential readings:

1. Lin, Jan and mele Christipher (edt.) **2012.** The Urban Sociology Reader, Routledge
2. Flanagan, W., 1993. *Contemporary Urban Sociology* Cambridge: University of Cambridge
3. Patel Sujata and Deb, Kushal (edt.) Urban Studies.
4. Rao, M.S.A. 1992. Urban Sociology in India
5. Ramachandran, R 1997. Oxford University Press
6. Jayapalan, N 2002. Urban Sociology, Atlantic Publishers
7. Wilson, Robert, A Schultz, David, A, 1978. Urban Sociology, prentice Hall

SOCIOLOGY HONOURS

SEMESTER-VI
CORE PAPER-XIV (SOC-14)
POPULATION STUDIES

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

Demography is both an index and instrument of development and change. India as a country is plagued by population explosion which retards, the economy and blocks social progress. Irrespective of several positive attempts undertaken by the government, India has failed to control its population problem. This paper is designed to provide an idea to the students about population dynamics and its impact on society.

UNIT-1: Population Studies: Meaning, Scope and Significance; Demographic Processes: Fertility, Mortality and Migration

UNIT-2: Population Theories: Malthusian, Demographic Transition and Optimum Population Theory

UNIT-3: Population Composition and control: Age Structure, Sex-Ratio, Rural-Urban Composition, Literacy in India, Role of Technology, Women's Empowerment, Voluntary Organizations

UNIT – 4 Population Planning and Policies: Needs and Objectives; Population Policy of India, National Rural Health Mission

Essential Readings:

1. Agarwal, S.N. 1989: Population Studies with Special Reference to India, New Delhi: Lok Surjeet Publication.
2. Bose, Ashish 1991: Demographic Diversity in India, Delhi: B. R. Publishing Corporation.
3. Banarjee, D. 1985: Health and Family Planning Services in India, New Delhi: Lok Parkshan.
4. Chandrasekhar, S. (ed.) 1974: Infant Mortality, Population Growth and Family Planning in India, London: George Alen and Unwin Ltd.
5. Dubey, Surendra Nath 2001: Population of India, Delhi: Authors Press.
6. Kohli, S. 1977: Family Planning in India, New Delhi.
7. Malthus, T.R. (1986): An Essay on the Principle of Population, London: William Pickering.
8. Premi, M.K. 2004: Social Demography, Delhi: Jawahar Publishers and Distributors.
9. Sharma, Rajendra 1997: Demography and Population Problems, New Delhi: Atlantic Publishers.
10. Srivastava, O.S. 1998: Demography and Population Studies, New Delhi: Vikas Publishing House.

SOCIOLOGY (GENERIC ELECTIVE COURSES)

GENERIC ELECTIVE-1 (SEMESTER-1)

INTRODUCTION TO SOCIOLOGY

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

For students other than Sociology (Honours) shall choose Sociology as Generic elective. The students of Sociology (Honours) shall choose Generic Elective from any discipline of Social Sciences

This introductory paper intends to acquaint the students with Sociology as a social science and the basic concepts used in the discipline. It also focuses on the social processes and the social institutions that man encounters as a member of the society.

Unit-1: Sociology: Meaning, Definition and Subject matter, Nature and Scope, Emergence of Sociology, Sociology and its relationship with other Social Science: Anthropology, Political Science, Economics, and History.

Unit-2: Basic Concepts: Society, Culture, Community, Institutions, Association, Social Structure, Status and Role, Norms and Values, Folkways and Mores.

Unit-3: Individual and Society: Individual and society, Socialization, Stages and agencies of Socialization, Development of Self – contributions of George Herbert Mead, C.H. Cooley's Looking Glass Self. The Concept of Group: Types of Groups – Primary and Secondary groups, In-Group and Out-group, Reference Group

Unit-4: Social Stratification: Caste, Class, Power, Gender and Race. Theories of Stratification – Functionalist, Marxist, Weberian. Social mobility and its determinants.

Essential Readings:

1. Bottommore, T. B. 1972. Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India)
2. Harlambos, M. 1998. Sociology: Themes and perspectives. New Delhi Oxford University Press
3. Inkeles, Alex, 1987. What is Sociology? New Delhi: Prentice-Hall of India
4. Jairam, 1988. What is Sociology .Madras: Macmillan, India.
5. Johnson, Harry M. 1995. Sociology: A Systematic Introduction. New Delhi, Allied Publishers.
6. Schaefer, Richard T. and Robert P. Lamm. 1999 Sociology. Tata-Mac Graw Hill, New Delhi.

SOCIOLOGY (GENERIC ELECTIVE COURSES)

GENERIC ELECTIVE-II (SEMESTER-II)

INDIAN SOCIETY

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

For students other than Sociology (honours) shall choose Sociology as Generic elective. The students of Sociology (Honours) shall choose Generic Elective from any discipline of Social Sciences

Every society has its own peculiar structure. There are some institutions universal to every society, but with their unique manifestations in each society. There are some change agents and initiatives that enable the society to change with the passage of time. This paper introduces to the students the structural elements of the Indian society, its institutions and the change agents.

Unit-1: Composition of Indian Society: Religious composition, ethnic composition, caste composition. Unity in Diversities. Threats to National Integration: Communalism, Casteism, Linguism and Regionalism.

Unit-2: Historical moorings and bases of Hindu Social Organization, Varna, Ashrama and Purushartha. Doctrine of Karma.

Unit-3: Marriage and Family in India. Hindu marriage as Sacrament, Forms of Hindu Marriage. The Hindu joint family: Patriarchal and Matriarchal systems. Marriage and family among the Muslims. Changes in Marriage and Family.

Unit-4: The Caste system in India: Origin, Features and Functions. Caste and Class, The Dominant Caste, Changes in Caste system, Caste and Politics in India Constitutional and legal provisions for the Scheduled Castes, Scheduled Tribe.

