

RAYAGADA AUTONOMOUS COLLEGE, RAYAGADA

**DEPARTMENT OF BJMC
+3 B.A. BJMC (Honours)**



SYLLABUS

For

Three Year Degree Course

First and Second Semester: 2019-20

Third and Fourth Semester: 2020-21

Fifth and Sixth Semester: 2021-22

Under

CHOICE BASED CREDIT SYSTEM (CBCS)

Semester	Core	AECC	SEC	DSE	GE
I	C1 – Introduction to Media and Communication C2 – History of the Media	AECC-1 Env. Studies			
II	C3 – Reporting & Editing for Print C4 - Media Ethics and Law	MIL Communication			
III	C5 – Radio Journalism C6 –Television Journalism C7 - Development Communication		SEC -1 English		
IV	C8 –Introduction to Advertising C9 –Introduction to Public Relations C10 - Media Industry and Management		SEC 2– Quantitative Aptitude and Logical Learning		
V	C11 –Internet Journalism C12 - Global media and Politics			DSE1 - Media, Gender and Human Rights DSE2 –Tribal Communication	
VI	C13 - Internship C14 – Project Report			DSE 3 - Print Production DSE 4 – Camera & Editing for TV	

SEMSETER I
Core-1 Introduction to Media and Communication
(Mid Sem: 20 & Term End: 80)

The course is designed for giving the students a framework to access, analyze, 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, History of the development of electronic media in India: Radio & TV

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 & Expansion.

Books for Reference:

1. Singhal, Arvind & Roger, Everett M. *India's Communication Revolution: From Bullock Carts to CyberMarts.*
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* Vilanilam, J.V. *Mass Communication in India*

**Core-2 History of the Media
(Mid Sem: 20 & Term End: 80)**

Unit I

History of Print Media: Media and Modernity: Print Revolution, Telegraph, Morse Code Yellow Journalism, Evolution of Press in United States, Great Britain and France. 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 AIR Programming Penetration of radio in rural India-Case studies, Patterns of State Control; the Demand for Autonomy, FM: Radio Privatization, Music: Cassettes to the Internet

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 Prasar Bharati.

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 (pp275-283)
6. David Page and William Crawley, *Satellites Over South Asia*, (Sage, 2001) Chapter 2, Chapter 8 and Chapter 9.
7. Das, Biswajit, "Mediating Modernity: Colonial Discourse and Radio Broadcasting in India," *Communication Processes Vol 1: Media and Mediation*, B. Bel, B. Das, J. Brower, Vibhoddh Parthasarathi, G. Poitevin (Ed.) (Sage 2005)
8. Eric Barnouw and Krishnaswamy, *Indian Film*, (New York, Oxford University Press, 1980), 2nd Edition, Chapters "Beginnings," & "Three Get Started,"
9. John V. Vilanilam, "The Socio Cultural dynamics of Indian Television: From SITE to Insight to Privatisation," in *Television in Contemporary Asia* by David French and Michael Richards (Ed) (Sage, 2000).
10. Elen McDonald "The modernizing of communication: Vernacular Publishing in Nineteenth Century Maharashtra" *Asian Survey*, 8-7, (1968) pp589-606
11. G.N.S Raghavan, *Early years of PTI, PTI story: Origin and Growth of Indian Press*, (Bombay, Press Trust of India, (1987), 92-11

SEMESTER – II
Core-3 Reporting and Editing for Print

(Mid Sem: 15, Term End: 60 & Practical: 25)

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.

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, gatekeepers. Objectivity and politics of news. Neutrality and bias in news

Written Examination

Practical

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, McGraw Hill Publication
4. Modern newspaper practice: A primer on the press, F.W. Hodgson, Focal Press
5. Reporting for the Media, Fred Fedler and John R. Bender, Oxford University Press
6. The Newspaper's Handbook, Richard Keeble, Routledge Publication
7. Principles of Editorial Writing, MacDougall and Curtis Daniel, W.C. Brown Co. Publishers

Core-4 Media Ethics & Law

(Mid Sem: 20 & Term End: 80)

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

Constitution and freedom of speech and expression. Contempt of court. Official secrets act 1923. Right to information. Right to privacy.

Unit-II

Civil and criminal law of defamation. Indian penal Code, Intellectual property rights. Copy Right Act 1957. Prasar Bharti Act 1990. Cable TV network regulation Act 1995. Information technology Act 2000.

UNIT-III

Press commissions. Media council/ Press Council. Working Journalist Act. Autonomy of public broadcasting

Unit -IV

Ethics: Meaning & definition. Advertising Council of India. Parliamentary privileges: article 105, 193 and 361A of constitution. Guidelines for parliamentary coverage. 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

SEMESTER – III
Core-5 Radio Journalism
(Mid Sem: 20 & Term End: 80)

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 McLiesh Radio Production, Focal Press
3. James R. Alburger The Art of Voice Acting, Focal Press

Core-6 Television Journalism
(Mid Sem: 15, Term End: 60 & Practical: 25)

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

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.

Core-7 – Development communication

(Mid Sem: 20 & Term End: 80)

Unit I

Social change and issues in development

- Global parameters of development of India
- Global and Regional Initiatives – Millennium Development Goals , human rights
- Communication and social change
- Media and marketing

Unit II

Strategic Approches to Development communication

- Development support ommunication– RTI , Social Audits , Grass-Root activism, whistleblowers , NGOs , other agencies
- Wood's Triangle
- Diffusion of innovation ; Magic Multiplier ; Empathy

Unit III

Paradigms of evelopment communication

- Liner Model – Rostow's Demographic transition , transmission
- Non-linear – world system Theory , Marxist Theory
- Alternative paradigms – participatory , think local / act global think global/act local

Unit IV

Development communication – praxis

- Designing message for print
- Community radio and development
- TV and Rural Outreach
- Digital media and Development communication

READINGS BOOKS

1. Gupta V.S communication and development, concept publication , New Delhi.
 2. Ganesh S. lectures in mass communication , Indian publishers , 1995
- Murthy D V R Development journalism , what next kaniska publication . New Delhi .

SEMESTER IV

Core-8 Introduction to Advertising (Mid Sem: 15, Term End: 60 & Practical: 25)

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. Broadcast media – Television, Radio. Print Media
– Newspaper, Magazines

Written Examination

Practical 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: McGraw Hill Book Company, London

**Core-9 Introduction to Public Relations
(Mid Sem: 15, Term End: 60 & Practical: 25)**

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 tours.

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

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, Butterworth 15 Heinmann 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.

**Core 10- Media Industry and
Management**
(Mid Sem: 15, Term End: 60 & Practical: 25)

Course contents:

UNIT – I

Government-Media Interface ,Policies and regulations, Process , Media Management practices followed by Indian and Global Media Organisations , Entrepreneurial freedom and challenges, Arranging equipment and personnel for a new media enterprise, problems of finance, FDI (policies & Practices)

UNIT -II

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

UNIT - III

Media management: Insights, Practices and challenges, Ethico – legal perspectives in Media management, Issues related to Paid news, lobbying, pressure group influence, Corporatization and Politicisation of Media

UNIT -IV

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

Written examination practical

Readings Books

1. Vinita kohlikhandeka , Indian media business , sage
2. PradipnianThomas ,politica economy of communication in India , sage
- 3.Lucy Kung , strategic management in media , sage
- 4.Johan M. Lavine and Daniel B. Wackman , managing media organisation

SEMESTER V
Core-11- |Online Journalism

(Mid Sem: 15, Term End: 60 & Practical: 25)

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 newspapers

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.

Written examination

Practical Suggested Readings:

1. Ronal Dewolk Introduction to Online Journalism Allyn&Bacon, ISBN0205286895
2. John Vernon Pavlik New Media Technology Allyn& BaconISBN020527093X
3. Michael M. Mirabito, New Communication Technologies
:Application,Barbara. Mogrenstorn, Policy & Impact Focal Press, 4th
editionISBN0240804295
4. Suresh Kumar Internet Patrakarita, TakshilaPublication,Delhi

Core-12 –Global media and Politics

(Mid Sem: 20 & Term End: 80)

Unit I

Media and Globalization

- Globalization : barrier – free economy , multinational and development
- Technological advances , telecommunication
- Globalization of TV formats
- Global networks : information society , network service economy , movement of intangibles

Unit II

Media and the Global Market

- Trans-world production chains and BPOs / call centers
- Media conglomerates and monopolies : Ted Turner/Rupert Murdoch
- Global and regional integrations : Zee TV as a pan-Indian channel
- Entertainment : Local/ Global/Hybrid – KBC/Big boss/Others

Unit III

Global Conflict and Global Media

- World Wars and media coverage – the rise of Radio-propaganda and persuasion
- The Gulf Wars : CNN's satellite transmission , embedded journalism
- 9/11 and implication for the media
- 26/11 and implication for the media

Unit IV

Ideology , culture and Globalization

Cultural politics: media hegemony and legitimation of media driven global cultures, homogenization , the English language

- Rise of Regional Initiatives: Al-jazeera
- Hacking ; wikileaks, Media Executons
- Freedom of Expression debates

Readings books

1. Choudhary, Kameswar (ed) Globalisation, Governance Reforms and Development in India.
2. Kamalipor, Yahya R. Globalisation of corporate Hegemony , New York press.
3. Monroe , price , media Globalization , media and sovereignty, MIT press , Cambridge, 2002.
4. Singh, Yogendra . Culture change in India : Identity and globalization , Rawat publication, New Delhi, 2000
5. Thussu ,DayaKishan continuity and change , Oxford University press.

SEMESTER VI

Core-13–Internship

Students will undertake a four-week internship in media and communication organizations 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.

Core-14 – 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.

Semester-V

DSE 1- Media, Gender and Human Rights (Mid Sem: 20, Term End: 80)

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 Shoemith. 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.

Readings:

1. Ninan, Sevanti. Headlines from the heartland: Reinventing the Hindi public sphere. SAGE Publications Pvt. Limited, 2007.
2. Curran, James. "Rethinking mass communication. "Cultural studies and communications. London: Arnold (1996).

3. McQuail, Denis. Mass communication theory: An introduction. Barcelona, 1991.79-111

4. Berger, Arthur Asa. Media and society: A critical perspective. Rowman & Littlefield,

Semester V

DSE 2- Tribal communication

(Mid Sem: 20, Term End: 80)

Objectives of the course:

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

1. Understand the significance of tribal communication.
2. Describe sources of tribal communication
3. Meaning and features of different mediums of tribal communication

Unit -1

[Communication in tribal life] L-15

1. Tribal communication: meaning and concept
2. Sources and medium of tribal communication.
3. Features of tribal communication

Unit – 2

[Performing art for tribal communication] L-15

1. Types of performing art : Dance and music
2. Features of tribal performing art
3. Tribal performing art : significance

Unit-3

[Visual art for tribal communication] L-15

1. Visual art for communication among tribes
2. Types of visual art: tattoos, wall painting
3. Tribal visual communication: significance

Unit-4

[Tribal communication : conservation and promotion] L-15

1. Initiatives for preservation of tribal art : Government and voluntary organization
2. Promotion of tribal art and communication
3. Found and resources for conservation

Suggested readings

1. Surjit Sinha . tribes in india civilization
2. L.P Vidyarthi . Tribal culture of Indian
3. Moonis Raza (NCERT Publication) General geography of India
4. Nadeem Husnain Tribal India.

Semester VI
DSE 3 - Print Production
(Mid Sem: 15, Term End: 60 & Practical: 25)

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

Specialized 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

Semester VI
DSE4 - Camera and editing for TV
(Mid Sem: 15, Term End: 60 & Practical: 25)

Unit 1

Camera

1. Camera structure
2. Different Lenses and their Characteristics
3. Camera perspective and movement
4. Operating Techniques

Unit-2

TV Lighting Equipment and Techniques

1. Fundamental lighting concepts
2. Types of lights
3. Studio Lighting procedures
4. Lighting objectives

Unit-3

Pictorial Elements

1. Concept of pictorial Design
2. Sets and Graphics
3. Scene Element
4. Use of Graphics Design

Unit-4

Editing

1. Introduction to video Editing
2. Broadcast stages of video editing
3. Timeline video Editing

Indicating reading list

1. Anderson, Gary H. Video Editing and post production , focal press , London, 1993.
2. Gupta , R.G. Audio and video system , Tata McGraw – Hill, New Delhi , 2003
3. Jackman ,johan .ighting for digital video and television 2010.
4. Millerson , Gerald . video camera techniques (media manuals) , focal press , London.

Written examination

practical

**STATE MODEL SYLLABUS FOR UNDER
GRADUATE
COURSE IN ECONOMICS
(Bachelor of Arts Examination)**

**FIRST & SECOND SEMESTER- 2019-20
THIRD & FOURTH SEMESTER- 2020-21
FIFTH & SIXTH SEMESTER- 2021-22**

**UNDER
CHOICE BASED CREDIT SYSTEM**

Course structure of UG Economics Honours 2019-22

Semester	Course	Course Name	Credits	Total marks
I	AECC-I	AECC-I (Languages)	04	100
	C-I	Introductory Microeconomics	06	100
	C-II	Mathematical Methods for Economics I	06	100
	GE-I		06	100
			22	
II	AECC-II	AECC-II (EVS)	04	100
	C-III	Introductory Macroeconomics	06	100
	C-IV	Mathematical Methods for Economics II	06	100
	GE-II	Indian Economy I	06	100
			22	
III	C-V	Microeconomics I	06	100
	C-VI	Macroeconomics I	06	100
	C-VII	Statistical Methods for Economics	06	100
	GE-III	Indian Economy II	06	100
	SEC-I	(Comm. English)	04	100
			28	
IV	C-VIII	Microeconomics II	06	100
	C-IX	Macroeconomics II	06	100
	C-X	Research Methodology	06	100
	GE-IV		06	100
	SEC-I	Logical Thinking and Quantitative Aptitude	04	100
			28	
V	C-XI	Indian Economy I	06	100
	C-XII	Development Economics I	06	100
	DSE-I	Public Economics	06	100
	DSE-II	Money, Banking and Financial Markets	06	100
			24	
VI	C-XIII	Indian Economy II	06	100
	C-XIV	Development Economics II	06	100
	DSE-III	Environmental Economics	06	100
	DSE-IV	International Economics	06	100
			24	

ECONOMICS

HONOURS PAPERS:

Core course – 14 papers

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

Generic Elective for Arts students (other than Economics Hons students) : 02 papers .

GE in Second Semester: Indian Economy I and

GE in Third Semester: Indian Economy II

Generic Elective for Commerce Students: 02 papers

G. E. I - Micro Economics

G. E. II- Macro and Indian Economy

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

Credit per paper – 6 (for Honours, DSE and GE)

Teaching hours per paper – 50 hours + 10 hours tutorial

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

Core Paper I
INTRODUCTORY MICROECONOMICS

Introduction:

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

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

The Ten Principles of Economics: How people make decisions; Working of the economy as a whole; Thinking Like an Economist: The Economist as Scientist– The Scientific Method: Observation, Theory and More Observations; Role of Assumptions; Economic Models; Why Economists disagree; Graphs in Economics.

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

Unit II: Theory of Consumer Choice

The Budget Constraint; Preferences – representing preferences with Indifference Curves; Properties of Indifference Curves; Two extreme examples of Indifference Curves; Optimization– Equilibrium; Change in equilibrium due to Changes in Income, Changes in Price; Income and Substitution Effect; Derivation of Demand Curve; Three Applications– Demand for Giffen Goods, Wages and Labour Supply, Interest Rate and Household saving.

Unit III: The Firm and Market Structures

Cost Concepts; Production and Costs; The Various Measures of Cost – Fixed and Variable Cost, Average and Marginal Cost; Cost Curves and their Shapes; Costs in the Short run and in the Long run; Economies and Diseconomies of Scale. Firms in Competitive Markets – What is a Competitive Market; Profit Maximization and the Competitive Firm's Supply Curve; The Marginal Cost Curve and the Firm's Supply Decision; Firm's Short-run Decision to Shut down; Firm's Long-run decision to Exit or Enter a Market; The Supply Curve in a Competitive Market – Short run and Long run.

Unit IV: The Input Markets

The Demand for Labour – The Production Function and the Marginal Product of Labour; Value of the Marginal Product of Labour and Demand for Labour; Shifts in Labour Demand Curve; The Supply of Labour – the Trade-off between Work and Leisure; Shifts in the Labour Supply Curve; Equilibrium in the Labour Market; Other Factors of Production: Land and Capital; Linkages among factors of production.

TextBook:

- Principles of Economics, Gregory N Mankiw, 6e Cengage Learning India Private Limited, NewDelhi

Reference Book:

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

Core Paper II
MATHEMATICAL METHODS FOR ECONOMICS I

Introduction:

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

Unit I: Preliminaries and Functions of one Real Variable

Sets and Set Operations; Cartesian Product; Relations; Functions and their Properties; Number systems

Types of Functions- Constant, Polynomial, Rational, Exponential, Logarithmic; Graphs and Graphs of Functions; Limit and Continuity of Functions; Limit Theorems.

Unit II: Derivative of a Function

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

Unit III: Functions of Two or More Independent Variables

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

Unit IV: Matrices and Determinants

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

Text Book:

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

Reference Book:

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

Core Paper III

INTRODUCTORY MACROECONOMICS

Introduction:

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

Unit I: Basic Concepts in Macroeconomics

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

Unit II: Measurement of Macroeconomic Variables

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

Unit III: Money and Changes in its Value

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

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

Unit IV: Determination of National Income

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

Text Book:

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

Reference Book:

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

Core Paper IV
MATHEMATICAL METHODS FOR ECONOMICS II

Introduction:

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

Unit I: Linear models:

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

Unit II: Second and Higher Order Derivatives and Integration:

Technique of higher order differentiation; Interpretation of second derivative; Second order derivative and curvature of a function; Concavity and convexity of functions; Points of inflection, Derivative of Implicit Function; Higher Order Partial Derivative.

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

Unit III: Single and Multivariable Optimization:

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

Unit IV: Optimization with Equality Constraints:

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

Text Book:

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

Reference Book:

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

Core Paper V

MICROECONOMICS I

Introduction:

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

Unit I: Consumer Theory I

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

Unit II: Consumer Theory II

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

Unit III: Production Theory and Costs

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

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

Unit IV: Profit Maximization

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

Text Book:

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

Reference Books:

- H. R. Varian (2010): Intermediate Microeconomics: A Modern Approach, 8th Edition, W.W. Norton and Company/Affiliated East-West Press (India). The work book by Varian and Bergstrom may be used for problems.

Core Paper VI

MACROECONOMICS I

Introduction:

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

Unit I: Consumption and Investment

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

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

Unit II: Demand for and Supply of Money

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

Unit III: Aggregate Demand and Aggregate Supply

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

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

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

Text Book:

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

Reference Book:

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

Core Paper VII

STATISTICAL METHODS FOR ECONOMICS

Introduction:

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

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

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

Unit II: Correlation and Regression Analysis

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

Unit III: Time Series and Index Number

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

Unit IV: Probability Theory and Sampling

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

Text books:

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

Reference Book:

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

Core Paper VIII

MICROECONOMICS II

Introduction:

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

Unit I: Firm Supply and Equilibrium

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

Unit II: General Equilibrium, Efficiency and Welfare

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

Unit III: Market Imperfections: Monopoly and Oligopoly

Barriers to Entry, Profit Maximization and Output Choice, Monopoly and resource Allocation, Monopoly, Product Quality and Durability, Price Discrimination, Second Degree Price Discrimination through Price Schedules, Regulation of Monopoly, Dynamic Views of Monopoly. Monopolistic competition; Price output determination; excess capacity under monopolistic competition.

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

Unit IV: Game Theory

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

Text Book:

- H. R. Varian (2010): Intermediate Microeconomics: A Modern Approach, 8th Edition, W.W. Norton and Company/Affiliated East-West Press (India). The workbook by Varian and Bergstrom may be used for problems.

Reference Book:

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

Core Paper IX MACROECONOMICS II

Introduction:

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

Unit I: Modeling Economic Growth

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

Unit II: Open Economy and Macroeconomic Policy

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

Unit III: Classical and Keynesian Macroeconomics Thoughts

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

Unit IV: Monetarist and New Classical Macroeconomic Thoughts

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

Text Book:

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

Reference Book:

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

Core Paper X

Research Methodology

Introduction:

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

Unit I: Basics of Research

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

Unit II: Research Problem

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

Unit III: Issues in Research

Measurement in Research, Measurement Scales, Sources of Error in Measurement, Tests of Sound Measurement, Techniques of Measurement Tools, Scaling and Important Scaling Technique Research Ethics: codes and ethics, permissions to research, responsibilities, confidentiality, feedback, participatory research; Research Proposal and literature review: research proposal, review of literature, levels of analysis, using the library and internet, abstracting, word processing, plagiarism, Concept of IPR.

Unit IV: Actions in Research

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

Text Book:

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

Reference Books:

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

Core Paper XI

INDIAN ECONOMY I

Introduction:

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

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

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

Unit II: Population and Human Development

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

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

Trends in national and per capita income; Changes in sectoral composition of national income; Regional disparities in Growth and Income; Savings and Investment and Economic Growth – The Linkage; Poverty– Estimation and Trends, Poverty Alleviation Programs– MGNREGA, NRLM, SJSRY; Inequality–Measures and trends in India; Unemployment– Nature, Estimates, Trends, Causes and Employment Policy.