Essential Readings:

1. Bose, N.K. 1967, Culture and Society in India. Bombay: Asia Publishing House
2. Bose, N.K. 1975, Structure of Hindu Society. New Delhi
3. Dube, S.C. 1990, Society in India. (New Delhi: National Book Trust.)
4. Dube, S.C. 1995, Indian Village (London: Routledge)
5. Mandelbaum, D.G. 1970: Society in India (Bombay: Popular Prakashan)
6. Srinivas, M.N. 1980: India: Social Structure (New Delhi: Hindustan - Publishing Corporation)
7. Srinivas, M.N. 1963: Social Change in Modern India (California, Berkeley: University of California Press).
8. Singh, Yogendra, 1973: Modernization of Indian Tradition (Delhi: Thomson Press).

SOCIOLOGY (GENERIC ELECTIVE COURSES)

GENERIC ELECTIVE-III (SEMESTER-III)

SOCIAL CHANGE AND DEVELOPMENT

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

For students other than Sociology (honours) shall choose Sociology as Generic elective. The students of Sociology (Honours) shall choose Generic Elective from any discipline of Social Sciences

Change is the law of nature and every society is subject to change. Social change has always been a central concern of Sociological study. Change takes different forms. Change has its pattern which is spelt out by various theories. Change is often propelled by various factors. This paper is designed to provide some ideas to the student about such process, theories and factors.

Unit-1: Social Change: Meaning and nature. Social Progress, Evolution and Development.

Unit-2: Theories of Social Change: Evolutionary theory, Cyclical theory, Conflict Theory, Functionalist theory. Capitalist, Socialist, and Gandhian.

Unit-3: Factors of Social Change: Cultural, Economic, Technological, Ideological, Demographic

Unit-4: Economic Growth and Social Development: Indicators of Social Development, Human Development Index, Gender Development Index. Economic Growth: Meaning, theories, factors accelerating economic growth and factors preventing economic growth.

Essential readings:

1. Moore, W. E. 1965 Social Change, Prentice-Hall of India. New Delhi.
2. Gandhi M.K., Hind Swaraj
3. Schumacher, E.F., Small is Beautiful
4. Narain, Shreeman, Principles of Gandhian Planning
5. Mishra, B., Capitalism, Socialism and Planning.
6. UNDP, Human Development Report

SOCIOLOGY (GENERIC ELECTIVE COURSES)

GENERIC ELECTIVE-IV (SEMESTER-IV)

GENDER AND SOCIETY

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

For students other than Sociology (Honours) shall choose Sociology as Generic elective. The students of Sociology (Honours) shall choose Generic Elective from any discipline of Social Sciences

The biological basis to the differences between the sexes does not explain the inequalities faced by the sex groups in the society. In the society variations are marked in the roles, responsibilities, rights of and relations between sex groups depending on the social prescriptions relating to sex affiliations. The differences, inequalities and the division of labour between men and women are often simply treated as consequences of 'natural' differences between male and female humans. But, in reality the social norms, institutions, societal expectations play a significant role in deciding and dictating the behavior of each sex group. This is the crux of the study of Gender and Society.

Unit-1: Social Construction of Gender: Sex and Gender, Gender stereotyping and socialization, Gender Role and Identity, Gender stratification and Inequality, Gender discrimination and Patriarchy.

Unit-2: Feminism: Meaning, origin and growth of Feminist Theories, Theories of Feminism: Liberal, Radical, Socialist, and Eco-Feminism.

Unit-3: Gender and Development: History and Approaches, WID, WAD and GAD. Women Empowerment: Meaning and Dimensions. Gender- Related Development Index (GDI) and Gender Empowerment Index (GEM). Women and Education, Women and Health, Women and Work.

Unit-4: Status of Women in India : Ancient and Medieval period, Women in pre-independence India, Social Reform movements, The Nationalist movement, Women in Independent India.

Essential Readings:

1. Bhasin, Kamla, 2003. Understanding Gender, Kali for Women.
2. Bhasin, Kamala, Khanv, Said Nighat 1986. Some Questions on Feminism and Its Relevance in Sourth Asia, Kali for Women, New Delhi.
3. Chaudhuri, Maitrayee 2004. Feminism in India: Issues in Contemporary Indian Feminism Kali for Women, New Delhi.
4. Kabeer, Naila 1994. Reversed Realities: Gender Hierarchies in Development Thought: Gender Hierarchies in Development.
5. Srivastava Gouri .2005. Women Education in India: Issues and Dimensions, Academic Excellence Publishers & Distributors.

SOCIOLOGY HONOURS

DISCIPLINE SPECIFIC ELECTIVE COURSES (SEMESTER-V)

DSE- I.A -PIONEERS OF INDIAN SOCIOLOGY

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

Note: Students has to choose one paper as their DSE-1 Course from DSE-I.A or DSE-I.B

The impact of various social thoughts and philosophies is very important in the understanding of the intricacies of a society. To have a proper understanding of Indian Social system, one must be acquainted to those thoughts. India has a rich philosophical tradition and they have over the years shaped Indian social structure and culture. Various Indian sociologists have studied these and their interpretations contribute significantly to the understanding of Indian society. In this paper the students are introduced to some of the Pioneers of Indian Sociology and their intellectual contributions.

Unit-1: G. S. Ghurye: Caste, Rural Urban Community. **Iravati Karve:** Kinship in India.

Unit-2: M. N. Srinivas: Sankritization, Secularization, and Dominant Caste.

Unit-3: S. C. Dubey: Indian Village, Tradition, Modernization and Development.

Unit-4: D. P. Mukerjee: Cultural diversities, Modernization. **Andre Beteille:** Social Stratification, Peasant Society and Folk Culture.

Essential readings:

1. Dubey, S.C.: Society in India, New Delhi. National Book Trust.
2. Dubey, S.C. 1995. Indian Village, London Routledge.
3. Dubey, S.C. 1998 India's Changing Village, London Routledge.
4. Srinivas, M.N. 1980 India: Social Structure New Delhi, Hindustan Publishing Corporation.
5. Srinivas, M. N. 1963. Social Change in Modern India, California, Berkeley University of California University Press.
6. Singh, Yogendra. 1973. Modernization of Indian Tradition Delhi: Thomson Press.
7. Iravati, Karve. 1961. Hindu Society: An interpretation. Poone. Deccan College.
8. Ghurye G.S. 1950. Caste, Class and occupation, Popular Prakashan Bombay.
9. Ghurye G.S. 1945. Culture and Society. Popular Prakashan Bombay.
10. Majumdar. D. N. 1958. Races and Culture of India, Asia Publishing House, Bombay.
11. Mukerjee, D. P. 1958. Diversities. Peoples Publishing House, Delhi.
12. Ooman, T. K. and Mukerjee R. N. 1986. Indian Sociology: Reflections and Inspections, Popular Prakashan, Bombay.
13. Beteille, Andre: Essays in Comparative Sociology: Oxford University Press New Delhi.
14. Beteille, Andre: Society and Politics in India. Essays in Comparative Perspective: Oxford University Press: New Delhi.

SOCIOLOGY HONOURS

DISCIPLINE SPECIFIC ELECTIVE COURSES

(SEMESTER-V)

DSE- I.B -SOCIOLOGY OF SOCIAL INSTITUTIONS

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

Social institutions play a significant role in the functioning of a society by regulating the activities of the individuals and fulfilling their needs. Though they are universal to every society, they are not uniform in their characteristics and in terms of the norms they prescribe. They vary from society to society and across cultures. The present paper is designed to introduce to the students the basic social institutions which are fundamental to the lives of the people and significant to the functioning of the society.

Unit-1: Major Institutions of Society: Community, Groups, Institutions and Organizations.

Unit-2: Family, Marriage and Kinship: Key concepts; Different forms of family and marriage; Changes in family pattern worldwide; Importance of Kinship.

Unit-3: Religion and Education: Defining religion; Varieties of religion; Theories of religion. The development of Literacy and schooling; Gender and the education system; Education and ethnicity; Theories of Schooling; Education and cultural reproduction; Education and inequality

Unit-4: Economy and Polity: Importance of Work; Organization of work; Fordism and Post-Fordism; Work and technology; Future of work; Market and society. Modern State; Concepts of Power and Authority; Forms of social distribution of power: Marxist, Elitist, Pluralist and Neo-Pluralist. Module

Essential Readings:

1. Ken Browne: An Introduction to Sociology (Polity, 3rd ed)
2. Anthony Giddens: Sociology (4th ed): Human Societies
3. Bilton and others: Introductory Sociology (Macmillan)
4. G. Rocher: A General Introduction to Sociology
5. P. Worsely: New Introducing Sociology
6. Smelser: Sociology
7. S. K. Pramanik & R. Ganguly (eds.): Globalization in India (PHI Learning)

SOCIOLOGY HONOURS

DISCIPLINE SPECIFIC ELECTIVE COURSES (SEMESTER-V)

DSE- II.A -POLITICAL SOCIOLOGY

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

Note: Students has to choose one paper as their DSE-II Paper from DSE-II.A or DSE-II.B

Polity constitutes a vital part of every society. It helps in the system of governance. But the social variables to a great extent determine the course of polity. They decide and detect the system of governance, distribution of power, political institutions like parties and pressure groups, nature of political participation, political socialization. In the same vein, the political institutions, political processes, political culture influence the society and the course of its progress. The present paper highlights the close nexus between society and polity and how dynamism in one brings dynamism in the other.

Unit-1: State: Characteristics, Aristotle's classification of types of state: Theological, Monarchical, Aristocratic, Democratic and Totalitarian forms.

Unit-2: Influence, Power and Authority: Meaning and types of influence, characteristics of Power, distribution of power: the Constant sum and the Variable sum approach to power, theories of political elites, authority: Weberian classification of authority, different ways of acquiring legitimacy.

Unit-3: Political Culture and Political Socialization: Meaning and dimensions of political culture, meaning and types of political socialization agencies of political socialization and their role.

Unit-4: Political Participation: Meaning and types of political participation, features and functions, structures of political parties; meaning of pressure groups and their relationship with political parties, political apathy – reasons for political apathy, Determinants of political participation – psychological, social and Political. Political parties –

Essential Readings:

- A. K. Mukhopadhyay 1980. Political Sociology, K.P.Begchi & Company. Calcutta,
1. Ashaf, Ali and Sharma B.N. 2001. Political Sociology, University Press, Hyderabad.
2. Bhattacharya, D.C. Political Sociology
3. Baral, J.K. Political Sociology
4. Bottomore, T. 1975. Political Sociology, Blackie & Sons, Bombay.
5. Lipset S.M. 1983. Modern Political Analysis, Printice Hall, New Delhi
6. Dhal, Robert A, Who Governs

SOCIOLOGY HONOURS

DISCIPLINE SPECIFIC ELECTIVE COURSES (SEMESTER-V)

DSE- II.B- SOCIOLOGY OF EDUCATION

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

Education is a prominent social institution of every society. It plays a significant role in socialization, social change and in bringing social mobility. Nation building is unthinkable without the institution of education. Individual empowerment takes place through education. Finally, education is a great equalizer. Keeping such vital role of education in view, this paper intends to bring out the basic theoretical ideas on education, its role in society, problems of educational inequalities and provisions to universalize education.

Unit-1: Education: The concept, the theoretical explanations on education: the Functionalist theory, the Conflict theory, The Interactionist theory

Unit-2: The role of Education in society: Education and Socialization, Education and Social Change, Education and Social Mobility, Role of Education in Social and Human Development ,Role of Education for Empowerment of the Marginalized

Unit-3: Issues Faced by Indian Education: Educational Scenario in India: Primary, Secondary, higher and professional education, Inequalities in educational opportunities: causes, neglected groups: Women, Religious minorities, weaker sections and backward castes and groups.