Unit IV: Economic Planning in India

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

Text Book:

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

Reference Books:

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

Core Paper XII

DEVELOPMENT ECONOMICS I

Introduction:

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

Unit I: Study of Economic Development

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

Unit II: Theories of Economic Growth and Development

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

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

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

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

Unit IV: Institutions and Economic Development:

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

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

Reference Books:

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

Core Paper XIII

INDIAN ECONOMY II

Introduction:

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

Unit I: Agricultural Development in India

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

Unit II: Industrial Development in India

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

Unit III: Tertiary Sector, HRD and the External Sector

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

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

Unit IV: Indian Economy and Environment

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

Text Book:

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

Reference Books:

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

Core Paper XIV

DEVELOPMENT ECONOMICS II

Introduction:

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

Unit I: Population and Development

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

Unit II: Dualism and Economic Development

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

Unit III: Environment and Development

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

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

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

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

Text Book:

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

Reference Book:

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

Discipline Specific Elective Paper-1

PUBLIC ECONOMICS

Introduction:

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

Unit I: Introduction to Public Finance and Public Budgets

Public Finance: meaning and scope, distinction between public and private finance; public good versus private good; Principle of maximum social advantage; Market failure and role of government; Public Budget: kinds of budget, economic and functional classification of the budget; Balanced and unbalanced budget; Balanced budget multiplier; Budget as an instrument of economic policy.

Unit II: Public Expenditure

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

Unit III: Public Revenue

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

Unit IV: Public Debt

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

Text Books:

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

Reference Book:

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

]Discipline Specific Elective Paper-2
MONEY, BANKING AND FINANCIAL MARKETS

Introduction:

This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

Unit I: Money

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

Demand for money- Classical and Keynesian approaches, Patinkin and the Real Balance Effect; Friedman's Quantity theory of money. Supply of Money- Measures of money supply: M1, M2, M3 and M4; High powered money and money multiplier.

Unit II: Commercial Banking

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

Unit III: Central Banking

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

Unit IV: Financial Markets

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

Text Book:

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

Discipline Specific Elective Paper-3

Environmental Economics

Introduction:

This course introduces the students to the basics of environmental economics to understand the fundamentals of environmental concerns and develop insights into valuation of environment.

Unit I: Economy and Environment

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

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

Unit II: The Economics of Pollution and Climate change

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

Unit III: Valuation of Environmental Damage

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

Unit IV: Natural Resources and Sustainable Development

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

Text Book:

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

Reference Book:

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

Discipline Specific Elective Paper- 4

INTERNATIONAL ECONOMICS

Introduction:

This course introduces the students to international trade and finance to understand the theories of international trade and develop insights into trade policy and balance of payments. The course also develops insight into international financial system and the trade policy of India.

UNIT I: Importance of Trade and Trade Theories

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

UNIT II: Trade Policy and International Economic Institutions

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

UNIT III: Exchange Rate

Concept and Types of Exchange Rate (bilateral vs. trade-weighted exchange rate, cross exchange rate, spot, forward, futures), Demand for and Supply of foreign exchange, Exchange Rate Determination: Mint Parity Theory, Purchasing-Power Parity Theory, Fixed versus Flexible exchange rate.

UNIT IV: Balance of Trade and Payments

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

Text Book:

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

Reference Books:

- Salvatore Dominick, *International Economics*, Wile India.
- Sodersten Bo and Reed J, *International Economics*, McMillan Publisher

Generic Elective Paper

INDIAN ECONOMY I

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

Unit I: Introduction to Indian Economy and Current Challenges

Colonialism & British Rule: Exploitation and under-development in India; Basic features of India Economy; Indian Economy as a developing economy; Demographic trends in India - Size and growth of population, Occupational structure, Sex composition, Age structure and demographic dividend; Causes of population growth and population policy; The problem of unemployment and recent policies for employment generation; The problem of inequality in income distribution and its causes, Policies to address inequality.

Unit II: Indian Agriculture

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

Unit III: Industrial Development in India

Role of Industrialization in Indian Economy; Small Scale & Cottage Industries: Meaning, Role, Problems and Remedies; Industrial Policies of 1948, 1956, 1977 and 1991; Problems of Industrial Development in India; Industrial Sickness.

Unit IV: Service Sector in India

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

Text Book:

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

Reference Book

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

Generic Elective Paper INDIAN ECONOMY II

Introduction:

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

Unit I: External Sector in India

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

Unit II: Financial Markets in India

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

Unit III: Indian Public Finance

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

Unit IV: Current Challenges Facing Indian Economy

Inflation – Causes, Consequences and Anti-inflationary Policy; Poverty – Poverty line and Estimates, Major Poverty Alleviation Programmes; Environmental Degradation – Growth and Environment; Population Growth and Environment; Environment Policy; Economic Reforms- Globalization, Macroeconomic Stabilization, Structural Reforms, and their impact on the Indian Economy; Foreign capital and MNCs-Role and consequences.

Text Book:

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

Reference Book

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

U.G. Commerce GE Syllabus **(GE – 1) MICRO ECONOMICS**

Objective: Objective of the course is to acquaint the students with the concepts of micro- economics dealing with consumer behavior. The course also makes the student understand the supply side of the market through the production and cost behavior of firms.

Unit: I Demand and Consumer Behaviour

Concept of demand: demand function, law of demand, derivation of individual and market demand curves, shifting of the demand curve, elasticity of demand, Consumer behavior, Marshallian utility approach and Indifference Curve approach; utility maximization conditions . Income-Consumption Curve (ICC) and Price-Consumption Curve (PCC)/

Unit: II Production and Cost

Production function: Short-run and Long-run; Total Product, Average Product and Marginal Product, Law of returns to a variable factor, Law of Returns to Scale; Concepts of Iso-quant and iso-cost line.

Cost: Accounting and Economic Costs; Social and Private Costs; Short-run and Long-run Costs; Relation between Average and Marginal.

Unit: III Perfect Competition

Concept of Perfectly Competitive market: Assumptions, Profit maximization conditions; Related concepts of Total Revenue, Average Revenue and Marginal Revenue, Short-run and Long- run equilibrium of a firm; determination of short-run supply curve of a firm, measuring producer surplus under perfect competition/

Unit: IV Imperfect Competition

Monopoly:

Concept of Monopoly: Sources of monopoly power; Short-run and Long-run equilibrium of a monopoly firm; Price discrimination; Social Cost of Monopoly (concept only).

Monopolistic Competition:

Concept of Imperfectly Competitive market; Monopolistic Competition: Features and examples; Oligopoly: Non-Collusive Oligopoly: Sweezy's Kinked demand Curve Model, Collusive Oligopoly: Cartel (concept with example)

Learning Outcomes: The students would be able to apply tools of consumer behaviour and firm theory to business situations.

Text Books Recommended

1. Micro Economics-K C Dash- Himalaya Publishing House
2. Ahuja, H.L, Micro Economics, S.Chand

Suggested Readings:

1. Mehta P.K, Singh M. – Micro Economics – Taxmann Publication
2. Micro Economics-T.R. Jain , B.D. Majhi, V.K. Global
3. Browning, E.K. and J.M. Browning; Microeconomic Theory and Applications,
4. Kalyani Publishers, New Delhi.
5. Microeconomics I and Statistics: Das &Sengupta, Oxford University Press
6. N. Gregory Mankiw, Principles of Micro Economics, Cengage Learning
7. Dwivedi, D.N. Micro Economics, Vikash Publication
8. Pindyck, R.S., D. L. Rubinfeld and P. L. Mehta; Microeconomics, Pearson Education.
9. N. Gregory Mankiw, Principles of Micro Economics, Cengage Learning
10. Maddala G.S. and E. Miller; Microeconomics: Theory and Applications,
11. MCGraw- Hill International.

GE-2

Macro & Indian Economy

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.

Contents:

Unit I Introduction to Macro Economics

Introduction: Meaning and definition of Microeconomics and macroeconomics, Difference between Microeconomics and macroeconomics, macro-economic goals, components of Macroeconomics, Economic Systems: Mixed economy, Socialism economy, Capitalism economy and Islamic economy (only meaning and characteristics)

Unit II National Income Accounting

Definition of National Income, Concepts of National Income, GDP and GNP, Methods of Measuring National Income, Uses of National Income, Difficulties in calculating National Income, Real Income, Per Capita Income and Growth Rate.

Unit: III National Income Equilibrium

I Concepts of Equilibrium, Consumptions & Savings, Investment Theory, Government Sector, Foreign Sector, Determination of Equilibrium, Multiplier Concept, Inflationary Gap and Deflationary Gap, Summary of Two-, Three- and Four-sector Economies.

Unit: IV Role of Government

Economic functions of Government, Types of Budget, Government Revenue, Government Expenditure, Public Debt, and Government Policy. Macroeconomic Problems

Introduction, Business cycle, Unemployment, Inflation, Deflation, Depression, RBI and monetary policy

Learning Outcomes: Students would be able to apply the modern tools of macro-economic analysis so as to minimize the adverse impact of macro-economic factors on business.

Text Books Recommended

1. Macro & Indian Economy, M. Treheran, T Treheran, V.K. Global publishing Pvt. Ltd., New Delhi
2. Ahuja H.L – Macro Economics –S.Chand

Suggested Readings

1. Mankiw, N. Gregory. Principles Macroeconomics. Cengage Learning
2. Macro and Indian economy, P.K. Dhar, Kalyani Publishers
3. Macro and Indian Economy- V K Puri- Himalaya Publishing House
4. Dornbusch, Rudiger, Stanley Fischer and Richard Startz: Macroeconomics. Irwin/McGraw-Hill.
5. Vaish – Macro Economics – Vikash Publication
6. Macroeconomics & Indian Economy: Bhattacharyya, Oxford University Press.



STATE MODEL SYLLABUS
FOR
UNDER GRADUATE COURSE IN EDUCATION
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)
FOR THE SESSION
2019-2020
2020-2021
2021-2022

DEPARTMENT OF EDUCATION
RAYAGADA AUTONOMOUS COLLEGE
RAYAGADA 765001

Course structure of UG Education Honours

Semester	Course	Course Name	Credits	Total marks
I	AEC-I	AEC-I	04	100
	C-I	Educational Philosophy	04	75
	C-I Practical		02	25
	C-II	Educational Psychology	04	75
	C-II Practical		02	25
	GE-I	GE-I	04	75
	GE-I Practical		02	25
			20	
	AEC-II	AEC-II	04	100
	C-III	Educational Sociology	04	75
II	C-III Practical		02	25
	C-IV	Changing Pedagogical Perspective	04	75
	C-IV Practical		02	25
	GE-II	GE-II	04	75
	GE-II Practical		02	25
			20	
	C-V	Educational Assessment and Evaluation	04	75
	C-V Practical		02	25
	C-VI	Educational Research	04	75
	C-VI Practical		02	25
III	C-VII	Statistics in Education	04	75
	C-VII Practical		02	25
	GE-III	GE-III	04	75
	GE-III Practical		02	25
	SEC-I	SEC-I	04	100

			26	
IV	C-VIII	History of Education in India	04	75
	C-VIII Practical		02	25
	C-IX	Curriculum Development	04	75
	C-IX Practical		02	25
	C-X	Guidance and Counseling	04	75
	C-X Practical		02	25
	GE-IV	GE-IV	04	75
	GE-IV Practical		02	25
	SEC-II	SEC-II	04	100
			26	
Semester	Course	Course Name	Credits	Total marks
V	C-XI	Development of Education in Odisha	04	75
	C-XI Practical		02	25
	C-XII	Information And Communication Technology in Education	04	75
	C-XII Practical		02	25
	DSE-I	A. Pedagogy of language (English) B. Pedagogy of language (Odia)	04	75
	DSE-I Practical		02	25
	DSE-II	A. Pedagogy of Social Sciences B. Pedagogy of Mathematics	04	75
	DSE-II Practical		02	25
			24	
VI	C-XIII	Contemporary Trends and Issues in Indian Education	04	75
	C-XIII Practical		02	25
	C-XIV	Educational Management and Leadership	04	75
	C-XIV Practical		02	25
	DSE-III	A. Policy and Practices in School Education in India	04	75

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	DSE-III Practical	B. Policy and Practices in Higher Education in India	02	25
	DSE-IV	Inclusive Education (Theory)	04	75
	DSE-IV Practical		02	25
	OR			
	DSE-IV	Dissertation	06	100*
			24	

HONOURS PAPERS:

Core course – 14 papers

Discipline Specific Elective – 4 papers

Generic Elective for Non Education students – 4 papers. -

Marks per paper - Midterm : 15 marks, End term : 60 marks, Practical : 25 marks Total – 100 marks

Credit per paper – 6

EDUCATION

CORE PAPER – I: EDUCATIONAL PHILOSOPHY

UNIT 1: Education in Philosophical Perspective

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

UNIT 2: Formal Schools of Philosophy and their Educational Implications

- (i) Idealism, Naturalism, Pragmatism with reference to: Aims of Education, Curriculum, Methods of Teaching, Role of Teacher, Discipline

UNIT 3: Indian Schools of Philosophy and their Educational Implications

- (i) Common Characteristics of Indian Philosophy
- (ii) Sankhya, Vedanta, , Buddhism, Jainism with reference to:
Philosophical tenets, Aims of education, Curriculum, Methods of Teaching, Role of Teacher

UNIT 4: Educational Thought of Western and Indian Thinkers

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

PRACTICAL

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

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

Text Books

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

Core Paper II

EDUCATIONAL PSYCHOLOGY

UNIT 1: Educational Psychology in Developmental Perspective

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

UNIT 2: Intelligence, Creativity and Individual difference

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

UNIT 3: Learning and Motivation

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

UNIT 4: Personality and Mental health

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

PRACTICAL

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

Text Books

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

Core Paper III
EDUCATIONAL SOCIOLOGY

UNIT 1: Education and Society

- (i) Relationship between education and society, school as a miniature society
- (ii) Educational Sociology- Concept, nature, scope and importance;
- (iii) Relationship between education and sociology.
- (iv) Education as a process of Socialization.
- (v) Education and Politics, Education and Economic Development

UNIT 2: Agencies of Education

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

UNIT 3: Education, Social change and Modernization

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

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

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

PRACTICAL

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

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

Text Books

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

Core Paper IV

CHANGING PEDAGOGICAL PERSPECTIVE

UNIT 1: Concept of Teaching and Learning

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

UNIT 2: Theories of Teaching

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

UNIT 3: Principles and maxims of teaching

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

UNIT 4: Approaches and methods of Teaching

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

PRACTICAL

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

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

Text Books

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

Core Paper V

EDUCATIONAL ASSESSMENT AND EVALUATION

UNIT 1: Assessment and Evaluation in Education

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

UNIT 2: Instructional Learning Objectives

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

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

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

UNIT 4: Characteristics of a good Test

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

PRACTICAL

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

Text Books

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

**Core Paper VI
EDUCATIONAL RESEARCH**

UNIT 1: Concept and Types of Educational Research

- (i) Concept and nature of research
- (ii) Meaning, nature and scope of educational research
- (iii) Types of research by purpose- Fundamental, Applied and Action
- (iv) Types of research by approach- Quantitative and Qualitative

UNIT 2: Design of Research and preparation of research proposal

- (i) Steps of Research
- (ii) Review of Related Literature; and identification of problem
- (iii) Hypothesis: Meaning, Types, Sources and Characteristics of hypothesis
- (iv) Concept of population and sample
- (v) Sampling procedures- Probability and Non-Probability
- (vi) Tools and techniques for data collection (i.e. questionnaire, interview, observation and Procedure of data collection, Preparation of research proposal)

UNIT 3: Methods of Research

Meaning nature and steps of:

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

UNIT 4: Writing Research Report

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

PRACTICAL

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

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

Text Books

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

Core Paper VII
STATISTICS IN EDUCATION

UNIT 1: Educational Statistics

- (i) Educational Statistics-Meaning, Nature, Scope and Uses
- (ii) Organization of Data: Frequency Distribution, Cumulative Frequency Distribution
- (iii) Graphical Representation of Data (Histogram, Frequency polygon , Ogive and Pie-Diagram)

UNIT 2: Measures of Central Tendency and Variability

- (i) Mean, Median and Mode- concept, computational process, uses and limitations
- (ii) Range, Average Deviation, Quartile Deviation and Standard Deviation- Concept, computational process, uses and limitations

UNIT 3: Co-relational Statistics

- (i) Meaning and types of Correlation
- (ii) Computation of Coefficient of Correlation by Rank Difference Method; Product Moment Method

UNIT 4: Normal Probability Curve and Divergence from Normality

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

PRACTICAL

- Analysis of Achievement Data of a particular class and Reporting

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

Text Books

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

Core Paper VIII

HISTORY OF EDUCATION IN INDIA.

UNIT 1: Education during Ancient Period

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

UNIT 2: Education during Medieval Period

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

UNIT 3: Education during pre-independence period

- (i) Charter's Act(1813)
- (ii) Maculay's Minute(1835)
- (iii) Wood's Despatch (1854)
- (iv) Indian Education Commission(1882)
- (v) Calcutta University Commission(1917)
- (vi) Hartog committee(1929)

UNIT 4: Education during post-independence period

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

- (i) University Education Commission(1948)
- (ii) Major recommendations of Secondary Education Commission (1954)
- (iii) Major recommendations of Education Commission(1966)
- (iv) National Policy on Education (1986), revised in 1992

PRACTICAL

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

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

Text Books

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

Core Paper IX

CURRICULUM DEVELOPMENT

UNIT 1: Curriculum

- (i) Concept of syllabus, courses of study, text book and curriculum
- (ii) Bases of curriculum- philosophical, sociological and psychological
- (iii) Components of curriculum: Learning Objectives, Contents, Methods and Evaluation
- (iv) Concept of Curriculum design

UNIT 2: Types of Curriculum

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

UNIT 3: Curriculum Organization

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

UNIT 4: Curriculum Development and Evaluation

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

PRACTICAL

- Content Analysis of any text book of elementary level

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

Text Books

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

Core Paper X

GUIDANCE AND COUNSELLING

UNIT 1: CONCEPT OF GUIDANCE

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

UNIT 2: EDUCATIONAL GUIDANCE

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

UNIT 3: CONCEPT OF COUNSELLING

- (i) Meaning, nature and scope of counseling
- (ii) Relationship between Guidance and Counseling
- (iii) Different types of counseling
- (iv) Steps and techniques of counseling
- (v) Necessary qualities of a good counselor
- (vi) Role of a counselor in secondary schools

UNIT 4: ORGANISATION OF GUIDANCE SERVICE

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

PRACTICAL

- Case Study of a Child with Special Needs or a child coming from socially disadvantaged background
- NB: It will be evaluated by both Internal and External examiners.

Text Books

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

Core Paper XI

DEVELOPMENT OF EDUCATION IN ODISHA

UNIT 1: Status of Elementary Education

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

UNIT 2: Status of Secondary and Higher Secondary Education

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

UNIT 3: Status of Higher Education

- (i) History of Collegiate Education
- (ii) Organization of higher education at the undergraduate level and University level- Present status
- (iii) RUSA and its implementation
- (iv) Autonomous colleges and their functioning
- (v) Problems and issues relating to higher education

UNIT 4: Status of Teacher Education

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

Practical:

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

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

Text & Reference Books

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

Core Paper XII

INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

UNIT 1: Educational technology

- (i) Meaning, nature and scope
- (ii) Approaches to educational Technology: Hardware, Software and System Approach
- (iii) Innovations in Educational Technology: Open Educational Resources(OER), Massive Open Online Course (MOOC) Learning Management System (LMS)
- (iv) Importance of Educational Technology for the teacher and the student.

UNIT 2: ICT in Education

- (i) Conceptual Understanding: Information Technology; Communication Technology; and Information and Communication Technology(ICT)
- (ii) Relevance of ICT in Education
- (iii) Nature and Scope of ICT in Education.
- (iv) Content, Pedagogy and Technology Integration
- (v) Challenges in Integrating ICT in Education
- (vi) Use of Computers in Education- Computer Aided Learning

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

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

UNIT 4: Connecting with the World

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

PRACTICAL

- Development of an Objective Test using any assessment tool or development of a Rubric using Rubistar.

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

Text Books

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

Core Paper XIII

CONTEMPORARY TRENDS AND ISSUES IN INDIAN EDUCATION

UNIT 1: Pre-school and Elementary School Education

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

UNIT 2: Secondary and Higher Secondary Education

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

UNIT 3: Higher Education and Teacher Education

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

UNIT 4: Emerging Concerns

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

PRACTICAL

- Study of perception of Stakeholder's of Education on any of the current issues based on Pass DSE-1 and concerns, and reporting.

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

Text Books

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

Core Paper XIV
EDUCATIONAL MANAGEMENT AND LEADERSHIP

UNIT 1: Educational Management

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

UNIT 2: Aspects of Institutional Management

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

UNIT 3: Leadership in Education

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

UNIT 4: Total Quality Management

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

PRACTICAL

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

Text Books

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

Discipline Specific Elective Paper-I

PEDAGOGY OF LANGUAGE (ODIA)

UNIT 1: Odia as Mother Tongue in School Curriculum

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

UNIT 2: Pedagogic Approaches to Teaching-Learning Odia

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

UNIT 3: Curricular Activities in Odia

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

UNIT 4: Assessment

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

PRACTICAL

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

Text Books

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

**Discipline Specific Elective Paper-II
PEDAGOGY OF SOCIAL SCIENCES**

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

- (i) Meaning, Nature and Scope of Social Science as NCF-2005
- (ii) Learning Objectives of teaching Social Science at elementary and secondary levels
- (iii) Importance of teaching Social Science In School Education
- (iv) Identification of values/ competencies/ skills to be developed through Social Sciences

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

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

UNIT 3: Curricular Activities in Social Sciences Pedagogic analysis:

- (i) Content analysis- analysis of topics of social science text book.
- (ii) Learning Objectives,
- (iii) methods and strategies,
- (iv) teaching learning materials including ICT materials
- (v) learning activities including student and teacher activities
- (vi) assessment strategies
- (vii) Preparing lesson plan following Herbart, 5E and Interpretation Construction Design Model (ICON)

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

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

PRACTICAL

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

Text Books

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

Discipline Specific Elective Paper-III

POLICY AND PRACTICES IN SCHOOL EDUCATION IN INDIA

UNIT 1: Policies in School Education

- (i) National education policy, 1986, revised in 1992 and its corresponding document Programme of Action with reference to Elementary Education and Secondary Education.
- (ii) Implementation of Elementary Education with reference to RTE Act-2009 and Policy issues.
- (iii) Implementation of Secondary Education with reference to Rashtriya Madhyamik Siksha Abhiyan (RMSA) and policy issues
- (iv) Guiding principles of NCF-2005 and curriculum revision at the school level.