Unit-4: Educational Reforms: Pre independence ventures: Efforts of reformists and the British Government measures Post-independence attempts: the Constitution, Committees on education, the National policy on Education and the Programme of Action. India's Five Year Plans and Education,

Essential readings:

1. Butin, Dan W. 2005 Teaching Social Foundations of Education: Context, Theories and Issues, Lawrence Erlbaum Associates
2. Rury, John L 2002 Education and Social Change: Themes in the History of American Schooling, Lawrence Erlbaum Associates
3. Nambissan, Geetha B., Rao Srinivas, S. 2012 Sociolgy of Education in India: Changing Contours and Emerging Concerns,Oxford University Press
4. Sharma Rajesh R.2012 Philosophical and Sociological Foundation of Education, APH Publishing Corporation
5. Mathur, S.S. 1996 A Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra

SOCIOLOGY HONOURS

DISCIPLINE SPECIFIC ELECTIVE COURSES (SEMESTER-VI)

DSE -III.A- INDUSTRIAL SOCIOLOGY

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

Note: Students has to choose one paper as their DSE-3 Paper from DSE-III.A or DSE-III.B

Industrialisation as a social process has changed the face of humanity over the years. Industrialisation in its wake has brought several social problems and changes in social institutions, practices. The aim of this paper is to analyse the structure and process of industrial organisations from the sociological perspective. It also deals with the social effects of industrialization on Indian Social Systems and institutions.

Unit-I: Introduction: Meaning and definition of Industrial sociology. Nature and scope of Industrial Sociology. Significance of Industrial Sociology in India.

Unit-2: Social-industrial Thought: A. Classical Theories: Adam Smith, Karl Marx, Max Weber, Durkheim and Mayo B. Sociological Theories: Likert, Herzberg, Maslow, Mclelland.

Unit-3: The Development of Industry: The Manorial system, the Guild system, Domestic system, the Factory system. Industrial evolution in India.

Unit-4: Industrial Organisation and Employee relations: Formal Organisation: Its nature and features, problems build-in in the formal organization, Industrial Relations, International Labour Organisation, Labour Legislation, Industrial Relations in India. Industrial Disputes/conflicts. Workers' participation in Management (WPM): Industrial Democracy: Levels of participation of WPM: Objectives, WPM Models in India.

Essential Readings

1. Gisbert, Pascal, Fundamentals of Industrial Sociology, New Delhi, Tata Mcgraw Hill 1972.
2. Davis, Keith Human Behaviour at work, New Delhi, Mcgraw Hill 1984
3. Ramaswamy, E.A. Industrial Relations in India, Delhi, MacMillan, 1978 4. Schneider, Eugene Industrial Sociology, Mcgraw Hill- London, 1971.

SOCIOLOGY HONOURS

DISCIPLINE SPECIFIC ELECTIVE COURSES

(SEMESTER-VI)

DSE -III.B- SOCIOLOGY OF HEALTH

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

It is increasingly felt that health is not exclusively conditioned by the biological functioning of the body, but to a great extent by the social environment and the social practices and habits. Both the physicians and common people have come to realize the tremendous role of social determinants in ensuring a healthy life to an individual and to the community at large. This has necessitated the development of a special branch of sociology that is Sociology of health. This paper is designed to bring awareness among the students about the social determinants of health and how the health of a community can be changed by bringing a change in the perception, attitude and practices of the people.

Unit-I: Sociology of Health The emerging nexus between human health and Sociology, The Scope of Health Sociology in India, Social determinants of Human Health and Health Care.

Unit-2: Health and sanitation in Rural and Urban India: Common health problems: causes and consequences, Infant mortality and morbidity, maternal mortality, Diseases in Urban slums.

Unit-3: Common Diseases: occupational diseases among workers and their prevention, Diseases among women, Old age diseases, Changing people's perception and increasing participation in health programmes

Unit-4: Health Reforms and issues: Protective, Promotive, Reproductive, Curative efforts, Health Policies of The Government, Role of ICDS in ensuring health to women and children, HIV AIDS, Debates about sex education, Gerontology

Essential Readings:

1. Cockerham, William C. 1978 Medical sociology Englewood, Cliffs, Prentice Hall
2. Dak, T.M. 1991 Sociology of Health in India, Kaveri Printers, New Delhi
3. Graham, Scombler, 1987 Sociological Theory and Medical Sociology, Tavistock Publications, London

SOCIOLOGY HONOURS

DISCIPLINE SPECIFIC ELECTIVE COURSES

(SEMESTER-VI)

DSE -IV- PROJECT REPORT

COMPULSORY

FULL MARK 100 (PROJECT REPORT: 80 MARK, VIVA VOCE: 20 MARK,)

Objective of this subject is to make the students know the basic concepts in research and preparation of research & project work in SOCIOLOGY. This paper helps the students to pursue further research in future in higher studies such as M. Phil and Ph.D. The students are required to work on a topic of their interest under the guidance of their faculty member and submit a project report for evaluation. The teachers are required to guide the students in the field of collection of data, processing, analysis and drawing a meaningful conclusion. The students. The students are required to bear all the expenses related to collection of data, tabulation, typing and binding of their project work.

RAYAGADA AUTONOMOUS COLLEGE,

RAYAGADA

DEPARTMENT OF TELUGU

CHOICE BASED CREDIT SYSTEM

UNDER GRADUATE COURSE SEMESTER SYSTEM

WITH EFFECT FROM 2018-19

(2018-19)

(2019-20)

(2020-21)

RAYAGADA AUTONOMOUS COLLEGE

CHOICE BASED CREDIT SYSTEM

+3 ARTS/SCIENCE/COMMERCE TELUGU

SEMESTER WISE LIST OF PAPERS

AECC

WITH EFFECT FROM 2018-19

Year	Semester	Paper	Title of the paper	Marks		
				Ext	internal	Credits
1st year	1 sem	AECC	Poetry prose & Grammar	50	10	3

CORE

Year	Semester	Paper	Title of the paper	Marks		
				Ext	internal	Credits
1st year	1 sem	core-1	Poetry prose & Novel	80	20	6
1st year	1 sem	core-2	Modern Poetry	80	20	6
1st year	2 nd sem	core-3	Poetry prosody & Poetics	80	20	6
1st year	2 nd sem	core-4	History of telugu Literature	80	20	6
2 nd Year	3 rd Sem	core-5	Classical poetry	80	20	6
2 nd Year	3 rd Sem	core-6	History of telugu Language & grammar	80	20	6
2 nd Year	3 rd Sem	core-7	History of Telugu language and dialects	80	20	6
2 nd Year	4th Sem	core-8	History of telugu Literature	80	20	6
2 nd Year	4th Sem	core-9	Grammar prosody & Poetics	80	20	6
2 nd Year	4th Sem	core-10	Literary criticism	80	20	6
3 rd Year	5th Sem	core-11	Prabhanda Sahityam	80	20	6
3 rd Year	5th Sem	core-12	Hetuvada Sahityam	80	20	6
3 rd Year	6th Sem	core-13	Vemana	80	20	6
3 rd Year	6th Sem	core-14	Navyandhra Kavitham	80	20	6
3 rd Year	5th Sem	Dse-1	Gurajada	80	20	6
3 rd Year	5th Sem	Dse-2	Folk literature	80	20	6
3 rd Year	6th Sem	Dse-3	Journalism and translation	80	20	6
3 rd Year	6th Sem	Dse-4	Comparative literature	80	20	6

Skill Enhancement Course						
Year	Semester	Paper	Title of the paper	Marks		
				Ext	internal	Credits
2 nd Year	3 rd Sem	SEC-1	Communicative English	40	10	2
2 nd year	4th sem	SEC-2	Quantitative and Logical Thinking	40	10	2

Generic Elective

Year	Semester	Paper	Title of the paper	Marks		
				Ext	internal	Credits
1 st year	1st Sem	one	History of Ancient Culture of Andhras	80	20	6
2 nd Year	4 th sem	Four	Bala sahyam	80	20	6

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DEPT OF TELUGU

1st SEMESTER 2018-19

AECC -----50 MARKS

TELUGU(CORE) 1-----100 MARKS

TELUGU (CORE)2-----100 MARKS

GENERAL ELECTIVE-1 (TELUGU)GE -----100 MARKS

In each 100 marks paper there shall be 4 short type questions from each unit which has no choice and carry equal marks i.e. 4 x4=16 marks & long questions each carrying 16 Marks. The rest 20 marks is internal assessment.

+3 ARTS /SCIENCE/COMMERCE1ST SEMESTER AECC (TELUGU) 2018-19

POETRY ,PROSE AND GRAMMER

UNIT 1:Classical Poetry

- 1) Ganga Santanula Kadha-Nannaya Bhattu
- 2) Droupadhi paridevananamu-Tikkana Somyaji

Unit 2:Modern poetry

- 1) Knyaka-Gurajada Apparao
- 2) Desacharitalu-Sri Sri

Unit 3:Kadhanikulu

- 1) CHintala topu-Papineni Sivasankar
- 2) Savukudu-Bandi Naryana Swamy

Unit 4: Grammer

- 1) Sandhulu:savarnadhergha,Guna,Vrudhi,Yanadesa,Gasadadavadesa,trika, Rugugama,tugugama,Amredita,Atva,Itva,Utva Sandhulu.
- 2) Samasalu: Tatpurusha,Karmadharaya,Dwandwa,Dwigu, Bahuvreehi

Books reccomnded:

- 1)Sahiti Lahari-By Dr S Narayana Rao
- 2) Vyakarna Parijatamu- By Dr S Narayana Rao

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X8	12
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X8	12
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X8	8
UNIT-4	FOUR SHORT QUESTION	2X4	8
MARKS			40
INTERNAL ASSESMENT			10
TOTAL MARKS			50

+3 ARTS 1ST SEMESTER CORE 1 (TELUGU) 2018-19

POETRY PROSE AND NOVEL

UNIT 1: Clasical Poetry

- 1) Sayujyuma-Durjati Kavi
- 2) Subhadra Parinayam-CHemakura Venkata kavi

UNIT 2:Modern Poetry

- 1) Piradausi Lekha-Gurram Jashuva
- 2) Chettu-Geddapu Satyam

UNIT-3: Kathanikalu

- 1) Nammukuna Nela-Ketu VIswanatha reddy
- 2)Amma Ku Adivaram ledha-Muppala Ranganayakamma

UNIT –4:Novel

- 1) Brathukata-DR.VR Rasani

Books recommended:

Sahittee Vallari-By Dr S.Narayana Rao

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

+3 ARTS 1ST SEMESTER CORE 2 (TELUGU) 2018-19

MODERN POETRY

UNIT 1:

- 1) Vamana Padyalu-Paris prati nundi

UNIT 2:

- 1) Bhartuhari Subhashitalu-Enugu Lakshamana Kavi

Unit 3:

Sivaji Pattabhishekam-Gadiyaram Venkatesesha Sastri

Unit 4

- 1) Koyila-Rayaprolu Subba Rao
- 2) GOsangi-Enduri Sudhakar

Books recommended:

Sahittee Sindhu -By Dr S.Narayana Rao

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

+3 ARTS 1ST SEMESTER GENERIC ELECTIVE 1 (TELUGU) 2018-19

History of Ancient Culture of Andhras

Unit 1: Andhrula Sanskruti nirvachanam

Unit 2: Andhra sthri la achara vyaharalu

Unit 3: Satavahana yuga pratyekata

Unit 4: Nayakarajula sahiti seva

Books recommended: Andhrula Charitra sanskruthi by khandavali lakshmi ranjanam

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

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DEPARTMENT OF TELUGU

2nd SEMESTER 2018-19

TELUGU(CORE) 3----- 100 MARKS

TELUGU (CORE)4----- 100 MARKS

In each 100 marks paper there shall be 4 short type questions from each unit which has no choice and carry equal marks i.e. 4 x4=16 marks & long questions each carrying 16 Marks. The rest 20 marks is internal assessment.