UNIT 2: Policies for Vocationalisation of Education

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

UNIT 3: Policies for Inclusive Education

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

UNIT 4: Policy on Access and equity in Education

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

PRACTICAL

- Analysis of any Policy documents being implemented at School Education level NB: It will be evaluated by both Internal and External examiners

Text Books

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

Discipline Specific Elective Paper-IV
INCLUSIVE EDUCATION

UNIT 1: Meaning, Genesis and Scope Inclusive Education

- (i) Special education and inclusive education: Concept and Principles
- (ii) Historical developments of special and inclusive education in India.
- (iii) Medical and social models of disability
- (iv) Examining the practice of labeling
- (v) Social, psychological and educational contexts of inclusion

UNIT 2: Policies & Frameworks Facilitating Inclusive Education

- (i) International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- (ii) International Conventions: United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
- (iii) International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- (iv) Constitutional Obligations; RCI Act 1992; PwD 1995 and NTA 1999; RTE-SSA and RPD Act, 2016.

UNIT 3: Understanding and Support Needs of Students with Disability

- (i) Understanding and support needs of students with different Labels of Disability including: Autism, Learning Disabilities, Speech & Hearing Disability, Blindness, and Intellectual Disabilities in inclusive classroom.

UNIT 4: Frameworks, Support and Collaboration for Inclusive Education

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

PRACTICAL

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

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

Text Books

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

DSE Paper – IV

DISSERTATION/ RESEARCH PROJECT

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

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

Distribution of Marks will be as follows:

Item	Total
Report	75
Viva-voce	25
Total	100

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

Rayagada Autonomous College
Rayagada
STATE MODEL SYLLABUS
FOR
UNDER GRADUATE COURSE
IN
ENGLISH (Bachelor of Arts Examination)

UNDER CHOICE BASED CREDIT SYSTEM

1st and 2nd Semester: - 2019-20

3rd and 4th Semester: - 2020-21

5th and 6th Semester: - 2021-22

Course structure of UG English Honours

Semester	Course	Course Name	Credits	Total marks
I	AECC-I	AECC-I	04	100
	C-I	British Poetry and Drama: 14th to 17th Centuries	06	100
	C-II	British Poetry and Drama: 17th and 18th Century	06	100
	GE-I	Academic Writing and Composition	06	100
			22	
II	AECC-II	AECC-II	04	100
	C-III	British Prose: 18th Century	06	100
	C-IV	Indian Writing in English	06	100
	GE-II	Gender and Human Rights	06	100
			22	
III	C-V	British Romantic Literature	06	100
	C-VI	British Literature 19 th Century	06	100
	C-VII	British Literature: Early 20th Century	06	100
	GE-III	Nation, Culture, India	06	100
	SEC-I	SEC-I	04	100
			28	
IV	C-VIII	American Literature	06	100

	C-IX	European Classical Literature	06	100
	C-X	Women's Writing	06	100
	GE-IV	Language and Linguistics	06	100
	SEC-II	SEC-II	04	100
			28	
Semester	Course	Course Name	Credits	Total marks
V	C-XI	Modern European Drama	06	100
	C-XII	Indian Classical Literature	06	100
	DSE-I	Literary Theory	06	100
	DSE-II	World Literature	06	100
			24	
VI	C-XIII	Postcolonial Literatures	06	100
	C-XIV	Popular Literature	06	100
	DSE-III	Partition Literature	06	100
	DSE-IV	Writing for Mass Media	06	100
		OR		
	DSE-IV	Dissertation	06	100*
			24	

ENGLISH

HONOURS PAPERS:

Core Course -14 papers

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

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

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

Credit per paper – 6

Project (Hard Copy-80, Presentation-20)

Core Paper I

BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

Introduction:

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

UNIT 1: Historical overview

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

UNIT 2: Geoffrey Chaucer

- (i) *The Pardoner’s Tale*

UNIT 3: Spenser: “Sonnet 34 (Amoretti)”

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

UNIT 4: Shakespeare

- (i) *Macbeth*

Text Books

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

Reference Books

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

Core Paper II

BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURY

Introduction:

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

UNIT 1: Historical overview

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

UNIT 2: Milton: “Lycidas”

- (i) Andrew Marvell: ‘To His Coy Mistress’
- (ii) Alexander Pope: “Ode On Solitude”
- (iii) Aphra Behn: “I Led my Silvia to a Grove”
- (iv) Robert Herrick: “His Return to London”

UNIT 3: Ben Jonson

- (i) *Volpone*

UNIT 4: Dryden

- (i) *All For Love*

Text Books

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

Reference Books

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

Core Paper III

BRITISH PROSE: 18TH CENTURY

Introduction:

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

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

UNIT 2: Mary Wollstonecraft

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

UNIT 3: Joseph Addison: Essays

- (i) “Friendship,” “Good Nature,” “Six Papers on Wit”
(From *Joseph Addison: Essays and Tales*, <<http://www.biblioteca.org.ar/libros/167707.pdf>>)

UNIT 4: Samuel Johnson

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

Text Books

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

Reference Books

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

Core Paper IV

INDIAN WRITING IN ENGLISH

Introduction:

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

UNIT 1: Historical overview

- (i) Indian writing in English, the key points of which are East India Company's arrival in India, Macaulay's 1835 Minutes of Education, India's first war of independence and the establishment of colleges to promote Western education and the evolution of Indian writing in English in 20th century.

UNIT 2:

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

UNIT 3: R.K Narayan

- (i) *The Guide*

UNIT 4: Mahesh Dattani

- (i) *Final Solutions*

Text Books

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

Reference Books

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

Core Paper V

BRITISH ROMANTIC LITERATURE

Introduction:

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

UNIT 1: Historical overview

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

UNIT 2:

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

UNIT 3:

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

UNIT 4:

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

Text Books

- ☐ Texts prescribed in Units 2, 3, 4

Reference Books

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

Core Paper VI

BRITISH LITERATURE 19TH CENTURY

Introduction:

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

UNIT 1: Historical overview

- (i) The 19th century British literature though mainly famous for the Romantic Movement, was also a witness to major socio-political developments like industrialization, technological advancements and large scale mobilization of people from the rural to the urban centers.

UNIT 2: Poetry

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

UNIT 3: Jane Austen

- (i) *Pride and Prejudice*

UNIT 4: Charles Dickens

- (i) *Hard Times*

Text Books:

- ☐ Texts prescribed in Units 2, 3, 4

Reference Books:

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

Core Paper VII

BRITISH LITERATURE: EARLY 20TH CENTURY

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

UNIT 1: Historical overview

- (i) Developments in society and economy, leading to a crisis in western society known as the First World War and the resultant change in the ways of knowing and perceiving. Marx's concept of class struggle, Freud's theory of the unconscious are to be discussed.

UNIT 2: Poetry

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

UNIT 3:

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

UNIT 4:

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

Text Books

- ☐ Texts prescribed in Units 2, 3, 4

Reference Books:

- ☐ *Pelican Guide to English Literature: Vol. 7. The Modern Age* (ed.) Boris Ford
- ☐ *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London: Routledge, 1997
- ☐ *English Literature*. Jonathan Bate (Ch. 5 "Periods and Movements")
- ☐ *Modernism*. Critical Idiom. By Peter Faulkner
- ☐ *Modernism*. New Critical Idiom. By Peter Childs

Core Paper VIII

AMERICAN LITERATURE

Introduction:

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

UNIT 1: Historical overview

- (i) Genesis and evolution, and the defining myths of American Literature—city on a hill, the frontier spirit, the American Dream, manifest destiny, *e pluribus unum*

UNIT 2:

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

UNIT 3:

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

UNIT 4:

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

Text Books

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

Reference Books:

- ☐ *Pelican Guide to English Literature*. Vol. 9. *American Literature*. Ed. Boris Ford
- ☐ *Highlights of American Literature*. Dr. Carl Bode (USIS)
- ☐ *A Short History of American Literature*, Krishna Sen and Ashok Sengupta. Orient BlackSwan, 2017
- ☐ *The Story of American Literature*. By Ludwig Lewisohn
- ☐ *Norton Anthology of American Literature*. (Head notes on authors and periods to be read)

Core Paper IX

EUROPEAN CLASSICAL LITERATURE

Introduction:

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

UNIT 1: Historical Review

- (i) Classical Antiquity: ancient Greece, the rise and decline of the Roman Empire;
Geographical space: cultural history of the Greco-Roman world centered on the Mediterranean Sea

UNIT 2: Epic poetry

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

UNIT 3: Tragedy:

- (i) Sophocles: *Oedipus the King*

UNIT 4: Criticism:

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

Text Books

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

Reference Books:

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

Core Paper X

WOMEN'S WRITING

Introduction:

The paper seeks to acquaint the students with the works of women writers from different cultures and nations in various genres. Further, it seeks to make them critically aware of the issues relating to the workings of patriarchy, issues of gender, and relations of desire and power. **UNIT 1: Virginia Woolf**

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

UNIT 2: Charlotte Bronte

- (i) *Jane Eyre*

UNIT 3:

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

UNIT 4:

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

Text Books

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

Reference Books:

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

Core Paper XI

MODERN EUROPEAN DRAMA

Introduction:

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

UNIT 1: Historical Review

- (i) Politics, social change and the stage; text and performance; European Drama: Realism and Beyond; Tragedy and Heroism in Modern European Drama; The Theatre of the Absurd

UNIT 2: Henrik Ibsen

- (i) *Ghosts*

UNIT 3: Eugene Ionesco

- (i) *Chairs*

UNIT 4: Bertolt Brecht

- (i) *Life of Galileo*

Text Books

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

Web Resources

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

Reference Books:

- ☐ Constantin Stanislavski, *An Actor Prepares*, Chap. 8,
- ☐ 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1,2, 7,8,9, pp. 121-5, 137-46.
- ☐ Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. And tr. John Willet (London: Methuen, 1992) pp.68-76, 121-8.
- ☐ George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303-24.
- ☐ Raymond Williams, *Drama from Ibsen to Brecht*
- ☐ Jean Genet, *Reflections on Theatre* (London: Faber & Faber) Chapter 2: "The Strange World Urb..." pp. 63-74.
- ☐ *Theatre of Absurd*. Martin Esslin

Core Paper XII

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

Introduction:

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

UNIT 1: Introduction to the history and genesis of Indian Classical Literature

UNIT 2: Sanskrit Drama –1

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

UNIT 3: Sanskrit Drama-2

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

UNIT 4: Aesthetics and Maxims

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

Text Books

- ☐ Texts prescribed in units II,III, IV

Reference Books:

- ☐ Kalidasa. Critical Edition. Sahitya Akademi
- ☐ Bharata's *Natyashastra*. English Translation by M.M. Ghosh. Vol 1. 2nd edition. Asiatic Society, Kolkata, 1950. Ch. 6 "Sentiments". Pp. 158-95
- ☐ J.A.B. Van Buitenen, "Dharma and Moksa" in Roy W. Perrett. Ed. *Indian Philosophy*. Vol 5, *Theory of Value: A Collection of Readings*. New York: Garland, 2000. Pp. 33-40
- ☐ Vinay Dharwadkar, "Orientalism and the Study of Indian Literature", *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*. Ed. Carol A. Breckenridge and Peter Van der Veer. New Delhi: OUP, 1994. Pp. 158-95
- ☐ Haldhar Panda, *Universals of Poetics*

Core Paper XIII

POSTCOLONIAL LITERATURES

Introduction:

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

UNIT 1:

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

Bhabha)

UNIT 2: Raja Rao

- (i) *Kanthapura*

UNIT 3: Jean Rhys

- (i) *Wide Sargasso Sea*

UNIT 4: Athol Fugard

- (i) *Blood Knot*

Text Books

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

Reference Books:

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

Core Paper XIV

POPULAR LITERATURE

Introduction:

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

UNIT 1: Introduction to the concept

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

Essays for discussion:

- ☐ Lev Grossman: "Literary Revolution in the Supermarket Aisle: Genre Fiction is Disruptive Technology"
<http://entertainment.time.com/2012/05/23/genre-fiction-is-disruptive-technology/>
- ☐ Arthur Krystal: "Easy Writers: Guilty pleasures without guilt"
<http://www.newyorker.com/magazine/2012/05/28/easy-writers>
- ☐ Joshua Rothman: "A Better Way to Think About the Genre Debate"
<http://www.newyorker.com/books/joshua-rothman/better-way-think-genre-debate>
- ☐ Stephen Marche: "How Genre Fiction Became More Important than Literary Fiction"
<http://www.esquire.com/entertainment/books/a33599/genre-fiction-vs-literary-fiction/>

UNIT 2: Children's Literature

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

UNIT 3: Detective Fiction

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

UNIT 4: Campus Fiction

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

Text Books

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

Reference Books

- ☐ Leslie Fiedler, "Towards a Definition of Popular Literature" in *Super Culture: American Popular Culture and Europe*. Ed. C.W.E. Bigsby. pp. 29-38

- ☐ Leo Lowenthal, *Literature, Popular Culture and Society*
- ☐ Felicity Hughes, "Children's Literature: Theory and Practice" in *English Literary History*. Vol. 45, 1978. pp. 542-61.
- ☐ Raymond Chandler, "The Simple Art of Murder", *Atlantic Monthly*. Dec. 1944 (available at <<http://www.en.utexas.edu/amlitprivate/scans/chandlerart.html>>)
- ☐ *Popular Fiction: Essays in Literature and History* by Peter Humm, Paul Stigant, Peter Widdowson
- ☐ Sumathi Ramaswamy, "Introduction", in *Beyond Appearances?: Visual Practices and Ideologies in Modern India*. Pp.xiii-xxix

Discipline Specific Elective Paper-I

LITERARY THEORY

Introduction:

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

UNIT 1:

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

UNIT 2:

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

UNIT 3:

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

UNIT 4:

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

Text Books

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

Reference Books

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

Discipline Specific Elective Paper- II

WORLD LITERATURE

Introduction:

This paper proposes to introduce the students to the study of world literature through a representative selection of texts from around the world. The idea is to read beyond the classic European canon by including defining literary texts from other major regions/countries—except the United States of America—written in languages other than English, but made available to the readers in English translation.

UNIT 1: European

- (i) Albert Camus: *The Outsider*

UNIT 2: Caribbean

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

UNIT 3: Canadian Short Fiction

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

UNIT 4: Latin American Poetry

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

Text Books

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

Web Resources: ☐ AliceMunro’s short Stories

<http://www.newyorker.com/magazine/2013/10/21/the-bear-came-over-the-mountain-2>,
<http://www.newyorker.com/magazine/2008/09/08/face>

- ☐ Poems of Octavio Paz http://www.poetrysoup.com/famous/poems/best/octavio_paz

Reference Books:

- ☐ *Weltliteratur*: John Wolfgang von Goethe in *Essays on Art and Literature* Goethe : The Collected Works Vol.3
- ☐ Rabindranath Tagore “World Literature”: *Selected Writings On Literature and Language: Rabindranath Tagore* Ed. Sisir Kumar Das and Sukanta Chaudhuri
- ☐ Goethe’s “World Literature Paradigm and Contemporary Cultural Globalization” by John Pizer
“Something Will Happen to You Who Read”: Adrienne Rich, Eavan Boland’ by Victor Luftig .JSTOR iv. *Comparative Literature* University of Oregon.
- ☐ “WLT and the Essay” *World Literature Today* Vol. 74, No. 3, 2000. JSTOR Irish University Review, Vol.23 Spring 1, Spring-Summer.

- ☐ What is world Literature? (Introduction) David Damrosch

<http://press.princeton.edu/chapters/i7545.html>

- ☐ Tagore's comparative world literature

<https://www.academia.edu/4630860/>

Rabindranath Tagores Comparative World Literature

Discipline Specific Elective Paper- III

PARTITION LITERATURE

Introduction:

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

UNIT 1: Defining partition literature

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

UNIT 2:

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

UNIT 3: Bapsi Sidhwa

- (i) *Ice-candy-man*

UNIT 4:

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

Text Books

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

Reference Books:

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

Discipline Specific Elective Paper- IV

WRITING FOR MASS MEDIA

UNIT 1:

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

UNIT 2:

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

UNIT 3:

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

UNIT 4:

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

Reference Books

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

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

DISSERTATION/ RESEARCH PROJECT

Introduction and Outcome

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

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

Undergraduate research is inquiry-based learning that involves practical work, and not just listening to classroom teaching and personal reading. Students learn to apply what they study in their courses to appreciate different aspects of their field better by working independently on the projects. At the same time, they contribute something original to the courses they study. An undergraduate research project is expected to explore specific topics within the field of study of the students. The project should make an original contribution to the discipline in some manner. The results of quality undergraduate research can be presented in seminars and conferences, and published in research journals dedicated specifically to such work or in traditional academic journals with the student as a co-author.

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

The research process

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

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

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

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

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

Pattern of examination

MID-SEMESTER ASSESSMENT

Presentation of the project synopsis

Synopsis to include:

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

Semester final examination

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

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

Reference Books

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

Generic Elective Paper I ACADEMIC

WRITING AND COMPOSITION

Introduction:

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

UNIT 1:

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

UNIT 2:

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

UNIT 3:

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

UNIT 4:

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

Reference Books:

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

Generic Elective Paper II
GENDER AND HUMAN RIGHTS
(Faculty training needed)

Introduction:

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

UNIT 1:

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

UNIT 2:

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

UNIT 3:

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

UNIT 4:

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

Text Books

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

Reference Books:

- ☐ Babasaheb Ambedkar, *Writings and Speeches*, Vol 1, Compiled by Vasant Moon. Ambedkar Foundation, 2014.
 - ☐ Chimamanda Ngozi Adichi- *We Should All Be Feminists*. London: Fourth Estate, 2014.
 - ☐ Rokeya Sakhawat Hossain - *Sultana's Dream*. Penguin Modern Classics, 2005.
- UNESCO- Gender Sensitivity, Zambia, 2000.
http://www.unesco.org/education/mebam/module_5.pdf

Generic Elective Paper III

NATION, CULTURE, INDIA

Introduction:

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

UNIT 1:

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

UNIT 2:

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

UNIT 3:

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

UNIT 4:

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

Text Books

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

Reference Books:

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

Generic Elective Paper IV

LANGUAGE AND LINGUISTICS

Introduction:

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

UNIT 1: (i) Language : What is Language, Linguistics, Branches and Scope, Applied Linguistics Global Englishes: Who Speaks English today? Standard Language and Language Standards, Language Variation, Postcolonial English, Pidgin and Creole, English in Asia and Europe

UNIT 2:

- (i) Phonology and Morphology

UNIT 3:

- (i) Syntax

UNIT 4:

- (i) Semantics

Reference Books

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

GE Tutorial - 4 (20 marks: 1 credit)

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

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

Course structure of UG English Pass

Semester	Course	Course Name	Credits	Total marks
I	DSC-I	Indian writing in English	06	100
II	DSC-II	Writing for mass media	06	100
III	DSC-III	Postcolonial literatures	06	100
IV	DSC-IV	Popular literature	06	100
V	DSE-I	Academic writing and composition	06	100
VI	DSE-II	Nation, culture, India	06	100
			30	600

Discipline Specific Core – 4 papers

Discipline Specific Elective – 2 papers

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

Credit per paper – 6

Teaching hours per paper – 50 hours + 10 hours tutorial

Discipline Specific Core Paper I

INDIAN WRITING IN

ENGLISH

Introduction:

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

UNIT 1: (Poetry)

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

UNIT 2: (Short Stories)

- (i) Anita Desai "The Accompanist"
- (ii) Shiv K Kumar "A Nun with Love",
- (iii) Manohar Malgaonkar "A Pinch of Snuff"

UNIT 3:

- (i) R.K Narayan *The Guide*

UNIT 4:

- (i) Mahesh Dattani *Final Solutions*

Text Books

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

Reference Books:

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

Discipline Specific Core Paper II

WRITING FOR MASS MEDIA

UNIT 1:

- (i) History of English in India, Brief history of Journalism in English in India, Status of English in India, Raja Rao, Preface to *Kanthapura* and 'The Caste of English' (Awakened Consciousness: Studies in Commonwealth Lit. ed. C.D. Narasimhaiah).

UNIT 2 :

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

UNIT 3:

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

UNIT 4:

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

Reference

Books

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

Discipline Specific Core Paper III

POSTCOLONIAL LITERATURES

Introduction:

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

UNIT 1: Post colonialism: Elleke Boehmer (From *Literary Theory and Criticism*

Ed. Patricia Waugh)

- (i) The post in Postcolonial,
- ii) Movements and theories against Empire,
- (iii) Leading Postcolonial Thinkers(Frantz Fanon, Edward Said, Gayatri Spivak, Homi Bhabha)

UNIT 2:

- (i) Raja Rao, *Kanthapura*

UNIT 3:

- (i) Jean Rhys *Wide Sargasso Sea*

UNIT 4:

- (i) Athol Fugard: *Blood Knot*

Text Books

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

Reference

Books:

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

Discipline Specific Core Paper IV

POPULAR LITERATURE

Introduction:

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

UNIT 1: Introduction to the concept

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

Essays for discussion: ☐ Lev Grossman: "Literary Revolution in the Supermarket Aisle: Genre Fiction is

Disruptive Technology"

<http://entertainment.time.com/2012/05/23/genre-fiction-is-disruptive-technology/>

- ☐ Arthur Krystal: "Easy Writers: Guilty pleasures without guilt"

<http://www.newyorker.com/magazine/2012/05/28/easy-writers>

- ☐ Joshua Rothman: "A Better Way to Think About the Genre Debate"

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

- ☐ Stephen Marche: "How Genre Fiction Became More Important than Literary Fiction"

<http://www.esquire.com/entertainment/books/a33599/genre-fiction-vs-literary-fiction/>

UNIT 2: Children's Literature

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

UNIT 3: Detective Fiction

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

UNIT 4: Campus Fiction

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

Text Books

- ☐ Essays given for discussion under Unit I and Texts prescribed in Units II,III,IV

Reference Books

- ☐ Leslie Fiedler, "Towards a Definition of Popular Literature" in *Super Culture: American*

Popular Culture and Europe. Ed. C.W.E. Bigsby. pp. 29-38

- ☐ Leo Lowenthal, *Literature, Popular Culture and Society*

- ☐ Felicity Hughes, "Children's Literature: Theory and Practice" in *English Literary History*. Vol. 45, 1978. pp. 542-61.
- ☐ Raymond Chandler, "The Simple Art of Murder", *Atlantic Monthly*. Dec. 1944
(available at <<http://www.en.utexas.edu/amlitprivate/scans/chandlerart.html>>)
- ☐ *Popular Fiction: Essays in Literature and History* by Peter Humm, Paul Stigant, Peter Widdowson
- ☐ Sumathi Ramaswamy, "Introduction", in *Beyond Appearances?: Visual Practices and Ideologies in Modern India*. Pp.xiii-xxix

Discipline Specific Elective Paper I

ACADEMIC WRITING AND

COMPOSITION

Introduction:

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

UNIT 1:

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

UNIT 2:

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

UNIT 3:

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

UNIT 4:

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

Reference Books:

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

Discipline Specific Elective Paper

II NATION, CULTURE, INDIA

Introduction:

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

UNIT 1:

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

UNIT 2:

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

UNIT 3:

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

UNIT 4:

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

Text Books

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

Reference Books:

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

GE Tutorial - 4 (20 marks: 1 credit)

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

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

CBCS UG Syllabus

Compulsory English for Pass Students

Paper 1

This is a reading-based paper aiming to initiate the students into an understanding and appreciation of literary writing available in five recognized forms.

Unit 1: Poetry

- i) William Shakespeare “Sonnet 130” (“My mistress eyes are nothing like the sun”)
- ii) Robert Frost “The Road Not Taken”
- iii) Kamala Das “Punishment in Kindergarden”
- iv) John Milton “On His Blindness”
- v) A K Ramanujan “Self Portrait”

Unit 2: Short Stories

- I. W. S. Maugham “The Ant and the Grasshopper”
- II. Anton Chekhov “The Bet”
- III. R. N. Tagore “Trust Property”

Unit 3: Novel & Drama

- i) Gopinath Mohanty: *Our Daily Bread* (English Translation of *Danapani*) Trans. Bikram K Das
- ii) G. B. Shaw: *Arms and the Man*

Unit 4: Autobiography

Winston Churchill: *My Early Life* (first Five Chapters)

Prescribed Textbooks:

Melodious Songs and Memorable Tales. (Ed) by Arun K. Mohanty and A.J. Khan.
Bhubaneswar: Gyanajuga,
2015.

CBCS UG Syllabus
Compulsory English For Pass students
Paper 2

The focus of this writing-based paper is to help students to learn general as well as literary writing skills.

Unit 1: Prose

I. S. Radhakrishnan: "A Call to Youth"

II. Claire Needle Hollander "No Learning

Without Feeling" III. Dilip Padgaonkar "The

Idea of Europe"

IV. Dinanath Pathi "George V High School"

Unit 2: Critical appreciation of an unseen poem

Unit 3: Expanding an idea into a paragraph and writing an essay

Unit 4: Writing a précis of a passage

Prescribed Text:

The Widening Arc: A Selection of Prose and Stories. (Ed) by Asima R. Parhi,

S.Deepika and Pulastya

Jani. Bhubaneswar: Kitab Bhavan, 2016

SKILL ENHANCEMENT COURSES

(SEC) Optional for SECC I paper

**Total Marks-
100**

Skill Enhancement Courses (SECC

Option-I) ENGLISH

COMMUNICATION

Introduction: This paper intends to build up the four primary skills in students in the academic as well as in the wider domains of use like public offices. The books recommended only provide guidelines for what to teach, and the list is in no way exhaustive. Teachers must be free and resourceful enough to collect teaching materials on their own, and even use newspaper clippings as teaching materials.

This is an activity-based, goal-oriented, functional course in English Communication, which aims to make the students able and efficient communicators by helping them to be self-reflexive about English. This course has a pre-defined context of being supportive and complementary to the core courses in various disciplines. Therefore, unlike most other courses in English Communication on offer, it does not seek to build facile fluency that passes off as communicative competence. Rather, it intends to equip the students with the relevant skills of presentation and expression needed in the academic as well as in the professional domains of communicative use. While reading skills exercises are meant to promote the acquisition of analytical and comprehension skills, writing skills exercises are centered on sentence construction, paragraph development and précis writing. Teachers must be free and flexible enough in relation to teaching materials, using newspaper clippings, non-conventional and multi-media resources in the classroom. There is ample scope to build the speaking and listening skills of students in the way the course is planned with an emphasis on interactive learning and articulation.

UNIT1:

Introduction

- (i) What is communication?
- (ii) Types of communication (Horizontal, Vertical, Interpersonal, Grapevine),
- (iii) Uses of Communication, Inter-cultural communication, Communication today:
- (iv) Distinct features of Indianisation, alternative texts of language learning, global English
and English in the print and electronic media in India.

UNIT 2: The Four Skills and Prospect of new material in language learning

- (i) Listening-Passive and active, Speaking effective, intelligibility and clarity

- (ii) Methods and techniques of reading such as skimming, scanning and searching for information; Reading to understand the literal, metaphorical and suggested meaning of a passage,
- (iii) Identifying the tone (admiring, accusatory, ironical, sympathetic, evasive, indecisive, ambiguous, neutral etc.) of the writer and view-points.
- (iv) Cohesive and Coherent writing

UNIT 3: Grammatical and Composition Skills

- (i) Doing exercises like filling in the blanks, correcting errors, choosing correct forms out of alternative choices, joining clauses, rewriting sentences as directed, and replacing indicated sections with single words / opposites / synonyms, choosing to use correct punctuation marks, getting to understand and use formal and informal styles, learning to understand the usages of officialese, sexism, racism, jargon.
- (ii) Learning to understand information structure of the sentence such as topic-focus relationship; strategies of thematization, postponement, emphasis, structural compression (deletion of redundant parts, nominalization, cleft and pseudo-cleft sentences, elliptical structures etc.), Logical Connectors between sentences, Methods of developing a paragraph, structure of an essay and methods of developing an essay

UNIT 4: Exercises in Written Communication

- (i) Précis writing
- (ii) Note-taking skills
- (iii) Writing reports
- (iv) Guidelines and essentials of official correspondence for making enquiries, complaints and replies
- (v) Making representations; writing letters of application for jobs; writing CV, writing letters to the editor and social appeals in the form of letters/pamphlets.

Reference Books:

- ☐ *Ways of Reading: Advanced reading Skills for Students of English Literature.* Martin Montgomery et al. London: Routledge, 2007.
- ☐ *Applying Communication Theory for Professional Life: A Practical Introduction.* Dainton and Zelle, <http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmljYXRpb25fVGh1b3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563>
- ☐ *Literature and the art of Communication*, Cambridge University Press.
- ☐ *Vistas and Visions*. Orient Black Swan (writing and grammar exercises at the end of lessons are recommended)
- ☐ 'Writing skills', *Remappings :An Anthology for Degree Classes* Orient Black Swan.

- ☐ *Indian English through Newspapers* (Chapter 4,5 and 6), Concept, New Delhi,2008.
- ☐ *Contemporary Communicative English*, S Chand
- ☐ *Technical Communication: A Reader Centred Approach*. P.V. Anderson.
Wadsworth, Cengage.
- ☐ *A University Grammar of English* (Chapter 10,13,14) Randolph Quirk and Sidney Greenbaum : Pearson Education, India

AECC-II Paper MIL (ALTERNATIVE ENGLISH)

Introduction:

The paper is focused upon developing one fundamental skills of Language learning; reading which needs a thorough rethink and revision. In order to build a strong base for acquisition of the communication skills, suitable reading content is selected from diverse areas in prose form. This would boost the learner's competence in expressive and comprehension skills. The well researched language exercises in the form of usage, vocabulary and grammar is the other area that should attract the teacher and learner to work out for giving decent shape to the mastery of English language.

UNIT 1: Short Story

- (i) Jim Corbett-The Fight between Leopards
- (ii) Dash Benhur- The Bicycle
- (iii) Dinanath Pathy- George V High School
- (iv) Alexander Baron- The Man who knew too much (v) Will f Jenkins- Uneasy Homecoming

UNIT 2: Prose

- (i) Mahatma Gandhi- The way to Equal Distribution
- (ii) S Radhakrishnan- A Call to Youth
- (iii) C V Raman-Water- The Elixir of Life
- (iv) Harold Nicolson- An Educated Person
- (v) Claire Needell Hollander- No Learning without Feeling

UNIT 3:

- (i) Comprehension of a passage and answering the questions

UNIT 4:

- (i) Language exercises-test of vocabulary, usage and grammar

Text Books

All Stories and Prose pieces

Reference Books

- ☐ *The Widening Arc: A Selection of Prose and Stories*, Ed. A R Parhi, S Deepika, P Jani, Kitab Bhavan, Bh ubaneswar.
- ☐ *A Communicative Grammar of English*, Geoffrey Leech.
- ☐ *A University Grammar of English*, Randolph Quirk and Sidney Greenbaum
- ☐ *Developing Reading Skills*. F. Grellet. Cambridge: Cambridge University Press, 1981.

UG Honours/Pass Syllabus in English

Scheme of examination

For Core English Honours Papers: CC & DSE

Midterm: 20 marks (to be conducted by the respective college)

Final examination: 80 marks

(A) 4 long questions of 14 marks each to be set from unit 1-4 with internal choice [4x14=56]

(B) 4 Short notes/annotation/analysis of 6 marks each covering all the units [4x6=24]

Scheme of examination

For SEC (English Communication)

Midterm: 20 marks (to be conducted by the respective college)

Final examination: 80 marks

(A) 2 long questions of 20 marks each to be set from unit 1-2 with internal choice [2x20=40]

(B) students have to answer 2 questions of 10 marks each based on (unit 4):Précis writing/note taking/writing reports/official correspondences/writing letters etc

(C) 1. 10 bit questions of one mark each to be set exclusively from unit 3 section

(i): Grammar portion [1x10=10]

2. 1 question of 10 marks to be set on methods of developing a paragraph/expansion of idea into an essay [10]

Scheme of examination

For AEEC-II (MIL Alternative English)

Midterm: 20 marks (to be conducted by the respective college)

Final examination: 80 marks

(A) 5 short questions of 4 marks each to be set from unit 1-2 covering all prescribed stories and prose pieces [10x4=40]

(B) An unknown passage to be set with 5 questions carrying 4 marks each [5x4=20]

(C) 10 bit questions carrying 2 marks each from grammar/vocabulary and usage [10x2=20]

For pass courses

*The scheme of evaluation for rest of the pass courses (DSC+ DSE) will remain the same as that of the core honours papers

**RAYAGADA AUTONOMOUS COLLEGE
SYLLABUS FOR UNDER GRADUATE
COURSE IN GEOGRAPHY
(Bachelor of Arts Examination)**



**UNDER
CHOICE BASED CREDIT SYSTEM**

CBCS (3 Years Degree Course)

1st/2nd Semester: 2019-2020

3rd/4th Semester: 2020-2021

5th/6th Semester: 2021-2022

Geography (Honours)

GEOGRAPHY

Semester		CORE COURSE (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Elective Course (AEEC) (2) (Skill Based)	Elective: Discipline Specific DSE (4)	Elective: Generic (GE) (4)
I	CC1	Geomorphology	English Communication/ Odia/ Hindi			GE-I Geography of India
	CCII	Cartography				
II	CCIII	Human Geography	Environmental Studies			GE-II Geography of Odisha
	CCIV	Climatology				
III	CCV	Oceanography		SEC -I Communicative English and English Writing		GE-III Climatology
	CCVI	Statistical Methods in Geography				
	CCVII	Geography of Odisha				
IV	CCVIII	Evolution of Geographical Thought		SEC II University Option		GE- IV Human Geography
	CCIX	Economic Geography				
	CCX	Environmental Geography				
V	CCXI	Regional Planning and Development			DSE-I Population Geography	
	CCXII	Remote Sensing & GIS			DSE -II Resource Geography	
VI	CCXIII	Geography of India			DSE -III Urban Geography	
	CC XIV	Disaster management			DSE – IV or Dissertation/ Project Work	

Geography (Honours)

Core course – 14 papers, Discipline Specific Elective – 4 papers

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

Marks per paper - Midterm: 15 marks, End term : 60 marks, Practical: 25 Total – 100 marks Credit per paper – 6, Teaching hours per paper – 50 hours + 10 hours tutorial

+3 1st Year Arts

Semester -I

CC - I: Geomorphology

Full Mark: 100 (Mid term 15+End term 60+Practical 25)

Credit: Theory 4+Practical 2

Unit - I: Geomorphology: Meaning, Nature & Scope, Internal Structure of the Earth, Isostasy (Airy and Pratt's view), Rocks-Types and Characteristics, Types of Folds and Faults

Unit-II: Earth Movements: Continental Drift, Plate Tectonics, ~~Types of Folds and Faults~~, Earthquakes and Volcanoes (Types, distribution and associated Landforms). Geosynclinal theory and stages of mountain building and Convection current theory.

Unit-III: Geomorphic Processes: Types & characteristics of Weathering & Mass Wasting, Cycle of Erosion & evolution of Landforms of Davis and Penck's evolutionary theory).

Unit-IV: Geomorphic agents and landforms : (Erosional and Depositional landforms of Fluvial, Karst, Aeolian, Glacial and Coastal origin)

Practical

1. Drawing of relief features using contour lines-Mountain, Plateau, valleys, escarpments and their profiles, construction and use of serial, projected and super-imposed profiles,
2. Use of Planimeter and Rotameter in measurements on maps, Longitudinal and transverse profile of a river, Drainage Pattern and drainage Density
3. Interpretation of simple geological Maps (Introducing the concepts of Dip, Strike, Bedding Plane, Unconformity, Dykes, Folds and Faults).
4. Practical Record and Viva-voce (10 marks)

Text Book

1. Singh, S (2009): Physical Geography , Geomorphology, Prayag Pustak Publications , Allahabad

Reading List:

- Bloom A. L., 2003: Geomorphology: A Systematic Analysis of Late Cenozoic Landforms, Prentice-Hall of India, New Delhi.
- Bridges E. M., 1990: World Geomorphology, Cambridge University Press, Cambridge.
- Christopherson, Robert W., (2011), Geosystems: An Introduction to Physical Geography, 8 Ed., Macmillan Publishing Company
- Kale V. S. and Gupta A., 2001: Introduction to Geomorphology, Orient Longman, Hyderabad.
- Knighton A. D., 1984: Fluvial Forms and Processes, Edward Arnold Publishers, London.
- Richards K. S., 1982: Rivers: Form and Processes in Alluvial Channels, Methuen, London.
- Selby, M.J., (2005), Earth's Changing Surface, Indian Edition, OUP
- Skinner, Brian J. and Stephen C. Porter (2000), The Dynamic Earth: An Introduction to physical Geology, 4th Edition, John Wiley and Sons

Geography (Honours)

+3 1st Year Arts

Semester -I

CC - II: Cartography

Full Mark: 100 (Mid term 15+End term60+Practical 25)

Credit: Theory 4+Practical 2

Unit - I: Cartography-Nature and scope

- (a) Scientific basis of Cartography, needs of map making, characteristics of maps,
- (b) Cartography as a science of human communication
- (c) Branches of Cartography, Scope of cartography

Unit - II: Basic Geodesy, Scale – Concept and application

- (a) Spherical Earth, Ellipsoidal Earth. Geoid Earth
- (b) Geographical Coordinates (Latitude and Longitude), Graticules
- (c) Scale, Construction of types of Scales (Plain, Comparative and Diagonal Scale)

Unit - III: Map Projections

- (a) Meaning and Use, Brief Historical aspect.
- (b) Transformation of area, Distance and Direction
- (c) Simple Cylindrical Projection, Conical Projection with one standard projection

Unit - IV: Slope Analysis and Geological Map Gradient and slope

- (a) Interpretation of Bedding plane, Strike, Dip, structure & stratigraphy of Geological map.
- (b) Slope defined and methods of determination of slope (Wentworth's method and Smith)

Practical

1. Construction and use of Graphical, RF & Statement Scale, Diagonal Scale
2. Grid Reference System, Latitude, Longitude, International Date Line, Date and Time based on GMT & IST)
3. Construction of Map Projections: Simple Cylindrical, Simple conical Projection with one and two standard parallels, Polyconic, Gnomonic and Mercator's
4. Cartograms of one, two and three dimensions–Simple and Complex bars, circle and sphere diagram, block diagrams.
5. Drawing of Choropleth and isopleth maps, relief and slope maps
6. Practical record and viva-voce

Text Book

1. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers.
2. Mishra R.P. and Ramesh, A., 1989: Fundamentals of Cartography, Concept, New Delhi.

Reference Books

- Anson R. and Ormelling F. J., 1994: International Cartographic Association: Basic Cartographic Vol. Pergamon Press.
- Monkhouse F. J. and Wilkinson H. R., 1973: Maps and Diagrams, Methuen, London.
- Robinson A. H., 2009: Elements of Cartography, John Wiley and Sons, New York.
- Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi.

Geography (Honours)

+3 1st Year Arts

Semester -II

CC - III: Human Geography

Full Mark: 100 (Mid term 15+End term60+Practical 25)

Credit: Theory 4+Practical 2

- Unit-I:** Introduction: Defining Human Geography: Nature, scope and Contemporary Relevance, Man-nature Relationship: Major racial groups and their characteristics
- Unit - II:** World distribution of major racial groups, language and religion, Cultural realms of the world
- Unit - III:** Demographic Characteristics of population: Population Composition (Male & Female, Sex Ratio, Age and Sex, Occupational Structure, Population Density), Factor affecting population distribution, Trend of World Population Growth, Demographic Transition Theory, Population Problems in developed and under developed world.
- UnitIV:** Settlements: Types and pattern of Rural and urban Settlements; concept of urban area, towns and cities, Size Class and Functional Classification of towns and Trend of Urbanization of the world

Practical

- I. Drawing of age sex pyramid of developed, developing and under developed countries
- II. Drawing of population distribution maps using symbols—Simple and multiple dots, circles and spheres, choropleth maps of population density distribution
- III. Drawing of Pie Diagram (Using population data of occupational structure, population composition)
- IV. Trend of population growth, growth of urban population and settlements
- V. Practical records and viva-voce

Text Book

1. Hussain, Majid (2012) Human Geography. Rawat Publications, Jaipur

Reference Books

- Human & Economic Geography- Go chengleong
- Johnston R; Gregory D, Pratt G. et al. (2008) The Dictionary of Human Geography, Blackwell Publication.
- Daniel, P.A. and Hopkinson, M.F. (1989). The Geography of Settlement, Oliver & Boyd, London. Human Geography, Rupa Publication
- Human Geography, B.S.Negi
- Chandna, R.C. (2010) Population Geography, Kalyani Publisher.
- Hassan, M.I. (2005) Population Geography, Rawat Publications, Jaipur
- ♣ Jordan-Bychkov et al. (2006) The Human Mosaic: A Thematic Introduction to Cultural Geography. W. H. Freeman and Company, New York.

Geography (Honours)

+3 1st Year Arts

Semester -2

CC - IV: Climatology

Full Mark: 100 (Mid term 15+End term 60+Practical 25)

Credit: Theory 4+Practical 2

Unit - I: Composition and Structure of the atmosphere, Weather and Climate : Elements and Factors, Insolation and Heat Budget of the Earth, World distribution of Temperature – Factors of Distribution, Temperature Inversion.

Unit - II: Atmospheric Pressure and Winds – Pressure Belts and Planetary Winds, Periodic and local winds, Factors affecting general circulation of wind, coriolis effect, Jet Stream.

Unit - III: Humidity: relative and absolute, Forms of Condensation, types of clouds, types of precipitation, classification of climate of Koppen and Thornthwait.

Unit - IV: Concept of air mass, classification, characteristics, distribution and modification, thunderstorms and tornado, Tropical Cyclones, Temperate Cyclones, weather forecasting.