POETRY & PROSE, PROSODY AND POETICS

UNIT 1: CLASSICAL POETRY

- 1) Vamanavataram: Bammara pothana
- 2) Salivahana vijayam-Koravi Goparaju

UNIT 2: MODERN POETRY

- 1) Harijana Satakam-Kusuma Dharmanna
- 2) Sankranthi Sambaram-Rayaprolu Subbarao

UNIT 3: PROSE (VYASA SAMPUTI)

- 1) Telugu Basha-GUjjarlamudi- Krupachari
- 2) Vyaktiwavikasam-R.Chandrasekhar reddy

UNIT 4: PROSODY & POETICS

- 1) CHANDASSU:
Utpalamala, champakamala, Sardhulam, Mathebamu, Kandam, Tetageethi, Atavalldhi
- 2) Alankaralu: Upama, Rupaka, Utpreksha, Swabhavokati, Atisayokthi, Ardhanthara nyasa, Drushtanta
- 3) Books recommended:
- 4) Sahittee Prabha-By Dr S.Narayana Rao

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

+3 ARTS 2nd SEMESTER CORE 4 (TELUGU) 2018-19

HISTORY OF TELUGU LITERATURE

UNIT-1:

- 1) Pranannaya yugam-Sahitya Vikasam
- 2) Kavitrayamu-Nannaya Tikkana Yerrana

UNIT 2:

- 1) Sivakavulu-Dwipada vaknmaya seva
- 2) Nannechododu,Panditaradhyudu-Palkuriki Somana

UNIT 3

- 1) Sreenadha yuguma-Sreenadhudu potana
- 2) Padsahiyam-Annamaya,Kshetravya,tyagayya,Kancharla gopana

UNIT 4

- 1) Parabhandha yugamu-Prabhandha lakshanalu-Peddana ,Timmanna,Rayalu
- 2) Dhurjati Ramarajabhanudu ,Surana ,Molla,Tenali Ramakrishnudu

Books Recommended:

- 1) Andhra Sahitya Charitra-Pingali Lakshmikantham
- 2) Samagrandha Sahityam-Arundra

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESSMENT			20
TOTAL MARKS			100

RAYAGADA AUTONOMOUS COLLEGE,

RAYAGADA

DEPT OF TELUGU

3rd SEMESTER 2019-20

TELUGU(CORE) 5-----100 MARKS

TELUGU (CORE)6-----100 MARKS

TELUGU (CORE)7-----100 MARKS

In each 100 marks paper there shall be 4 short type questions from each unit which has no choice and carry equal marks i.e. 4 x4=16 marks & long questions each carrying 16 Marks. The rest 20 marks is internal assessment.

+3 ARTS 3rd SEMESTER CORE 5 (TELUGU) 2019-20

CLASSICAL POETRY

UNIT 1:

- 1) Kritarjuneeyam (Harivilasam 7th canto 68-91)=Sreenadhudu

UNIT 2:

- 1) Vsucharitr(3 rd canto 26-50) –Ramaraja Bhusanudu

UNIT 3:

- 1) Swapnavasavadatta(1,2,3 Ankas)-Potluri narayanadas

UNIT 4:

- 2) Swapnavasavadatta(4,5&6 Ankas)-Potluri narayanadas

Books recommended:

Sahittee chandrika -By Dr S.Narayana Rao

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

HISTORY OF TELUGU LANGUAGE AND GRAMMER

UNIT 1:

- 1) Andhramu Telugu-Tenugu padala vyapthi ,Chritra
- 2) Dravida bhashalu-Dravida bhashalo telugunaku gala sthanam

UNIT 2:

- 1) Telugu lipi-Parinamam

UNIT 3:

- 1) Muladraida varnalu-Telugulo parnaminchina teeru
- 2) Telugu lo mandalikalu-bhedalu -parisodhana

UNIT 4

- 1) Balavyakaranam-Sangnya parichedam
- 2) Balavyakaranam-Sandhi Parichedham

Books recommended:

- 1) Telugu bhasha charitra-by PS Subramanyam

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20

+3 ARTS 3rd SEMESTER CORE 7 (TELUGU) 2019-20

History of Telugu language and Dialects

UNIT 1:

- 1) Bhashotapathi-Viviha Vadalu
- 2) Andhramu-Telugu-Tenugu padala putuka,vyapthi

UNIT 2:

- 1) Telugu Lipi-Parinamama vikasalu
- 2) Telugu bhasaha-Dwanula utpathi

UNIT 3:

- 1) Muladravida Varnalu-Telugu lo Parminanhina Teeru
- 2) Adhunika Telugu bhashalo Sandhi-swarupa swabhavalu

UNIT 4:

- 1) Mandalikalu –swarupam,uthpathi
- 2) Telugu mandalikalu-bhedalu

Books recommended:

- 1) Andhara Bhasahvikasam-By GAnti jogisomayaji
- 2) Dravida bhashalu -By Ps subrahmanyam

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

RAYAGADA AUTONOMOUS COLLEGE,

RAYAGADA

DEPT OF TELUGU

4 th SEMESTER 2019-20

TELUGU(CORE) 8-----100 MARKS

TELUGU (CORE)9-----100 MARKS

TELUGU (CORE)10-----100 MARKS

GENERAL ELECTIVE-4 (TELUGU)GE -----100 MARKS

In each 100 marks paper there shall be 4 short type questions from each unit which has no choice and carry equal marks i.e. 4 x4=16 marks & long questions each carrying 16 Marks. The rest 20 marks is internal assessment.