Practical

1. Introduction to use of simple weather observation instruments: Thermometer, Barometer, hygrometer, anemometer, wind vane, Rain Gauge, Stevenson Screen, Interpretation of weather maps
2. Drawing of Climograph and Hythergraph, Wind rosed diagram.
3. Drawing of isopleth maps : isotherms, isobars and isohyets
4. Spatial and temporal distribution of rainfall using choropleth techniques and trendgraphs
5. Record & Viva-Voce carries 10 marks

Text Book

1. Lal, D S (2006): Climatology, Prayagn Pustak Bhavan, Allahabad

Reading List

- Barry R. G. and Carleton A. M., 2001: *Synoptic and Dynamic Climatology*, Routledge, UK.
- Barry R. G. and Corley R. J., 1998: *Atmosphere, Weather and Climate*, Routledge, New York.
- Critchfield H. J., 1987: *General Climatology*, Prentice-Hall of India, New Delhi
- Lutgens F. K., Tarbuck E. J. and Tasa D., 2009: *The Atmosphere: An Introduction to Meteorology*, Prentice-Hall, Englewood Cliffs, New Jersey.
- Oliver J. E. and Hidore J. J., 2002: *Climatology: An Atmospheric Science*, Pearson Education, New Delhi.
- Trewartha G. T. and Horne L. H., 1980: *An Introduction to Climate*, McGraw-Hill.
- Gupta L S (2000): *Jalvayu Vigyan*, Hindi Madhyam Karyanvay Nidishalya, Delhi
- Vishwa Vidhyalaya, Delhi
- Vatal, M (1986): *Bhautik Bhugol*, Central Book Depot, Allahabad
- Singh, S (2009): *Jalvayu Vigyan*, Prayag Pustak Bhawan, Allahabad

Geography (Honours)

+3 2nd Year Arts

Semester -III

CC - V: Oceanography

Full Mark: 100 (Mid term 15+End term60+Practical 25)

Credit: Theory 4+Practical 2

Unit - I: Bottom Relief of the Oceans: Continental shelf, slope, deep sea plain, ocean deeps, mid oceanic ridges, relief features of the Atlantic, Indian and Pacific Ocean

Unit - II: Origin of ocean water, Temperature and salinity of ocean -distribution and determinants, T-S Diagram Ocean Deposits: classification and Distribution.

Unit - III: Movement of Ocean water- Waves, Currents and Tides: Types and characteristics, factors associated with the origin of ocean currents and their impacts, Ocean currents of the Atlantic, Indian and Pacificocean

Unit -IV: Coral Reefs and atoll: Types, Theories of Origin (Subsidence theory of Darwin and Dana, Glacial Control theory of Louis Agassiz), Marine resources

Practical

1. Interpretation of Topographical Maps.
2. Demarcation of catchment basins and drainage networks, stream ordering and identification and interpretation of drainage patterns.
3. Enlargement and reduction of maps: Graphical and instrumental, use of pantographs
4. Practical records and viva-voce

Text Book

1. Sharma R. C. and M. Vital: Oceanography
2. Lal, D. S. – Oceanography.

Reference Book:

- King, L. C. : Oceanography
- Singh, S. – Physical Geography

Geography (Honours)

+3 2nd Year Arts

Semester -III

CC - VI: Statistical Methods in Geography

Full Mark: 100 (Mid term 15+End term60+Practical 25)

Credit: Theory 4+Practical 2

- Unit-I:** Use of Data in Geography: Spatial and attribute data, Geographical Data Matrix, Types and Sources of Data (Discrete and grouped, primary and secondary), Scales of Measurement of data (Nominal, Ordinal, Interval, Ratio). Distribution of Data: Normal and Bi-nomial
- Unit-II:** Descriptive Statistics: Frequency distribution (grouped and ungrouped data), measures of Central Tendency (Mean, Median and Mode), Types of Sampling-Random, stratified, systematic and purposive
- Unit-III:** Measures of Dispersion (Variance, Mean Deviation, Standard Deviation and Coefficient of Variation. Chi-square test)
- Unit-IV:** Measures of Association: Product moment correlation, Rank correlation, test of significance, coefficient of determination and linear regression.

Practical

1. Drawing of histogram, frequency curve and ogive in grouped and discrete data
2. Calculation & Drawing of graphs showing mean, median, mode in grouped & discrete data
3. Calculation of mean deviation, standard deviation, coefficient of variation,
4. Practical records and viva-voce

Text Book:

1. Mahmood A., 1977: *Statistical Methods in Geographical Studies*, Concept.
2. Sarkar, A. (2013) *Quantitative geography: techniques and presentations*. Orient Black Swan Private Ltd., New Delhi

Reference Book:

- Hammond P. and McCullagh P. S., 1978: *Quantitative Techniques in Geography: An Introduction*, Oxford University Press.
- Yeates M., 1974: *An Introduction to Quantitative Analysis in Human Geography*, McGraw Hill, NY
- Silk J., 1979: *Statistical Concepts in Geography*, Allen and Unwin, London
- King L. S., 1969: *Statistical Analysis in Geography*, Prentice-Hall
- Pal S. K., 1998: *Statistics for Geoscientists*, Tata McGraw Hill, New Delhi
- Ebdon D., 1977: *Statistics in Geography: A Practical Approach*.

Geography (Honours)

+3 2nd Year Arts

Semester -III

CC - VII: Geography of Odisha

Full Mark: 100 (Mid term 15+End term 60+Practical 25)

Credit: Theory 4+Practical 2

Unit-I: Physiography of Odisha, River System, Climate, Soil, Natural Vegetation

Unit - II: Agriculture: (a) Production and Distribution of Rice, Pulses, Oil seeds; (b) Agricultural Problems and Prospects

Unit - III: Minerals and power resources:

(a) Distribution and production of Iron Ore, Bauxite, Chromite, Coal

(b) Industrialization in Odisha – Problems and prospects, Iron and steel industry, Aluminum Industry, Textile, thermal powerplants

Unit - IV: (a) Population: Distribution and Growth, distribution of tribes and tribal population

(b) Urbanization-Growth of urban population and urban centers

(b) Transport : Roadways & Railways

Practical

1. Rainfall distribution of Odisha using choropleth techniques (State & District/ District & block)
2. Temperature / rainfall distribution using isopleth techniques giving point level data of important observation centers
3. Drawing of time series graphs to depict decadal growth of population/ urban population
4. Cartographic representation of socio-economic data (One, two three dimensional)
5. Practical records and viva-voce

Text Book:

1. Sinha, B. N. - Geography of Odisha

Reading List:

1. Roy, G. C.- Geography of Odisha

Geography (Honours)

+3rd Year Arts

Semester -IV

CC - VIII: Evolution of Geographical Thought

Full Mark: 100 (Mid term 15+End term 60+Practical 25)

Credit: Theory 4+Practical 2

Unit - I: Geographical concepts of ancient and mediaval period: Contributions of Greek, Roman & Indian and Arab scholars.

Unit-II: Modern geographical thought: Contributions of Alexander Von Humboldt, Carl Ritter, Ratzel, Vidal De La Blache and Mackinder.

Unit III: Dichotomy in Geography– Environmental Determinism and Possibilism, Systematic and Regional Geography, Ideographic and Nomeothetic, Physical and Human Geography .

Unit-IV: Recent Trends in development of geography– Quantitative Revolution in Geography, Behavioural approach in Geography, radicalism in Geography, Recent changes in methods and approaches to geography.

Practical

1. Introduction to and use of survey Instruments: Prismatic Compass, Leveling, Theodolite / Total Station,
2. Methods of Surveying: Radiation, Intersection, Resection Traversing (Close and Open)
3. Use of GPS / DGPS in observation of coordinate values of a number of points and preparing an outline map of an area by interpolation
4. Preparation and uses of questionnaire and schedule in a socio economic survey
5. Practical records and viva-voce

Text Book:

1. Evolution of Geographical Thought- Majid Hussain

Reference Books:

2. Dikshit R. D., 1997: Geographical Thought: A Contextual History of Ideas, Prentice– Hall India.
3. Hartshorn R., 1959: *Perspectives of Nature of Geography*, Rand MacNally and Co.
6. Martin Geoffrey J., 2005: *All Possible Worlds: A History of Geographical Ideas*, Oxford.
7. Holt-Jensen A., 2011: *Geography: History and Its Concepts: A Students Guide*, SAGE.
8. Kapur A., 2001: *Indian Geography Voice of Concern*, Concept Publications.

Geography (Honours)

+3 2nd Year Arts

Semester -IV

CC - IX: Economic Geography

Full Mark: 100 (Mid term 15+End term 60+Practical 25)

Credit: Theory 4+Practical 2

Unit-I: Meaning and scope of economic geography, classification of economic activities, Factors affecting location of economic activity with special reference to agriculture and industry, Von Thunen Theory of location of agricultural activity and Weber's theory of Industrial Location.

Unit - II: Primary economic activities: Types and problems, (Subsistence farming, shifting cultivation, forestry and fishing, mining and quarrying), agricultural regions of the world.

Unit - III: Secondary economic activities: Manufacturing (Cotton Textile, Iron and Steel), Industrial Regions of the world: Special Economic Zones and its significance.

Unit - IV: Tertiary economic activities: Transport- Roads and Railways, Air and Water ways, Trade and commerce

Practical

1. Determination of agricultural efficiency (Kendal and Bhatia method) and to show on maps
2. Drawing of Isotims, Isodapanes and industrial location based on Weber's theory,.
3. Traffic flow diagram and travel time maps(Isochrones).
4. Practical records and viva-voce

Text Book

1. Roy, Pritish: *Economic Geography*
2. Gautam, Alaka: *Economic Geography*,

Reference Book

1. Alexander J. W., 1963: *Economic Geography*, Prentice-Hall Inc., Englewood Cliffs, New Jersey.
2. Wheeler J. O., 1998: *Economic Geography*, Wiley.
3. Durand L., 1961: *Economic Geography*, Crowell.
4. Willington D. E., 2008: *Economic Geography*, Husband Press.
5. Clark, Gordon L.; Feldman, M.P. and Gertler, M.S., eds. 2000: *The Oxford*

Geography (Honours)

+3 2nd Year Arts

Semester -IV

CC - X: Environmental Geography

Full Mark: 100 (Mid term 15+End term 60+Practical 25)

Credit: Theory 4+Practical 2

Unit - I: Environmental Geography – Concept and Scope, Types and Characteristics of environment: Biotic, abiotic and cultural, Environmental contrast (Global, Continental, Local) Environmental control and concept of tolerance (Light, Temperature, Water, Topography and Edaphic factors)

Unit - II: Ecosystem – Concept, Structure and Functions, Trophic level, food Chain and food web, Bio-geo-chemical Cycle (Nitrogen and Carbon), Energy flow in Ecosystem.

Unit -III: Concept of Biome, Major biomes of the world and their characteristics: Equatorial, Sub-tropical, Temperate and Polar, Nature and characteristics of environmental pollution of water and air

Unit -IV: Environmental degradation; causes and consequences, Environmental conservation methods, programmes and policies in India, Role of International agencies (UNO, UNEP, UNDP, IUCN) in environmental management, concept and strategies of sustainable development, Green Tribunal and its functions in India.

Practical

(Project Work)

Submission of a Project Report on any environmental problem of global/national/local significance

Text Book:

1. Santra, S.C *Environmental Science*
2. Singh S., 1997: *Environmental Geography*, Prayag Pustak Bhawan, Allahabad.

Reference Book:

- Chandna R. C., 2002: *Environmental Geography*, Kalyani, Ludhiana.
- Cunningham W. P. and Cunningham M. A., 2004: *Principals of Environmental Science: Inquiry and Applications*, Tata Macgraw Hill, New Delhi.
- Goudie A., 2001: *The Nature of the Environment*, Blackwell, Oxford.
- Miller G. T., 2004: *Environmental Science: Working with the Earth*, Thomson Brooks Cole, Singapore.
- Odum, E. P. et al, 2005: *Fundamentals of Ecology*, Cengage Learning India.

Geography (Honours)

+3 3rd Year Arts

Semester -V

CC - XI: Regional Planning and Development

Full Mark: 100 (Mid term 15+End term 60+Practical 25)

Credit: Theory 4+Practical 2

Unit - I: Concept of a Region, Types of region: Formal, Functional and Planning Region, Need for Regional Planning, Evolution of Regional planning in India during five year plans, Characteristics of an Ideal Planning Region

Unit - II: Delineation of Planning Regions; Approaches and Methods, Regional disparity and imbalances in India, Planning Regions of India

Unit - III: Theories and Models for Regional Planning: Growth Pole Model of Perroux; Myrdal, Hirschman, Rostow.

Unit - IV: Policies and Programs for Rural and Regional Development Planning in India, Welfare Programs: IRDP, DPAP, Planning for backward regions, TDA and ITDP, planning for National Capital Region, Urban Area Programs, Concept and application of Human development Index in planning and development

Practical

1. Transport network analysis –Alfa, Beta, Gama indices
2. Nearest neighbor analysis
3. Mapping regional Disparity based on socio-economic data
4. Mapping levels of development based on socio-economic data
5. Practical record and viva-voce

Text Book

1. Chand, Mahesh and V. K. Puri: Regional Planning
2. Mishra R. P : Regional Planning, Concept Publishers, New Delhi

Reference Book:

1. Friedmann J. and Alonso W. (1975): *Regional Policy - Readings in Theory and Applications*, MIT Press, Massachusetts.
2. Haynes J., 2008: *Development Studies*, Polity Short Introduction Series.
3. Peet R., 1999: *Theories of Development*, The Guilford Press, New York.
4. UNDP 2001-04: *Human Development Report*, Oxford University Press.
5. World Bank 2001-05: *World Development Report*, Oxford University Press, New

Geography (Honours)

**+3 3rd Year Arts
Semester -V**

CC - XII: Remote Sensing and GIS

Full Mark: 100 (Mid term 15+End term60+Practical 25)

Credit: Theory 4+Practical 2

Unit - I: Remote Sensing: Definition and Components, EMS and EMR, Wave and Particle theory of EMR, Types of platforms and sensors, Advantages and limitation of Remote Sensing, Energy interaction with Atmosphere and Earth Surface features (Water, soil and vegetation)

Unit - II: Aerial Photography, Principles of stereo vision, Geometry of Aerial Photographs, Image elements and visual interpretation of satellite images.

Unit - III: GIS: definition and components, Types of GIS Data (Spatial and attribute), Raster and Vector Data models, Special functions of GIS, GPS elements and its uses..

Unit - IV: Application of RS & GIS in land use and land cover mapping, Application in cartography and map making, Mapping of water resources and Natural Vegetation

Practical

1. Stereoscopic vision using stereo cards and identification of objects from cards
2. Feature identification from aerial photographs using Pocket stereoscope/Mirror stereoscope
3. Feature identification from satellite imageries using visual interpretation
4. Identification and mapping of water bodies from satellite imageries
5. Digitization of Odisha state/block /district map and drawing of few point, line and polygon features

Text Book

1. Lillesand T. M., Kiefer R. W. and Chipman J. W., 2004: *Remote Sensing and Image Interpretation*, Wiley. (Wiley Student Edition).

Reference Book:

1. Bhatta, B. (2008) Remote Sensing and GIS, Oxford University Press, New Delhi.
2. Campbell J. B., 2007: *Introduction to Remote Sensing*, Guildford Press
3. Chauniyal, D. (2010) Sudur Samvedana Avam Bhaugolik Suchna Pranali, Sharda Pustak Bhawan, Allahabad.
4. Jensen, J. R. (2005) Introductory Digital Image Processing: A Remote Sensing Perspective, Pearson Prentice-Hall.
5. Joseph, G. 2005: *Fundamentals of Remote Sensing* United Press India.

Geography (Honours)

+3 3rd Year Arts

Semester -V

DISCIPLINE SPECIFIC ELECTIVE

DSE I: Population Geography

Full Mark: 100 (Mid term 15+End term 60+Practical 25)

Credit: Theory 4+Practical 2

Unit- I: Defining the Field, Nature and Scope of population geography; Sources of population data with special reference to India (Census, Vital Statistics and NSS), Population problems and issues.

Unit- II: Population Size, Distribution and Growth – Factors and Determinants, Theories of Growth – Malthusian Theory and Demographic Transition Theory.

Unit-III: Determinants of Population Growth: Fertility, Mortality and Migration-Measures, determinants and implications of fertility, mortality and migration.

Unit-IV: Population Composition and Characteristics – Age-Sex, Rural-Urban, Literacy, Occupational structure, Contemporary population issues–Ageing of Population; Declining Sex Ratio; HIV/AIDS, Trend of urbanization and related Problems.

Practical

1. Population projection: AP, GP and R.G India method, calculation and graphical display
2. Drawing of triangular diagram and Lorenz curve
3. Construction of compound and superimposed pyramids
4. Calculation and presentation of population growth Rate, infant and neonatal mortality rate, maternal mortality ratio based on supplied data
5. Practical record and Viva-Voce

Text book

1. Chandna R. C. and Sidhu M. S., 1980: *An Introduction to Population Geography*, Kalyani Publishers.

Reading List:

- Barrett H. R., 1995: *Population Geography*, Oliver and Boyd.
- Bhende A. and Kanitkar T., 2000: *Principles of Population Studies*, Himalaya Publishing House.
- Clarke J. I., 1965: *Population Geography*, Pergamon Press, Oxford.
- Jones, H. R., 2000: *Population Geography*, 3rd ed. Paul Chapman, London.
- Lutz W., Warren C. S. and Scherbov S., 2004: *The End of the World Population Growth in the 21st Century*, Earthscan.
- Newbold K. B., 2009: *Population Geography: Tools and Issues*, Rowman and Littlefield Publishers.
- Pacione M., 1986: *Population Geography: Progress and Prospect*, Taylor and Francis.
- Wilson M. G. A., 1968: *Population Geography*, Nelson.
- Panda B P (1988): *Janasankya Bhugol*, M P Hindi Granth Academy, Bhopal
- Maurya S D (2009) *Jansankya Bhugol*, Sharda Putak Bhawan, Allahabad
- Chandna, R C (2006), *Jansankhya Bhugol*, Kalyani Publishers, Delhi

Geography (Honours)

+3 3rd Year Arts

Semester -V

DSE - II: Resource Geography

Full Mark: 100 (Mid term 15+End term 60+Practical 25)

Credit: Theory 4+Practical 2

Unit - I: Natural Resources: Concept, Types, Classification, and Functional Theory of Resources

Unit II: Distribution and Utilization of Land Resources, Water Resources, Forest resources and Energy Resources and mineral resources.

Unit-III: Problems in exploitation, depletion and degradation of resources, Methods of conservation and management of Land, Water, Forest, mineral & Energy Resources

Unit IV: Resource scarcity hypothesis , Concept and approach towards sustainable development of resources,

Practical

1. Simple Correlation and interpretation of correlation coefficient
2. Test of significance of correlation coefficient
3. Rank Correlation
4. Simple Linear Regression, Drawing of scattergram and regression line
5. Practical record and viva-voce

Text book

1. Singh, R.L. 1988 (Reprint) — India: A Regional Geography

Reading List:

- Gadgil M. and Guha R., 2005: *The Use and Abuse of Nature: Incorporating This Fissured Land: An Ecological History of India and Ecology and Equity*, Oxford University Press. USA.
- Jones G. & Hollier G., 1997: *Resources, Society and Environmental Management*, Paul Chapman, London.
- Klee G., 1991: *Conservation of Natural Resources*, Prentice Hall, Englewood.
- Mather A. S. and Chapman K., 1995: *Environmental Resources*, John Wiley and Sons, New York.
- Mitchell B., 1997: *Resource and Environmental Management*, Longman Harlow, England.
- Owen S. and Owen P. L., 1991: *Environment, Resources and Conservation*, Cambridge Univ. Press, NY
- Rees J., 1990: *Natural Resources: Allocation, Economics and Policy*, Routledge. London.

Geography (Honours)

+3 3rd Year Arts

Semester -VI

CC - XIII: Geography of India

Full Mark: 100 (Mid term 15+End term60+Practical 25)

Credit: Theory 4+Practical 2

Unit - I: Triple tectonic divisions, Physiography of the Himalayas, Indo-Gangetic Plains, Peninsular India, Climate of India : Weather characteristics of SW and NE Monsoon, soil and natural vegetation

Unit -II: Population Distribution, Demographic structure, trend of population growth and urbanization, Distribution of major tribal groups of India, India's population problems and prospects

Unit-III: Distribution and utilisation of iron ore, nuclear minerals, coal, petroleum, natural gas, Factors of location and development of automobile, IT, Iron & Steel and Cotton Textile industries, Industrial regions of India

Unit - IV: Types of Irrigation in India, characteristics of Indian Agriculture, cropping pattern, production and distribution of rice and wheat, Tea and Coffee, problems of Indian Agriculture

Practical

1. Population density map of India byChoropleth
2. Graphical & cartographic presentation of socio-economicdata
3. Pie chart showing occupational structure ofIndia
4. Population pyramid for India
5. Practical record and viva-voce (10marks)

Text Book

1. Sharma, T.C. (2013) Economic Geography of India. Rawat Publication,Jaipur
2. Khullar, D. R. India: A ComprehensiveGeography

Reference Book:

1. DeshpandeC.D.,1992: *India:ARegionalInterpretation*,ICSSR,NewDelhi.
2. Mandal R. B. (ed.), 1990: *Patterns of Regional Geography – An International Perspective. Vol. 3 – Indian Perspective.*
3. Sharma, T. C. 2003: India - Economic and Commercial Geography. Vikas Publ., NewDelhi.
4. Singh R. L., 1971: *India: A Regional Geography*, National Geographical Society ofIndia.
5. Singh, Jagdish 2003: *India - A Comprehensive & Systematic Geography*, GyanodayaPrakashan, Gorakhpur.
6. Spate O. H. K. and Learmonth A. T. A., 1967: *India and Pakistan: A General and Regional Geography*,Methuen.

Geography (Honours)

+3 3rd Year Arts

Semester -VI

CC - XIV: Disaster Management

Full Mark: 100 (Mid term 15+End term 60+Practical 25)

Credit: Theory 4+Practical 2

Unit-I: Concept of Hazards and Disasters, Natural and manmade hazards, Types of hazards, Concept of Vulnerability and risk, prevention, mitigation and management.

Unit-II: Disaster management cycle, Pre disaster planning, During disaster management, Post Disaster planning and development, community based disaster preparedness, Role of various stakeholders (NGO, GO, NDMA, NIDM, NDRF, ODRAF and OSDMA) in disaster management.

Unit-III: Detail study of nature, characteristics and management of natural hazards: Flood, Cyclone, Drought, Earthquake, Tsunami and Land Slide

Unit-IV: Man made hazards and disasters, causes and impacts; Fire hazards, industrial hazards and nuclear hazards, Salient features of India's disaster management policy.

Practical

Project work – Preparation of a case study report on a specific hazard / disaster based on literature review and or field work

Text books

1. Singh, Savindar (2009): Disaster Management

Reference books:

1. Mishra B.J : Natural hazards and disaster management
2. Sundar I & Sezuiyan T : Disaster management
3. Verma : Encyclopedia of Disaster management
4. Eye Publication : Vulnerable India
5. Sinha. A. – Disaster management, United Press
6. Singh R.B – Risk Assessment and Vulnerability analysis.

Geography (Honours)

+3 3rd Year Arts

Semester -VI

DSE - III: Urban Geography

Full Mark: 100 (Mid term 15+End term 60+Practical 25)

Credit: Theory 4+Practical 2

Unit - I: Urban geography: Introduction, nature and scope; history of urbanization, Trends and Patterns of Urbanization in developed, developing countries, world and India.

Unit -II: Functional classification of cities: Quantitative and Qualitative Methods, Christaller Theory, Morphology of Urban Settlements & Urban Sphere of Influence and umland, concept of CBD, rural-urban fringe.

Unit-III: Theories of urban growth, Urban Issues: problems of housing, slums, civic amenities (water and transport), Air Pollution and Noise Pollution,

Unit -IV: Case studies of Delhi, Mumbai, Kolkata, Bhubaneswar and Chandigarh with reference to city planning and Urban Issues.

Practical

1. Functional classification of towns
2. Projection of urban population
3. Delimitation of C.B.D and umland
4. Gravity and population potential model.
5. Practical Record and Viva-Voce (10 marks)

Text books

1. Ramachandran R (1989): Urbanisation and Urban Systems of India, Oxford University Press, New Delhi

Reading List:

- Fyfe N. R. and Kenny J. T., 2005: *The Urban Geography Reader*, Routledge.
- Graham S. and Marvin S., 2001: *Splintering Urbanism: Networked Infrastructures, Technological Mobilities and the Urban Condition*, Routledge.
- Hall T., 2006: *Urban Geography*, Taylor and Francis.
- Kaplan D.H., Wheeler J.O. and Holloway S.R., 2008: *Urban Geography*, John Wiley.
- Knox P. L. & McCarthy L., 2005: *Urbanization: An Introduction to Urban Geography*, Prentice Hall NY.
- Sassen S., 2001: *The Global City: New York, London and Tokyo*, Princeton University Press.
- Ramachandran R (1989): Urbanisation and Urban Systems of India, Oxford University Press, New Delhi
- Ramachandran, R., 1992: *The Study of Urbanisation*, Oxford University Press, Delhi
- Singh, R.B. (Eds.) (2001) Urban Sustainability in the Context of Global Change, Science Pub., Inc., Enfield (NH), USA and Oxford & IBH Pub., New Delhi.
- Singh, R.B. (Ed.) (2015) Urban development, challenges, risks and resilience in Asian megacities. *Advances in Geographical and Environmental Studies*, Springer

Geography (Honours)

+3 3rd Year Arts Semester -VI

DSE – IV :FIELD WORK AND RESEARCH METHODOLOGY

Or PROJECT WORK

Full Mark: 100 (Mid term 15+End term60+Practical 25)

Credit: Theory 4+Practical 2

Unit – I : Fundamentals of Research Literacy

- a) Meaning and objectives of research; types of research (Historical, Case Study, Descriptive and Experimental),
- b) Significance of Research, Ethics in Research andPlagiarism,
- c) Role and Utility of Fieldwork inGeography,
- d) Sources & Types of Data Collection (Reconnaissance, Primary &Secondary)

Unit – II : Approaches to Research

- a)Approach and Methods of GeographicResearch,
- b)Ex-post facto, LaboratoryExperiments,
- c)Field Study and Experiments, Field SurveyResearch,
- d)Evaluation Research and ActionResearch.

Unit – III : Methods and Field Techniques

- a) Field Techniques in Geography, Selection of Appropriate Technique, Observation (Participant / NonParticipant),
- b) Preparation of Questionnaires and Schedules (Open/ Closed / Structured /Non-Structured);
- c) Participatory Rapid Appraisal and Focus GroupDiscussion
- d) ContentAnalysis

Unit – IV : Preparation of a Research Report

- a) Designing the Research Report (Documentation Structure, Layout, Fonts, Setting ofMaps, Diagrams, Tables , Appendices, Bibliography andReference)
- b) Review of Literature and Different Methods of In-text and End of PaperCitation,
- c) Style of Citation in Science and Social Science Research(Books, Journals, Reports, Thesis,News Items, Web Sources)

Practical for DSE – IV

Field Work and Research Methodology

- a) Preparation of a Observation Schedule (Participant / Non Participant) and Questionnaire (Open/ Closed / Structured /Non-Structured);
 - b) Preparation of a Guide Line for Focus Group Discussion andPRA
- c) Field Testing of Questionnaire and FGD-PRA guidelines t on a village level socio-economicstudy.
 - d) Preparation of a ResearchReport
 - e) Viva Voce

Note:

- i) Each student will prepare an individual report based on primary and secondary data collectedduring fieldwork.
- ii) Duration of the field work should not exceed oneweek
- iii) The word count of the report should be around 5000 excluding figures, tables, photographs,maps, references andappendices.
- iv) One copy of the report on A 4 size paper should be submitted in softbinding.

Geography (Honours)

GEOGRAPHY DISSERTATION/ PROJECT WORK

A project report may be given in view of discipline specific papers. It is considered as a special course involving application of knowledge solving and exploring a real life situation and difficult problem.

Aim of the Course

To introduce research aptitude among young geographers.

Objectives of the Course

- * To enable students to develop a general understanding of the methodology of research in geography.
- * To strengthen the need of interdisciplinary research.
- * To inculcate the role of Case Study analysis in the methodology of geography.
- * To understand the value of Field Work and Primary Data in geographical research.

Main Books

1. Majid Hussain (1994), Methodology of Geography, Anmol Publication, New Delhi.
2. K.L. Narasimha Murthy (1999), Geographical Research, Concept Publishing Company, New Delhi

Reference Books

3. Research Methodology - Methods and Techniques, Revised Edited by C.R. Kothari (2004), New Age International Publishers, New Delhi.
4. Quantitative Social Research Methods by Kultar Singh (2007), Sage Publication.
5. Social Survey Methods by Paul Nicholas (2009), Oxfarm Publishers Delhi.

Geography (Honours)

Training programs required for under graduate faculty

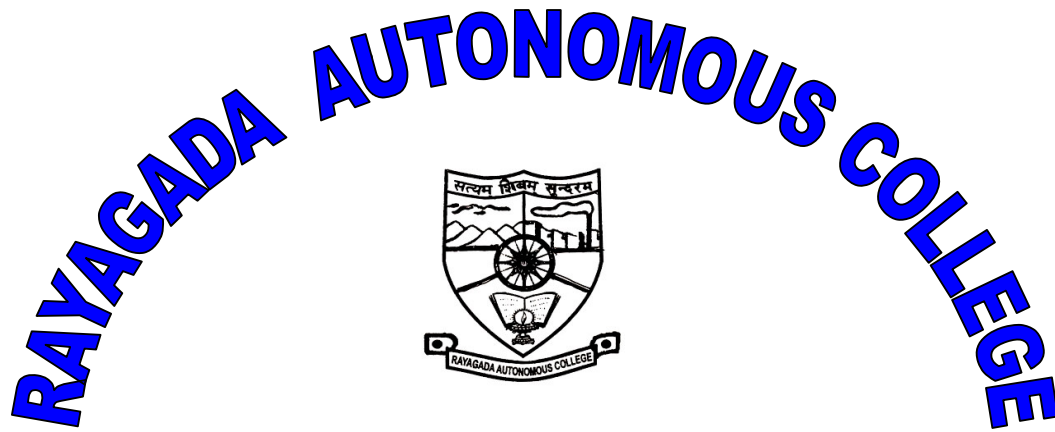
1. R.S. & G.I.S. with practical modules –21days
2. Advance cartographic & statistical techniques and its application inGeography.
3. Research methodology and field work inGeography.

Laboratory Equipments Required

1. Desktop - 10
2. Print set - 2
3. Planmeter -
4. Rotameter -
5. Toposheets -
6. Satelliteimage-
7. Aerial photograph-
8. Stereoscope
9. ParallaxBar
10. Tracing Table
11. GPS (Garmin) -5
12. ClinometersCompass

Student Project

1. Environment
2. Rural Development
3. Urbanstudies
4. Natural Hazards



RAYAGADA, ODISHA, 765001

SYLLABUS FOR SESSION 2019 – 2022

DEPARTMENT OF HINDI

1st Semester 2019

2nd Semester 2020

3rd Semester 2020

4th Semester 2021

5th Semester 2021

6th Semester 2022

**Rayagada Autonomous College
Rayagada, Odisha, 765001**

RAYAGADA AUTONOMOUS COLLEGE



CBCS SYLLABUS FOR HINDI ACADEMIC SESSION: 2019-2022

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	2019
2 nd Semester	Core Course (Honours)	III & IV	6 Credits each Paper	20+80=100	2020
3 rd Semester	Core Course (Honours)	V, VI & VII	6 Credits each Paper	20+80=100	2020
4 th Semester	Core Course (Honours)	VIII, IX & X	6 Credits each Paper	20+80=100	2021
5 th Semester	Core Course (Honours)	XI & XII	6 Credits each Paper	20+80=100	2021
6 th Semester	Core Course (Honours)	XIII & XIV	6 Credits each Paper	20+80=100	2022
	Ability Enhancement Compulsory Course				
2 nd Semester	A.E.C.C	II	4 Credits	20+80=100	2020
	Generic Elective Course				
1 st Semester	G.E.	I	6 Credits	20+80=100	2019
2 nd 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	2021
6 th Semester	D.S.E.C	III & IV	6 Credits each Paper	20+80=100	2022

**SYLLABUS OF (HINDI) CBCS
B.A. HONOURS (HINDI)
CORE COURSE (CC)**

1st SEMESTER – 2019

**CORE COURSE
PAPER - I
हिंदी साहित्य का इतिहास - (भाग-I)**

**Full Marks : 20+80 = 100 (Mid-Term + Term- End Exam)
Time : 3 Hours**

UNIT- I

हिंदी साहित्य के प्रमुख इतिहास ग्रंथ (केवल परिचय), काल विभाजन एवं उनके नामकरण ।

UNIT- II

आदिकाल की पृष्ठभूमि, आदिकाल के प्रमुख कवि, आदिकाल की प्रमुख रचनाएँ. आदिकाल की प्रमुख काव्य प्रवृत्तियाँ ।

UNIT- III

भक्तिकाल की पृष्ठभूमि और प्रवृत्तियाँ, निर्गुण काव्यधारा (ज्ञान मार्ग एवं प्रेम मार्ग) निर्गुण काव्यधारा के प्रमुख कवि एवं रचनाएँ।

सगुण काव्यधारा की प्रवृत्तियाँ और विशेषताएँ, राम भक्ति शाखा, कृष्ण भक्ति शाखा, प्रमुख कवि एवं रचनाएँ ।

UNIT- IV

रीति काल की पृष्ठभूमि, रीतिकाव्य का परिचय, प्रमुख कवि और उनकी रचनाएँ, काव्य प्रवृत्तियाँ ।

अंक विभाजन : - अति संक्षिप्त प्रश्न 02 X 08 = 16 अंक
 दीर्घ उत्तरमुलक प्रश्न 16 X 04 = 64 अंक

सहायक ग्रंथ सूची :

- | | |
|---------------------------------------|---------------------------------|
| 1. हिंदी साहित्य का इतिहास | - आचार्य रामचंद्र शुक्ल |
| 2. हिंदी साहित्य का उद्भव और विकास | - आचार्य हज़ारी प्रसाद द्विवेदी |
| 3. हिंदी साहित्य का दूसरा इतिहास | - डॉ. बच्चन सिंह |
| 4. भक्ति काव्य और लोक जीवन | - शिव कुमार मिश्र |
| 5. हिंदी साहित्य का इतिहास | - सं. डॉ नगेन्द्र |
| 6. भारतीय चिंतन परंपरा | - के. दामोदरन |
| 7. हिंदी साहित्य का इतिहास | - लक्ष्मी सागर वाष्णेय |
| 8. हिंदी साहित्य का आलोचनात्मक इतिहास | - डॉ. रामकुमार वर्मा |

**SYLLABUS OF (HINDI) CBCS
B.A. HONOURS (HINDI)
CORE COURSE (CC)**

**1st SEMESTER – 2019
CORE COURSE
PAPER – II**

**भक्तिकालीन हिंदी कविता
निर्गुण एवं रामभक्ति काव्यधारा**

**Full Marks : 20+80 = 100 (Mid-Term + Term- End Exam)
Time : 3 Hours**

UNIT- I

निर्गुण भक्ति काव्य का स्वरूप, ज्ञानमार्ग और प्रेममार्ग. रामभक्ति काव्य का स्वरूप, प्रमुख कवि और प्रवृत्तियाँ ।

UNIT- II

कबीरदास -

पद संख्या :- 2. रहना नहीं देस बिराना है, 4. साधो, देखा जग बौराना,
5. तोको पीव मिलेंगे ।

साखी : - 1 – 21 ।

UNIT- III

मलिक मुहम्मद जायसी - नागमति वियोग वर्णन ।

UNIT- IV

तुलसीदास - भरत महिमा

अंक विभाजन : - अति संक्षिप्त प्रश्न 02 X 08 = 16 अंक
दीर्घ उत्तरमुलक प्रश्न 16 X 04 = 64 अंक

पाठ्य पुस्तक :-

1. हिंदी काव्य संग्रह - सं. रामवीर सिंह, केंद्रीय हिंदी संस्थान, आगरा ।

सहायक ग्रंथ सूची :

- | | |
|--|--------------------------|
| 1. भक्ति आंदोलन और सूरदास का काव्य | - मैनेजर पाण्डेय |
| 2. हिंदी सूफ़ी काव्य की भूमिका | - रामपूजन तिवारी |
| 3. राष्ट्रीय एकता, वर्तमान समस्याएँ और भक्ति साहित्य | - कैलाश नारायण तिवारी |
| 4. कबीर की विचार-धारा | - गोविंद त्रिगुणायत |
| 5. भक्ति काव्य यात्रा | - रामस्वरूप चतुर्वेदी |
| 6. कबीर | - हज़ारी प्रसाद द्विवेदी |
| 7. तुलसीदास | - रामचंद्र शुक्ल |

**SYLLABUS OF (HINDI) CBCS
B.A. HONOURS (HINDI)
CORE COURSE (CC)**

2nd SEMESTER – 2020

**CORE COURSE
PAPER – III
हिंदी साहित्य का इतिहास - (भाग-II)**

**Full Marks : 20+80 = 100 (Mid-Term + Term- End Exam)
Time : 3 Hours**

UNIT- I

आधुनिककाल की सामाजिक, सांस्कृतिक एवं राजनैतिक पृष्ठभूमि ।
गद्य का उद्भव एवं विकास खड़ीबोली का साहित्य ।

UNIT- II

भारतेन्दु युगीनकाव्य, द्विवेदीयुगीन काव्य तथा छायावादी कविता (केवल कविता की प्रमुख प्रवृत्तियाँ) ।
प्रगतिवाद, प्रयोगवाद, नई कविता, समकालीन कविता (केवल काव्य प्रवृत्तियाँ) ।

UNIT- III

गद्य की प्रमुख विधायों का विकास : उपन्यास और कहानी ।

UNIT- IV

क. नाटक, एकांकी, निबंध (उद्भव और विकास) ।
ख. अस्मिता विमर्श - दलित विमर्श, स्त्री विमर्श, आदिवासी विमर्श ।

अंक विभाजन : - अति संक्षिप्त प्रश्न 02 X 08 = 16 अंक
 दीर्घ उत्तरमुलक प्रश्न 16 X 04 = 64 अंक

सहायक ग्रंथ सूची :

- | | |
|---|---------------------------------|
| 1. हिंदी साहित्य : बीसवीं शताब्दी | - नंद दुलारे वाजपेयी |
| 2. भारतेन्दु हरिश्चन्द्र और हिंदी नवजागरण की समस्याएँ | - रामविलास शर्मा |
| 3. हिंदी दलित साहित्य | - मोहनदास नैमिशराय |
| 4. अस्मितामूलक विमर्श और हिंदी साहित्य | - डॉ. रजत रानी |
| 5. समकालीन हिंदी साहित्य : विविध विमर्श | - प्रो. श्रीराम शर्मा |
| 6. हिंदी साहित्य का इतिहास | - आचार्य रामचंद्र शुक्ल |
| 7. हिंदी साहित्य का उद्भव और विकास | - आचार्य हज़ारी प्रसाद द्विवेदी |
| 8. हिंदी साहित्य का दूसरा इतिहास | - डॉ. बच्चन सिंह |

SYLLABUS OF (HINDI) CBCS
B.A. HONOURS (HINDI)
CORE COURSE (CC)
2nd SEMESTER - 2020
CORE COURSE
PAPER – IV
कृष्णभक्ति एवं रीतिकालीन हिन्दी कविता

Full Marks : 20+80 = 100 (Mid-Term + Term- End Exam)
Time : 3 Hours

UNIT- I

कृष्णभक्ति काव्य का स्वरूप, कृष्णभक्ति के प्रमुख कवि :

सूरदास : विनय के पद - 1 से 5 तक
 भ्रमरगीत - 6 से 10 तक

UNIT- II

रसखान : पद - 3. मानुष हैं तो वही 4. या लकुटि और कमरिया
 6. सेस गनेस महेस 10. मोरपखा परि उपर
 12. कान्ह भये बस बाँसूरी के

UNIT- III

बिहारी : भक्ति वर्णन, ऋतु वर्णन, एवं नीति वर्णन के दोहे - 1 से 16 तक

UNIT- IV

घनानन्द : प्रेम-साधना, प्रेम की अनन्यता, उपालंभ के पद संख्या - 1 से 5 तक

अंक विभाजन : - अति संक्षिप्त प्रश्न 02 X 08 = 16 अंक
 दीर्घ उत्तरमुलक प्रश्न 16 X 04 = 64 अंक

पाठ्य पुस्तक :

1. हिंदी काव्य संग्रह - सं. रामवीर सिंह, केंद्रीय हिंदी संस्थान, आगरा ।

सहायक ग्रंथ सूची :

- | | |
|------------------------------------|-------------------------|
| 1. रीतिकाव्य की भूमिका | - डॉ नगेन्द्र |
| 2. हिन्दी साहित्य का उत्तर मध्यकाल | - महेन्द्र कुमार |
| 3. बिहारी | - विश्वनाथ प्रसाद मिश्र |
| 4. घनानन्द और स्वच्छंद काव्य धारा | - मनोहर लाल गौड़ |

**SYLLABUS OF (HINDI) CBCS
B.A. HONOURS (HINDI)
CORE COURSE (CC)**

**3rd SEMESTER – 2020
CORE COURSE
PAPER – V**

अनुवाद सिद्धान्त

Full Marks : 20+80 = 100 (Mid-Term + Term- End Exam)
Time : 3 Hours

UNIT- I

अनुवाद की परिभाषा एवं स्वरूप, अनुवाद के क्षेत्र, अनुवाद कला अथवा विज्ञान ।

UNIT- II

अनुवाद की प्रक्रिया और प्रवृद्धि, अनुवाद तथा समतुल्यता का सिद्धान्त ।

UNIT- III

अनुवाद के प्रकार : साहित्यिक अनुवाद (भाषा अनुवाद), कार्यालयी अनुवाद, सारानुवाद, भावानुवाद ।

UNIT- IV

व्यावहारिक अनुवाद :

क. किसी अंग्रेजी अवतरण का हिन्दी में अनुवाद । (केवल कार्यालयी अनुच्छेद ही दिया जाएगा)

ख. किसी हिन्दी अवतरण का अंग्रेजी में अनुवाद (केवल कार्यालयी अनुच्छेद ही दिया जाएगा)

अंक विभाजन : - अति संक्षिप्त प्रश्न 02 X 08 = 16 अंक
 दीर्घ उत्तरमुलक प्रश्न 16 X 04 = 64 अंक

सहायक ग्रंथ सूची :