SKILL ENHANCEMENT COURSE (SEC)

Mathametics -----50 Marks

+3 ARTS 4th SEMESTER CORE 8 (TELUGU) 2019-20

HISTORY OF TELUGU LITERATURE

UNIT 1:

- 1) Vaknmayamu-Saraswatamu-sahityamu
- 2) Praknnanaya yugam-Sahitya Vikasam

UNIT 2:

- 1) Nannaya Bharatam-Andhraeekarana vidhanam
- 2) Palkuriki somanadhuni krutula sameeksha

UNIT 3:

- 1) Tikkana bharatam-Kavivtasilpam
- 2) Yerrana krutula sameeksha

UNIT 4:

- 1) Potana bhagavatha rachana vaisistyam
- 2) Prabhandha yugu vaisistyam-Lakshanalu

Books recommended:

- 1) Andhra Sahitya charitram-By Pingali laxmikantam
- 2) Telugu Sahitya sameeksha-By Prof Nagayya

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESSMENT			20
TOTAL MARKS			100

GRAMMER ,PROSODY&POETICS

UNIT 1:

- 1) Balavyakaranam-Sandhi parichedam

UNIT 2:

- 1) Balavyakaranam-Tatsama parichedam

UNIT 3:

Appakaveeyam-Yati ,Prasalu

UNIT 4:

- 1) Sabdalankaralu-Vrutyanuprasam ,Chekanuprasam,Latanuprasam,Yamakam
- 2) Ardhalakaralu: Upama,Rupaka,Utrapreksha,Ardhantaranyasa,Atisoyakthi ,Swabhavokti

Books recommended:

- 1) Ramaneyamu-By Duvvuri Venkarama Sastri
- 2) Balavyakaranam(Ghantapadam)-By vantaram Ramakrishna Rao
- 3) Appakaveeyamu(3 rd canto)-By Appakavi
- 4) CHandraloka Samunmeshamu –By Sprutisree

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

+3 ARTS 4th SEMESTER CORE 10 (TELUGU) 2019-20

LITERARY CRITICISM

UNIT 1:

- 1) Vimarsa-Nirvachanam prayajAnam
- 2) Uttama vimarsakuni lakshanalu

UNIT 2:

- 1) Kavyam-Swarupam-Nirvachanam
- 2) Kavya bhedahalu,Kavya hetuvulu

UNIT 3:

- 1) Rasa sidhantam Vibhinna alankarikula matam
- 2) Dwani –Nirwachanam bhedalu

UNIT4:

- 1) Prachina sahitya prakriyalu-lthihasam puranam kavyam satakam
- 2) Adhunika Sahitya Prakriyalu-Navala,Kathanika natskam,Ekankika

Books recommended:

- 1) Sahitya Darsanam-ByKVR Narsimham
- 2) Sahitya Silpa Sameekhya-By Pingali Lakshmikantam
- 3) Sahitya Bhava Lahari-By Professor SV joga Rao
- 4) Telugulo Sahitya Vimarsa-By patibandha Madhava Sharma
- 5) Adhunika Telugu Sahitya Vlmarsa-By Kovala Suprasannacharya

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

+3 ARTS 4 TH SEMESTER GENERIC ELECTIVE 4 YEAR 2019-20

BALA SAHITYAM

UNIT 1:

1)BALA SAHITYAM AVIRBHAVA VIKASAM

UNIT 2:

1)BALASAHITYA RACHANA PADDATHALU

UNIT 3:

1)BALA SAHAITYAM PATALU KADTHALU

UNIT 4:

1)BALASAHITYAM –BASHA

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

RAYAGADA AUTONOMOUS COLLEGE,

RAYAGADA

DEPT OF TELUGU

5th SEMESTER 2020-21

TELUGU(CORE)11-----100 MARKS

TELUGU (CORE)12-----100 MARKS

TELUGU DSE 1-----100 MARKS

TELUGU DSE 2-----100 MARKS

In each 100 marks paper there shall be 4 short type questions from each unit which has no choice and carry equal marks i.e. 4 x4=16 marks & long questions each carrying 16 Marks. The rest 20 marks is internal assessment.

PRABANDHA SAHITYAM

UNIT1:

- 1) Prabhandha Sahityam-Avirhava Vikasalu
- 2) Prabhandha yugamu-Charitraka nepadhyam

UNIT2:

- 1) Astadigaja Kavulu-Vyavastha Puttuka
- 2) Peddana Manucharithra-Sameekhsa

UNIT 3:

- 1) Timmana Prajatapaharanam-Sameeksha
- 2) Rayalu Amuktamalyada-Sameeksha

UNIT 4:

- 1) Ksetramahatmya Prabhandhalu-Avirabhava Vikasalu
- 2) Dvyardhi prabhandhalu-Avirbhava vikasalu

Books recommended:

- 1)prabhandham-Avatarana Vikasam ByKVR Narsimham
- 2) Telugu sahitya Sameekshya-Bynagayya
- 3)parijatapaharana Saundaryam-By Vakkalanka Laxmipatirao
- 4) Manucharitra-By vemparala Suryanarayana Sasthry

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

+3 ARTS 5th SEMESTER CORE 12 (TELUGU) 2020-21

HETUVADA SAHITHYAM

UNIT 1:

- 1) Hetuvada Nirvachanam-Lakshanalu-Udyamam
- 2) Hetuvadam Nastika ,Samyavadalto sambandham

UNIT 2:

- 1) Hetuvada Sahityam-Angla Prabhavam
- 2) Pramukha hetuvada rachayitalu-Sahityam

UNIT 3:

- 1) Hetuvada Kavitwam-Satakalu
- 2) Telugu Kavitvam –Hetuvada Prasamsa

UNIT 4:

- 1) Vyasa Prakriya-Hetuvadam
- 2) Hetuvadam-Parisodhana vyasam

Books recommended:

- 1)Andhra Pradesh lo Hetuvada Udyamam-By Ravi pudi Venkatadri
- 2)Nastikavadam-Hetuvadam-Manavavadam-By Ranganayakamma

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

RAYAGADA AUTONOMOUS COLLEGE,

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DEPT OF TELUGU

6th SEMESTER 2020-21

TELUGU(CORE)13-----100 MARKS

TELUGU (CORE)14-----100 MARKS

TELUGU DSE 3-----100 MARKS

TELUGU DSE 4-----100 MARKS

In each 100 marks paper there shall be 4 short type questions from each unit which has no choice and carry equal marks i.e. 4 x4=16 marks & long questions each carrying 16 Marks. The rest 20 marks is internal assessment.