- | | |
|----------------------------------|------------------------------|
| 1. अनुवाद के भाषिक सिद्धान्त | - कैटफोट |
| 2. अनुवाद प्रविधि | - प्रो. बालेन्दु शेखर तिवारी |
| 3. अनुवाद के सिद्धांत | - आर. आर. रेड्डी |
| 4. अनुवाद : प्रक्रिया एवं प्रयोग | - छबिल कुमार मेहेर |
| 5. अनुवाद विज्ञान | - डॉ. भोलानाथ तिवारी |
| 6. अनुवाद प्रक्रिया एवं परिदृश्य | - रीतारानी पालिवाल |

**SYLLABUS OF (HINDI) CBCS
B.A. HONOURS (HINDI)
CORE COURSE (CC)**

**3rd SEMESTER – 2020
CORE COURSE
PAPER – VI
हिंदी कथा साहित्य (उपन्यास)**

**Full Marks : 20+80 = 100 (Mid-Term + Term- End Exam)
Time : 3 Hours**

UNIT- I

हिंदी उपन्यास उद्भव और विकास, प्रेमचंद का उपन्यास साहित्य, प्रेमचंद के उपन्यासों में भारतीय समाज एवं मेहनतकश वर्ग ।

UNIT- II

हिंदी का महिला उपन्यास साहित्य, स्त्री विमर्श की अवधारणा और संभावनाएँ ।

UNIT- III

ग़बन - प्रेमचंद

UNIT- IV

आपका बँटी - मन्नु भंडारी

अंक विभाजन : - अति संक्षिप्त प्रश्न 02 X 08 = 16 अंक
 दीर्घ उत्तरमुलक प्रश्न 16 X 04 = 64 अंक

सहायक ग्रंथ सूची :

- | | | |
|------------------------------|---|--|
| 1. प्रेम चंद और उनका युग | - | रामविलास शर्मा |
| 2. विरासत क सवाल | - | शिव कुमार मिश्र |
| 3. हिंदी उपन्यास एक अंतर्गता | - | रामदरश मिश्र |
| 4. उपन्यास के पहलू | - | ई.एम. फोस्टर |
| 5. आधुनिक हिंदी उपन्यास | - | भीष्म साहनी, राम जी मिश्र, भगवती प्रसाद निदारिया |
| 6. मन्नु भंडारी और आपका बँटी | - | डॉ मालविका |

SYLLABUS OF (HINDI) CBCS

B.A. HONOURS (HINDI)

CORE COURSE (CC)

3rd SEMESTER – 2020

CORE COURSE

PAPER – VII

हिंदी कथा साहित्य (कहानी)

Full Marks : 20+80 = 100 (Mid-Term + Term- End Exam)

Time : 3 Hours

UNIT- I

- | | | |
|----------------|---|----------------------|
| 1. उसने कहा था | - | चंद्रधर शर्मा गुलेरी |
| 2. पूस की रात | - | प्रेमचन्द |
| 3. पुरस्कार | - | जय शंकर प्रसाद |

UNIT- II

- | | | |
|-----------------------------|---|-----------------|
| 4. मुगलों ने सल्तनत बख्श दी | - | भगवती चरण वर्मा |
| 5. वापसी | - | उषा प्रियवंदा |
| 6. कलाकार | - | राजेंद्र यादव |

UNIT- III

- | | | |
|-----------------------|---|---------------|
| 7. मानसरोवर के हंस | - | कमलेश्वर |
| 8. भोलाराम का जीव | - | हरिशंकर परसाई |
| 9. रानी माँ का चबूतरा | - | मन्नु भंडारी |

UNIT- IV

- | | | |
|-----------------|---|-----------------|
| 10. पोष्टमैन | - | शैलेश मटियानी |
| 11. पंचलाइट | - | फणीश्वरनाथ रेणु |
| 12. सुबह की सैर | - | निर्मला वर्मा |

अंक विभाजन : - अति संक्षिप्त प्रश्न 02 X 08 = 16 अंक
 दीर्घ उत्तरमुलक प्रश्न 16 X 04 = 64 अंक

पाठ्य पुस्तक : 1. आधुनिक कहानी संग्रह - सं. सरोजिनी शर्मा, केंद्रीय हिंदी संस्थान

सहायक ग्रंथ सूची :

- | | | |
|-----------------------------|---|---------------|
| 1. कहानी नई कहानी | - | नामवर सिंह |
| 2. नई कहानी की भूमिका | - | कमलेश्वर |
| 3. हिंदी कहानी का इतिहास | - | गोपाल राय |
| 4. कहानी स्वरूप एवं संवेदना | - | राजेंद्र यादव |

SYLLABUS OF (HINDI) CBCS
B.A. HONOURS (HINDI)
CORE COURSE (CC)
4th SEMESTER – 2021
CORE COURSE
PAPER – VIII
कथा इतर गद्य साहित्य

Full Marks : 20+80 = 100 (Mid-Term + Term- End Exam)
Time : 3 Hours

UNIT- I

जीवनी - उद्देश्य, प्रस्तावना, जीवनी का स्वरूप,
जीवनी साहित्य : परंपरा और विकास

UNIT- II

आत्मकथा - उद्देश्य, प्रस्तावना, आत्मकथा का स्वरूप,
आत्मकथा साहित्य : परंपरा और विकास

UNIT- III

रेखाचित्र - पाठ्य पुस्तक - 'रेखाएँ और रेखाएँ' - सं सुधाकर पाण्डेय, अनुराग प्रकाशन, वाराणसी ।
1. रजिया - रामवृक्ष बेनिपुरी
2. रामा - महादेवी वर्मा

UNIT- IV

निबंध - आधुनिक निबंध संग्रह : सं सुरेश कुमार, केंद्रीय हिंदी संस्थान, आगरा ।
1. नाखून क्यों बढ़ते हैं - हज़ारी प्रसाद द्विवेदी
2. नए वर्ष के शुभ संकल्प - राम विलास शर्मा
3. अमरनाथ की महायात्रा - कन्हैया लाल नंदन
4. छायावादी काव्य शैली - नामवर सिंह

अंक विभाजन : - अति संक्षिप्त प्रश्न 02 X 08 = 16 अंक
दीर्घ उत्तरमुलक प्रश्न 16 X 04 = 64 अंक

सहायक ग्रंथ सूची :

- | | |
|--|--|
| 1. प्रतिनिधि हिंदी निबंधकार | - विभुराम मिश्र, ज्योतिश्वर मिश्र,
लोकभारती प्रकाशन । |
| 2. यात्रा साहित्य विद्या : शास्त्र और इतिहास | - बापूराम देशाई,
विकास प्रकाशन, कानपुर । |
| 3. हिंदी का गद्य साहित्य | - रामचंद्र तिवारी । |
| 4. आधुनिक हिंदी गद्य साहित्य का
विकास और विश्लेषण | - डॉ विजय मोहन सिंह |

**SYLLABUS OF (HINDI) CBCS
B.A. HONOURS (HINDI)
CORE COURSE (CC)**

**4th SEMESTER – 2021
CORE COURSE
PAPER – IX
आधुनिक हिंदी कविता**

**Full Marks : 20+80 = 100 (Mid-Term + Term- End Exam)
Time : 3 Hours**

UNIT- I

यशोधारा : मैथिली शरण गुप्त

कविता संख्या : 1. घूम रहा है कैसा चक्र,
3. आर्यपुत्र दे चुके परीक्षा,
5. रुदन का हँसना ही तो गान ।

2. सखी वे मुझसे कहकर जाते,
4. चुप रह चुप रह हाय अभागे,

UNIT- II

जयशंकर प्रसाद : 1. आँसू - छंद संख्या - 1 से 20,

2. ले चल मुझे भुलावा देकर

UNIT- III

सूर्यकांत त्रिपाठी 'निराला' :

1. तोड़ती पत्थर, 2. बादल राग, 3. संध्या सुंदरी

सुमित्रा नंदन पंत :

1. पंत : प्रथम रश्मि, 2. ताज

UNIT- IV

महादेवी वर्मा :

1. मैं नीर भरी दुख की बदली, 2. पंथ होने दो अपरिचित
3. मधुर-मधुर मेरे दीपक जल ।

अंक विभाजन : - अति संक्षिप्त प्रश्न 02 X 08 = 16 अंक
दीर्घ उत्तरमुलक प्रश्न 16 X 04 = 64 अंक

पाठ्य पुस्तक : **हिंदी काव्य संग्रह - सं. राम वीर सिंह**, केंद्रीय हिंदी संस्थान, आगरा

सहायक ग्रंथ सूची :

- | | |
|--|---|
| 1. छायावाद | - नामवर सिंह, राजकमल प्रकाशन, दिल्ली । |
| 2. आधुनिक हिन्दी साहित्य की प्रवृत्तियाँ | - नामवर सिंह, लोकभारती प्रकाशन,
इलाहाबाद । |
| 3. निराला : आत्महंता आस्था | - दूधनाथ सिंह |
| 4. जयशंकर प्रसाद | - नंददुलारे बाजपेयी |
| 5. महादेवी वर्मा | - जगदीश गुप्त |

SYLLABUS OF (HINDI) CBCS
B.A. HONOURS (HINDI)
CORE COURSE (CC)

4th SEMESTER – 2021

CORE COURSE
PAPER – X
भाषा विज्ञान और हिंदी भाषा

Full Marks : 20+80 = 100 (Mid-Term + Term- End Exam)
Time : 3 Hours

UNIT- I

भाषा की परिभाषा एवं स्वरूप, भाषा परिवर्तन के कारण । लिपि की परिभाषा एवं स्वरूप, भारत में लिपि का विकास, देवनागरी लिपि की विशेषताएँ एवं मानकीकरण ।

UNIT- II

भाषा विज्ञान की परिभाषा एवं स्वरूप, भाषा विज्ञान की अन्य शाखाओं से संबंध ।

UNIT- III

दक्खिनी हिंदी भाषा का साहित्य खड़ी बोली और साहित्यिक भाषा के रूप में हिंदी का उद्भव और विकास । फ़ोर्ट विलियम कॉलेज की भाषानीति ।

UNIT- IV

हिंदी के विविध रूप : राजभाषा, राष्ट्रभाषा, संपर्क भाषा, संचार भाषा ।

अंक विभाजन : - अति संक्षिप्त प्रश्न 02 X 08 = 16 अंक
 दीर्घ उत्तरमुलक प्रश्न 16 X 04 = 64 अंक

सहायक ग्रंथ सूची :

- | | | |
|----------------------------------|---|--|
| 1. भाषा विज्ञान की भूमिका | - | देवेन्द्रनाथ शर्मा, दीप्ति शर्मा, राधाकृष्ण प्रकाशन, नई-दिल्ली । |
| 2. हिंदी : उद्भव, विकास और रूप | - | हरदेव बाहरी, किताब महल, नई दिल्ली । |
| 3. हिंदी भाषा का इतिहास | - | धीरेन्द्र शर्मा |
| 4. भाषा और समाज | - | रामविलास शर्मा, राजकमल प्रकाशन, नई दिल्ली । |
| 5. भाषा और लिपि का इतिहास | - | धीरेन्द्र वर्मा |
| 6. आधुनिक भाषा विज्ञान | - | डॉ राजमणि शर्मा |
| 7. भाषा विज्ञान एवं भाषा शास्त्र | - | कपिलदेव द्विवेदी |
| 8. भाषा विज्ञान | - | भोलानाथ तिवारी |

SYLLABUS OF (HINDI) CBCS

B.A. HONOURS (HINDI)

CORE COURSE (CC)

5th SEMESTER – 2021

CORE COURSE

PAPER – XI

हिंदी नाटक और रंग मंच

Full Marks : 20+80 = 100 (Mid-Term + Term- End Exam)

Time : 3 Hours

UNIT- I

हिंदी नाटक और रंग मंच का परिचय, भारतीय रंगमंच, पाश्चात्य रंगमंच, जयशंकर प्रसाद का नाट्य साहित्य ।

UNIT- II

‘आषाढ़ का एक दिन’ - मोहन राकेश

UNIT- III

‘माधवी’ - भीष्म साहनी

UNIT- IV

आधुनिक एकांकी संग्रह - सं सुरेश कुमार, केंद्रीय हिंदी संस्थान, आगरा ।

- | | | |
|--------------------------|---|-------------------|
| 1. भोर का तारा | - | जगदीश चंद्र माथुर |
| 2. औरंगज़ेब की आखिरी रात | - | राम कुमार वर्मा |
| 3. जुलूस | - | कणादि ऋषि भट नागर |
| 4. धीरे बहो गंगा | - | लक्ष्मीनारायण लाल |

अंक विभाजन : - अति संक्षिप्त प्रश्न 02 X 08 = 16 अंक
दीर्घ उत्तरमुलक प्रश्न 16 X 04 = 64 अंक

सहायक ग्रंथ :

- | | | |
|--------------------------------|---|--|
| 1. नाटककार जय शंकरप्रसाद | - | स सत्येन्द्र कुमार तनेजा, राधाकृष्ण प्रकाशन । |
| 2. हिंदी नाटक | - | बच्चन सिंह, लोकभारती प्रकाशन, इलाहाबाद । |
| 3. आधुनिकता और मोहन राकेश | - | डॉ उर्मिला मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी । |
| 4. आधुनिक हिंदी नाटक और रंगमंच | - | सं. नेमिचन्द्र जैन |

SYLLABUS OF (HINDI) CBCS
B.A. HONOURS (HINDI)
CORE COURSE (CC)
5th SEMESTER – 2021
CORE COURSE
PAPER – XII
भारतीय काव्य शास्त्र

Full Marks : 20+80 = 100 (Mid-Term + Term- End Exam)
Time : 3 Hours

UNIT- I

काव्य लक्षण, काव्य प्रयोजन, शब्द शक्ति

UNIT- II

रस सिद्धांत : परिभाषा एवं स्वरूप, रस के प्रकार

UNIT- III

रीति सिद्धांत : परिभाषा एवं स्वरूप, रीति के भेद

UNIT- IV

अलंकार : परिभाषा एवं स्वरूप, प्रमुख भेद, लक्षण एवं उदाहरण : उपमा, रूपक, अनुप्रास, उत्प्रेक्षा, अन्योक्ति, यमक, श्लेष, भ्रांतिमान, अतिसयोक्ति, वक्रोक्ति ।

छंद : लक्षण एवं उदाहरण : दोहा, चौपाई, सवैया, रोला, छप्पय, बरवै, सोरठा, मन्दाक्रान्ता, धनाक्षरी, कुंडलियाँ ।

अंक विभाजन : - अति संक्षिप्त प्रश्न 02 X 08 = 16 अंक
दीर्घ उत्तरमुलक प्रश्न 16 X 04 = 64 अंक

सहायक ग्रंथ :

- | | |
|-------------------------|--|
| 1. भारतीय काव्य शास्त्र | - भगीरथ मिश्र |
| 2. भारतीय काव्य शास्त्र | - सत्यदेव चौधरी, अलंकार प्रकाशन, दिल्ली । |
| 3. भारतीय काव्य शास्त्र | - नगेन्द्र, नैशनल पब्लिशिंग हाउस, दिल्ली । |
| 4. अलंकार मुक्तावली | - देवेन्द्रनाथ शर्मा |

SYLLABUS OF (HINDI) CBCS
B.A. HONOURS (HINDI)
CORE COURSE (CC)

6th SEMESTER – 2022
CORE COURSE
PAPER – XIII
आधुनिक हिंदी कविता (भाग –II)

Full Marks : 20+80 = 100 (Mid-Term + Term- End Exam)
Time : 3 Hours

UNIT- I

रामधारी सिंह 'दिनकर' : जनतंत्र का जन्म, अभिनव मनुष्य
हरिवंशराय 'बच्चन' : पथ की पहचान

UNIT- II

सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' : हिरोशिमा, कलगी बाजरे की
भवानी प्रसाद मिश्र : गीत फ़रोश, अभिव्यक्ति

UNIT- III

धर्मवीर भारती : कस्बे की शाम, बोआई का गीत
नागार्जुन : बहुत दिनों के बाद, प्रेत का बयान

UNIT- IV

धूमिल : मोचीराम
रघुवीर सहाय : रामदास
शमशेर : एक पीली शाम

पाठ्य पुस्तक : हिंदी काव्य संग्रह - सं. रामवीर सिंह, केंद्रीय हिंदी संस्थान, आगरा ।

अंक विभाजन : - अति संक्षिप्त प्रश्न 02 X 08 = 16 अंक
दीर्घ उत्तरमुलक प्रश्न 16 X 04 = 64 अंक

सहायक ग्रंथ :

- | | | |
|--|---|--|
| 1. आधुनिक हिंदी कविता का विकास | - | हेतु भारद्वाज |
| 2. कविता के नए प्रतिमान | - | नामवर सिंह, राजकमल प्रकाशन, नई दिल्ली |
| 3. नई कविता और अस्तित्ववाद | - | रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली |
| 4. समकालीन कविता का यथार्थ | - | परमानंद श्रीवास्तव |
| 5. समकालीन हिंदी कविता | - | रवीन्द्र भ्रमर |
| 6. सवा तंत्रों तर हिंदी कविता में राजनैतिक चेतना | - | डॉ. उसमान ख़ान |

SYLLABUS OF (HINDI) CBCS
B.A. HONOURS (HINDI)
CORE COURSE (CC)

6th SEMESTER – 2022

CORE COURSE
PAPER – XIV
पाश्चात्य काव्य शास्त्र

Full Marks : 20+80 = 100 (Mid-Term + Term- End Exam)
Time : 3 Hours

UNIT- I

प्लेटो : काव्य, सत्य और अनुकरण
अरस्तू के काव्य सिद्धांत

UNIT- II

लॉगिनुस : काव्य में उदात्त तत्व
विलियम वड्सवर्थ : काव्य संबंधी विचार

UNIT- III

मैथ्यु आर्नल्ड : कविता और जीवन, कविता और समाज
आई ए. रिचर्ड्स : मूल्य सिद्धांत

UNIT- IV

बिंबवाद, प्रतीकवाद, स्वच्छंदतावाद, मार्क्सवाद

अंक विभाजन : - अअति संक्षिप्त प्रश्न 02 X 08 = 16 अंक
दीर्घ उत्तरमुलक प्रश्न 16 X 04 = 64 अंक

सहायक ग्रंथ :

- | | | |
|--|---|---|
| 1. पाश्चात्य साहित्य चिंतन | - | निर्मला जैन, राधाकृष्ण प्रकाशन, दिल्ली |
| 2. पाश्चात्य काव्यशास्त्र-इतिहास सिद्धांत और वाद | - | भागीरथी मिश्र, विश्वविद्यालय प्रकाशन |
| 3. पाश्चात्य समीक्षा दर्शन | - | जगदीश चंद्र जैन, हिंदी प्रचारक संस्थान, वाराणसी । |
| 4. भारतीय एवं पाश्चात्य काव्यशास्त्र की रूपरेखा | - | रामचंद्र तिवारी, लोकभारती प्रकाशन |

**SYLLABUS OF (HINDI) CBCS
B.A. HONOURS (HINDI)
DISCIPLINE SPECIFIC ELECTIVE COURSE (DSEC)**

**5th SEMESTER – 2021
DSE COURSE
PAPER – I
तुलसीदास**

**Full Marks : 20+80 = 100 (Mid-Term + Term- End Exam)
Time : 3 Hours**

UNIT- I

तुलसी और उनका युग, तुलसी की भक्ति भावना, रामकाव्य की परंपरा और तुलसी ।

UNIT- II

तुलसी की प्रमुख रचनाएँ, तुलसी के नारी संबंधी विचार, तुलसी का समन्वयवाद ।

UNIT- III

पाठ्य पुस्तक : रामचरितमानस (केवल अयोध्याकांड पद संख्या - 1 से 50) : तुलसीदास,
गीता प्रेस, गोरखपुर

UNIT- IV

विनय पत्रिका : तुलसीदास (केवल पद संख्या - प्रथम 1 से 20 पद) गीता प्रेस, गोरखपुर

अंक विभाजन : - अति संक्षिप्त प्रश्न 02 X 08 = 16 अंक
दीर्घ उत्तरमुलक प्रश्न 16 X 04 = 64 अंक

सहायक ग्रंथ :

- | | |
|---|--|
| 1. तुलसीदास | - डॉ माताप्रसाद गुप्त, हिंदी परिषद, प्रयाग |
| 2. तुलसी और उनका युग | - डॉ राजपति दीक्षित, ज्ञान मंडल, काशी |
| 3. तुलसी आधुनिक वातायन से | - रमेश कुंतल मेघ |
| 4. गोस्वामी तुलसीदास की दृष्टि में नारी और उसका महत्व | - ज्ञानवती त्रिवेदी, विश्वविद्यालय प्रकाशन |
| 5. गोस्वामी तुलसीदास | - रामचंद्र शुक्ल |

**SYLLABUS OF (HINDI) CBCS
B.A. HONOURS (HINDI)**

**5th SEMESTER - 2021
DSE COURSE
PAPER – II
प्रेमचंद**

**Full Marks : 20+80 = 100 (Mid-Term + Term- End Exam)
Time : 3 Hours**

UNIT- I

प्रेमचंद और उनका युग, प्रेमचंद और भारतीय स्वतंत्रता आंदोलन ।

UNIT- II

प्रेमचंद और भारतीय किसान, उपन्यासकार के रूप में प्रेमचंद
सेवासदन - प्रेमचंद

UNIT- III

कहानीकार प्रेमचंद
मनसरोवर - भाग - I
1. अलगयोझा
2. ईदगाह
3. बड़ेभाई साहब
4. ठाकुर का कुआँ
5. पूस की रात

UNIT- IV

कुछ विचार : प्रेमचंद, लोकभारती प्रकाशन

1. साहित्य का उद्देश्य
2. राष्ट्रभाषा हिंदी और उसकी समस्याएँ
3. उर्दू, हिंदी और हिंदुस्तानी