+3 ARTS 6th SEMESTER CORE 13 (TELUGU) 2020-21

Vemana

UNIT 1:

- 1) Vemana Jivitam-Sahityam
- 2) Vemana desakalalu-Bhinabhiprayalu

UNIT 2:

- 1) Vemana padya makutam-Abhiprayalu
- 2) Vemana padya chandasu-Ataveladi pratyekata,

UNIT 3:

- 1) Vemana Kavitwam-Hasyam neetulu
- 2) Vemana kavita Saundaryam-Bhasha saili

UNIT 4:

- 1) Vemana drupadham-Kulam matam
- 2) Telugu sahityamlo vemana stahanam

Books recommended:

- 1) Prajakavi vemana-By N.Gopi
- 2) Vemana-By Rallapali Ananata Sarma
- 3) Vemana Visistyam stree drupadam-By M .Jayadev

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

Navyandhra Kavitwam

UNIT 1:

- 1) Navyandhra Kavitvodyama hetuvulu-Lakshanalu
- 2) Sanghasamskaranodyama Ikavitwam-kakshanalu

UNIT 2:

- 1) Bhavakavitwa nirwachanam-Vividha Sakhalu
- 2) Abhyudayakavitwam-Swarupaswabhavalu-Dhronalu

UNIT 3:

- 1) Vachanakavitwa nirwachanam-Lakshanalu
- 2) Digambara kavitwa lakshanalu-Sameksha

UNIT 4:

- 1) Viplava kavitwa lakshanalu
- 2) Strewada kavitwa swarupaswabhavam

Books recommended:

- 1) Adhunikandhra kavitwam-By C.narayanareddy

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

+3 ARTS 5th SEMESTER DISCIPLINE SPECIFIC ELECTIVE 1 (TELUGU)
2020-21

Gurujada

UNIT 1:

- 1) Gurujada-Jeevitham-Sahityam
- 2) Mutyalasarasalu-Vasthu navyata

UNIT 2:

- 1) Kanyasulkam-Ithivrutha nirvahana
- 2) Kanyasulkam-Sanghasamskaranalu

UNIT 3:

- 1) Gurujada kadhalu-Patrachitrana
- 2) Gurajada kathalu-Abhudhyaya bhavalu

UNIT 4:

- 1) Gurujada-Vyavaharka bhashodyamam
- 2) Gurajadd vyasalu-vimarsana drupadam

Books recommended:

- 1) Adhunika K
- 2) Kavitwam-By C narayana reddy
- 3) Mana Gurajada-Sri Sri –By Chalasani Prasad

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

Folk Literature

- 1) Janapada Vignananam-Swarupaswabhavalu,Vargeekarana
- 2) Janapada Vignana krushikulu-paschatyaulu,Andhrulu

Unit 2:

- 1) Janapada Saityam- Swarupaswabhavalu,Vargeekarana
- 2) Janapada vangmayamu-lakshanalu vargeekaran

Unit 3:

- 1) Adima -Geetam
- 2) Janapada-Geetam-Nirvachanam,Lakshalu

UNIT 4:

- 1) Janapada geyalu-Bhasha chendo visheshalu
- 2) Sametha-Nirvachanam,Puttuka,lakshanalu,Vargeekarana

Books recommended:

- 1) Andhra janapadavignananam-By Rvs.Sundaram
- 2) Telugu Janapada geyasahityam-By B.Ramaraju

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

Journalism and translation

UNIT 1:

- 1) Samachara Sankalana sthalam-Sibbandhi vidhulu
- 2) Vartapatrika swarupam-Sidhantalu-Bhasha

UNIT 2:

- 1) Sampadakuni Vidhulu-Badhyatalu-Samadakatwam-sampadakeeyam
- 2) Feature-nirvachanam-lakshanalu-rakalu,sheshikalu-rakulu

UNIT 3:

- 1) National journalism-yellow journalism-jateya varta samstalu
- 2) Praja sambandhalu-pradhanyata,praja sambandhallo midia patra

UNIT 4:

- 1) Anuvadam –nirvachanam-mulabhasha-Lakhya bhasha
- 2) Anuvada paddhatulu-svechanuvadam-yadhamatrukanuvadam

Books recommended:

- 1) Telugu journalism-charitra-Rapolu Anandabhaskar
- 2) Anuvada samasyalu-By Rachamallu Ramachandrareddy

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESSMENT			20
TOTAL MARKS			100

Tulanatmaka Sahityam

UNIT-1:

- 1) Tulanatmaka sahityam-Nirvachanam
- 2) Jateeya sahityam-Viswa sahityam

UNIT-2

- 1) Anuvadam-Nirvachanam-anuvadakuni lakshanalu
- 2) Tulanatmaka sahityamulo anuvadala pramukhyata

UNIT-3

- 1) Telugu-oriya sahitya udyamula
- 2) Telugu oriya janapada prakriyalu

UNIT-4

- 1) Telugu –Oriya sanghikacharalu-pandagalu,nomulu,alankaralu
- 2) Telugu –oriya samskrithi –sampradayalu-parasparaprabhavam

Boks recommended:

- 1)Tulanatmaka sahityam-By S Jayaprakash
- 2)Odiya sahitya charitra-ByPuripanda appalaswami

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