अंक विभाजन : - अति संक्षिप्त प्रश्न 02 X 08 = 16 अंक
 दीर्घ उत्तरमुलक प्रश्न 16 X 04 = 64 अंक

सहायक ग्रंथ :

- | | |
|--|--|
| 1. प्रेमचंद और उनका युग | - रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली |
| 2. हिंदी उपन्यास | - आचार्य रामचंद्र तिवारी,
विश्वविद्यालय प्रकाशन, ईलाहाबाद |
| 3. प्रेमचंद : एक विवेचन | - इंद्रनाथ मदान |
| 4. कहानीकार प्रेमचंद: रचाना दृष्टि और
रचाना शिल्प | - शिवकुमार मिश्र, लोकभारती प्रकाशन,
ईलाहाबाद । |

**SYLLABUS OF (HINDI) CBCS
B.A. HONOURS (HINDI)**

**6th SEMESTER - 2022
DSE COURSE
PAPER – III
कार्यालय हिंदी**

**Full Marks : 20+80 = 100 (Mid-Term + Term- End Exam)
Time : 3 Hours**

UNIT- I

राजभाषा हिंदी : संवैधानिक प्रावधान : राजभाषा, अष्टम अनुसूची, राजभाषा अधिनियम 1963, राजभाषा नियम 1976 ।

UNIT- II

टिप्पण एवं आलेखन : टिप्पण स्वरूप, टिप्पण की प्रक्रिया एवं उद्देश्य,
प्रारूप लेखन : स्वरूप एवं परिचय, प्रारूप तैयार करने की विधि, प्रारूप लेखन की
रूपरेखा, प्रारूप लेखन के क्षेत्र ।
संक्षेपण : परिभाषा, संक्षेपण की प्रक्रिया एवं भेद
पत्र लेखन : अर्थ एवं स्वरूप, पत्र लेखन की विशेषताएँ सरकारी पत्रों के प्रकार

UNIT- III

कम्प्यूटर में हिंदी का अनुप्रयोग : कम्प्यूटर : अर्थ, स्वरूप एवं परिभाषा, कम्प्यूटर के मुख्य भाग,
कम्प्यूटर प्रणाली कार्यालयों में कम्प्यूटर का प्रयोग ।

UNIT- IV

प्रशासनिक शब्दावली - प्रमुख शब्द, प्रमुख वाक्यांश तथा पद नाम ।

अंक विभाजन : - अति संक्षिप्त प्रश्न 02 X 08 = 16 अंक
दीर्घ उत्तरमूलक प्रश्न 16 X 04 = 64 अंक

सहायक ग्रंथ :

- | | | |
|--|---|-----------------------------------|
| 1. प्रयोजनमूलक हिंदी : संरचना और अनुप्रयोग | - | राम प्रकाश दिनेशगुप्त |
| 2. प्रयोजनमूलक हिंदी सिद्धांत और प्रयोग | - | दंगल झाल्टे, वाणी प्रकाशन |
| 3. प्रयोजनमूलक हिंदी | - | विनोद गोदरे, वाणी प्रकाशन, दिल्ली |

6th SEMESTER - 2022
DSE COURSE
PAPER – IV

विज्ञापन : अवधारणा और प्रयोजनमूलक आयाम

Full Marks : 20+80 = 100 (Mid-Term + Term- End Exam)
Time : 3 Hours

UNIT- I

विज्ञापन : स्वरूप एवं अवधारणा

- i. विज्ञापन : अर्थ व परिभाषा
- ii. विज्ञापन का महत्व
- iii. विज्ञापन के सामाजिक तथा व्यावसायिक उद्देश्य, मार्केटिंग और ब्रांड निर्माण
- iv. विज्ञापन के नए संदर्भ (प्रायोजित कार्यक्रम)

UNIT- II

विज्ञापन : विविध माध्यम

- i. सामान्य परिचय
- ii. विज्ञापन माध्यम का चयन
- iii. प्रिंट, रेडियो एवं टेलिविज़न के लिए कॉपी लेखन

UNIT- III

विज्ञापन की भाषा

- i. विज्ञापन की भाषा का स्वरूप
- ii. विज्ञापन की भाषागत विशेषताएँ
- iii. विज्ञापन की भाषा के विभिन्न पक्ष, सादृश्य विधान, अलंकरण, तुकांतता, समानांतरता, विचलन, मुहावरे, लोकोक्तियाँ, भाषा संकर ।
- iv. हिंदी विज्ञापनों की भाषा

UNIT- IV

विज्ञापन: निर्माण का अभ्यास

- i. प्रिंट माध्यम : वर्गीकरण एवं सजावटी विज्ञापन - निर्माण
- ii. रेडियो जिंगल लेखन
- iii. टेलिविज़न के लिए स्टोरी बोर्ड निर्माण

अंक विभाजन : - अअति संक्षिप्त प्रश्न 02 X 08 = 16 अंक
दीर्घ उत्तरमूलक प्रश्न 16 X 04 = 64 अंक

सहायक ग्रंथ :

- | | |
|--------------------------------------|------------------------------|
| 1. जनसंपर्क, प्रचार एवं विज्ञापन | - विजय कुल श्रेष्ठ |
| 2. जन संचार माध्यम : भाषा और साहित्य | - सुधीर पचौरी |
| 3. डिजिटल युग में विज्ञापन | - सुधा सिंह, जगदीश चतुर्वेदी |
| 4. आधुनिक विज्ञापन और जनसंपर्क | - डॉ. तारेश भाटिया |

OR

6th SEMESTER - 2022
DSE COURSE

PAPER – IV
परियोजना कार्य

परियोजना कार्य : लघु शोध प्रबंध - संभावित पृष्ठ संख्या 40 से 50 पृष्ठों के बीच हो/
निम्नलिखित विषयों पर आलोचनामूलक/शोधात्मक कार्य किया जा
सकता है ।

क. अनुवाद

ख. पुस्तक समीक्षा

ग. किसी जटिल अथवा गहन विषय को हल करने की दिशा में
अथवा

घ. किसी साहित्यिक मान्यता की स्थापना/पुनः स्थापना हेतु किया गया मौलिक कार्य ।

**SYLLABUS OF (HINDI) CBCS
B.A. HONOURS (HINDI)
GENERIC ELECTIVE COURSE**

1st SEMESTER - 2019

G.E. COURSE

PAPER – I

मध्यकालीन इतिहास और भक्ति कविता

Full Marks : 20+80 = 100 (Mid-Term + Term- End Exam)

Time : 3 Hours

UNIT- I

मध्यकाल सामान्य परिचय, भक्तिकाल की पृष्ठभूमि, भक्ति कालीन साहित्य की प्रमुख प्रवृत्तियाँ ।

UNIT- II

भक्तिकाल की प्रमुख काव्य धाराएँ :

निर्गुण काव्य - ज्ञानाश्रयी शाखा एवं प्रेममार्गी शाखा
सगुण काव्य - कृष्ण भक्ति शाखा एवं राम भक्ति शाखा

UNIT- III

कबीरदास - साखी 1 से 21
मलिक मुहम्मद जायसी - नागमती वियोग वर्णन 1 से 8
सूरदास - भ्रमरगीत 6 से 10

UNIT- IV

तुलसीदास - भरत महिमा 1 से 10

पाठ्य पुस्तक : **हिंदी काव्य संग्रह, सं. रामवीर सिंह, केंद्रीय हिंदी संस्थान, आगरा**

अंक विभाजन : - अति संक्षिप्त प्रश्न 02 X 08 = 16 अंक
दीर्घ उत्तरमुलक प्रश्न 16 X 04 = 64 अंक

सहायक ग्रंथ :

- | | | |
|---|---|--|
| 1. मध्यकालीन भारत राजनीति समाज और संस्कार | - | पो. सतीश चंद्र, ओरियंटल लॉन्गमैन |
| 2. हिंदी साहित्य की भूमिका | - | आचार्य हजारी प्रसाद द्विवेदी,
राजकमल प्रकाशन, नई दिल्ली |
| 3. हिंदी सूफ़ी काव्य की भूमिका | - | डॉ. राम पूजन तिवारी |

**SYLLABUS OF (HINDI) CBCS
B.A. HONOURS (HINDI)
GENERIC ELECTIVE COURSE**

2nd SEMESTER - 2020

G.E. COURSE

PAPER – II

साहित्य और संदर्भ : विविध वाद

Full Marks : 20+80 = 100 (Mid-Term + Term- End Exam)

Time : 3 Hours

UNIT- I

1. स्वच्छंदतावाद

2. अभिव्यंजना वाद

UNIT- II

3. अस्तित्ववाद

4. मार्क्सवाद

UNIT- III

5. उत्तराधुनिकतावाद

6. विम्ब, फैंटासी

UNIT- IV

7. मिथक, प्रतीक

अंक विभाजन : - अति संक्षिप्त प्रश्न 02 X 08 = 16 अंक
दीर्घ उत्तरमुलक प्रश्न 16 X 04 = 64 अंक

सहायक ग्रंथ :

- | | | |
|---|---|--|
| 1. हिंदी आलोचना | - | डॉ. सदन कुमार पाल, शबनम पुस्तक महल |
| 2. भारतीय और पाश्चात्य काव्य शास्त्र तथा हिंदी आलोचना | - | डॉ. रामचंद्र तिवारी, विश्वविद्यालय प्रकाशन |
| 3. आलोचना से आगे | - | सुधीश पचौरी |
| 4. हिंदी आलोचना के बीज शब्द | - | डॉ. बच्चन सिंह |
| 5. हिंदी आलोचना का विकास | - | नंदकिशोर नवल |

**SYLLABUS OF (HINDI) CBCS
B.A. HONOURS (HINDI)
ABILITY ENHANCEMENT COMPULSORY ELECTIVE COURSE**

2nd SEMESTER – 2020

AECC – COURSE

PAPER – II

Full Marks : 20+80 = 100 (Mid-Term + Term- End Exam)

Time : 3 Hours

UNIT- I - कविता

- | | | |
|--------------------------------|---|-------------------------|
| 1. कबीरदास | - | साखी : 1 से 10 तक |
| 2. तुलसीदास | - | विनयपत्रिका - पद 1 और 2 |
| 3. जयशंकर प्रसाद | - | मधुमय देश |
| 4. सूर्यकांत त्रिपाठी 'निराला' | - | भिक्षुक |
| 5. अज्ञेय | - | हिरोशिमा |

UNIT- II - गद्य

- | | | |
|---------------------------|---|------------------|
| 1. रामचंद्र शुक्ल | - | उत्साह |
| 2. हज़ारी प्रसाद द्विवेदी | - | कुटज |
| 3. हरिशंकर परसाई | - | सदाचार का तावीज़ |

UNIT- III - शब्द ज्ञान

1. शब्द शुद्धि
2. वाक्य शुद्धि
3. पर्याय वाची शब्द
4. विलोम शब्द

UNIT- IV- सामान्य ज्ञान

1. निबंध लेखन

अंक विभाजन : - अति लघुत्तरी प्रश्न 01 X 20 = 20 अंक
 संक्षिप्त प्रश्न 05 X 03 = 15 अंक
 दीर्घ उत्तरमुलक प्रश्न 15 X 03 = 45 अंक

सहायक ग्रंथ :

- | | | |
|---------------------------------|---|---|
| 1. हिंदी प्रसून | - | सं डॉ. अंजुमन आरा, प्लानेट वी, कटक |
| 2. आधुनिक हिंदी व्याकरण और रचना | - | डॉ. वासुदेव नंदन प्रसाद, भारती भवन, पाटना |

Rayagada Autonomous College
Rayagada, Odisha, 765001

**SYLLABUS FOR UNDERGRADUATE
COURSE IN HISTORY
(Bachelor of Arts Examination)**

**UNDER
CHOICE BASED CREDIT SYSTEM**

Course Structure of U.G. History Honours

Semester	Course	Course Name	Credit	Total marks
Semester-I	AECC-I	AECC-I	4	100
	C 1	History of India-I	6	100
	C 2	Social Formations and Cultural Patterns of the Ancient World	6	100
	GE-I	History of India-I (Early Times to 1750)	6	100
Semester-II	AECC-II	AECC-II	4	100
	C 3	History of India-II	6	100
	C 4	Social Formations and Cultural Patterns of the Medieval World	6	100
	GE-II	History of India – II (1750-1950)	6	100
Semester-III	C 5	History of India-III (c.750-1206)	6	100
	C 6	Rise of Modern West-I	6	100
	C 7	History of India-IV (c.1206-1526)	6	100
	GE-III	Rise of the Modern West – I	6	100
	SEC-I	SEC-I	4	100
Semester-IV	C 8	Rise of Modern West-II	6	100
	C 9	History of India-V (c.1526-1750)	6	100
	C 10	Historical Theories and Methods	6	100
	SEC-II	SEC-II	4	100
	GE-IV	Rise of the Modern West – II	6	100
Semester-V	C 11	History of Modern Europe-I(c.1780-1880)	6	100
	C 12	History of India-VII (1750-1857)	6	100
	DSE-I	History and Culture of Odisha - I	6	100
	DSE-II	History and Culture of Odisha - II	6	100
Semester-VI	C 13	History of India-VIII (C.1857-1950)	6	100
	C 14	History of Modern Europe-II(1880-1939)	6	100
	DSE-III	History and Culture of Odisha- III	6	100

	DSE-IV	Project Report	6	100
Total			148	2600

HISTORY

HONOURS PAPERS:

Core course – 14 papers

Discipline Specific Elective – 4 papers

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

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

Credit per paper – 6

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

Core Paper I

HISTORY OF INDIA- I

Unit-I: Reconstructing Ancient Indian History

1. Early Indian notions of History
2. Sources of Historical Writings
3. Historical Geography (Major Harappan Sites and Sixteen Mahajanapadas).

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

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

Unit-III: The Harappan Civilization

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

Unit-IV: Cultures in Transition

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

Suggested Text Books:

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

Reference Reading:

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

Core Paper II

SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD

Unit-I:

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

Unit-II: Neolithic Culture:

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

Unit-III: Bronze Age Civilizations

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

Unit-IV: Ancient Greece:

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

Suggested Text Books:

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

Reference Reading:

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

Core Paper III**HISTORY OF INDIA-II (300BCE-750CE)****Unit-I: Economy and Society (circa 300 BCE to circa CE 300):**

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

Unit-II: Changing Political Formations (circa 300 BCE to circa CE 300):

1. The Mauryan Empire: Chandragupta Maurya and Asoka-Conquest and Administration
2. Post-Mauryan Polities: Kushanas, and Satavahanas
3. The Cholas

Unit-III: Towards Early Medieval India [circa CE fourth century to CE 750]:

1. Gupta Age: Agrarian Expansion, Land Grants, Graded Land Rights and Peasantry.
2. Varna, Proliferation of Jatis: changing norms of marriage and property.
3. The Nature of Polities: The Gupta Empire
4. Post- Gupta Polities - Pallavas, Chalukyas, and Vardhanas

Unit-IV: Religion, Culture, Philosophy and Society

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

Suggested Text Books:

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

Reference Reading:

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

Core Paper IV**SOCIAL FORMATIONS AND CULTURAL PATTERNS
OF THE MEDIEVAL WORLD****Unit-I: Polity and Economy in Ancient Rome**

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

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

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

Unit-III: Religion and Culture in Medieval Europe:

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

Unit-IV: Societies in Central Islamic Lands:

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

Suggested Text Books:

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

Reference Reading:

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

Core Paper V
HISTORY OF INDIA-III (c. 750 -1206)

Unit –I: Studying Early Medieval India: Political Structures

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

Unit-II: Agrarian Structure and Social Change:

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

Unit-III: Trade and Commerce:

1. Inter-regional Trade
2. Maritime Trade and Forms of Exchange
3. Process of Urbanization
4. Merchant Guilds of South India

Unit-IV: Religious and Cultural Developments:

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

Suggested Text Books:

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

Reference Reading:

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

Core Paper VI
RISE OF THE MODERN WEST - I

Unit-I: Transition from Feudalism to Capitalism:

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

Unit-II: Early Colonial Expansion:

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

Unit-III: Renaissance and Reformation:

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

Unit-IV: Economic Developments of the Sixteenth Century:

1. Shift of economic balance from the Mediterranean to the Atlantic.
2. Commercial Revolution- Causes and Nature
3. Growth of Industries and its Impact

Suggested Text Books:

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

Reference Reading:

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

Core Paper VII**HISTORY OF INDIA IV (c.1206 - 1526)****Unit-I: Sultanate: Political Structures**

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

Unit-II: Emergence of Regional Identities

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

Unit-III: Society and Economy:

1. Iqta and the Revenue-free Grants.
2. Agricultural production, Technology.
3. Market Regulations, Growth of Urban Centers.
4. Trade and Commerce, Indian Overseas Trade.

Unit-IV: Religion, Society and Culture:

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

Suggested Text Books:

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

Reference Reading:

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

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

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

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

Unit-II: Rise of Modern Science

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

Unit-III: Mercantilism and European Economy

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

Unit-IV: The American Revolution

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

Suggested Text Books:

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

Reference Reading:

1. Harry Miskimin, The Economy of Later Renaissance Europe: 1460 - 1600.
2. C.A Fisher, History of Modern Europe.
3. F. Rice, The Foundation of Early Modern Europe
4. David Thomson, Europe since Napoleon, Pelican Books, 1985

5. Swain, J.E., A History of World Civilization, Eurasia Publishing House Pvt. Ltd., New Delhi, 1994

Core Paper IX

HISTORY OF INDIA V (c. 1526 - 1750)

Unit-I: Establishment of Mughal Rule:

1. India on the eve of advent of the Mughals
2. Military Technology: Fire Arms,
3. Sher Shah: Administrative and Revenue Reforms

Unit-II: Consolidation of Mughal Rule:

1. Incorporation of Rajputs and other Indigenous Groups in Mughal Nobility
2. Evolution of Administrative Institutions: zabti, mansab, jagir, madad-i-maash
3. Emergence of the Marathas; Shivaji; Expansion under the Peshwas

Unit-III: Society and Economy:

1. Land rights and Revenue system: Zamindars and Peasants
2. Trade Routes and patterns of Internal Commerce; overseas trade
3. Urban Centres, Craft and Technology

Unit-IV: Cultural Ideals:

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

Suggested Text Books:

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

Reference Reading:

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

Core Paper X

HISTORICAL THEORIES & METHODS

Unit-I: Meaning and Scope of History

1. Definition, Nature and Scope of History.
2. Object and Value of History.
3. History, Science and Morality.

Unit-II: Traditions of Historical Writing

1. Ancient Greek Traditions – Herodotus, Thucydides
2. Ancient Roman Traditions - Polybius, Livy and Tacitus

3. Medieval Understanding: Western – St. Augustine, Arabic – Ibn Khaldun.

Unit-III: History as Interdisciplinary Practice

1. History and Archaeology, History and Anthropology.
2. History and Psychology, History and Literature.
3. History and Political Science

Unit-IV: Historical Methods

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

Suggested Text Books:

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

Reference Reading:

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

Core Paper XI

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

Unit-I: The French Revolution (1789):

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

Unit-II: Revolution and its European Repercussions:

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

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

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

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

1. Process of Capitalist Development: Agrarian and Industrial Revolutions in England and German States.
2. Evolution of Social Classes: Land Owners, Peasantry: Bourgeoisie and Proletariat

3. Popular Movements and the Formation of National Identities in Germany and Italy, Ireland

Suggested Text Books:

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

Reference Reading:

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

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

Unit-I: Expansion and Consolidation of Colonial Power:

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

Unit-II: Colonial State and Ideology:

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

Unit-III: Economy and Society:

1. Land revenue systems- Permanent, Ryotwari and Mahalwari.
2. Commercialization of Agriculture- Consequences
3. Drain of Wealth- Causes and Consequences
4. Growth of Modern Industry

Unit-IV: Popular Resistance:

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

Suggested Text Books:

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

Reference Reading:

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

Core Paper XIII

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

Unit-I: Cultural Changes, Socio and Religious Reform Movements:

1. The advent of Printing and its Implications
2. Reform and Revival: Brahmo Samaj, Arya Samaj, Aligarh Movement.
3. Emancipation of Women, Sanskritization and Anti-Caste Movements

Unit-II: Nationalism: Trends up to 1919:

1. Political Ideology and Organizations, Formation of INC
2. Moderates and Extremists.
3. Swedish Movement
4. Revolutionaries

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

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

Unit-IV: Communalism and Partition:

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

Suggested Text Books:

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

Reference Reading:

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

Core Paper XIV

HISTORY OF MODERN EUROPE II (c. 1880 - 1939)

Unit-I: Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries:

1. The Struggle for Parliamentary Democracy and Civil Liberties in Britain.
2. Forms of Protest during early Capitalism: Food Riots in France and England: Luddites and Chartism.
3. Early Socialist Thought; Marxian Socialism

Unit-II: The Crisis of Feudalism in Russia and Experiments in Socialism:

1. Emancipation of Serfs
2. Revolutions of 1905; the Bolshevik Revolution of 1917.
3. Programme of Socialist Construction.

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

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

Unit-IV: Intellectual Developments since circa 1850: Major Intellectual Trends:

1. Mass Education and Extension of Literacy.
2. Institutionalization of Disciplines: History, Sociology and Anthropology.
3. Darwin and Freud.

Suggested Text Books:

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

Reference Reading:

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

Discipline Specific Elective Paper-1

History and Culture of Odisha - I

Units: I

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

Unit: II

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

Unit: III

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

Unit: IV

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

Suggested Text Books:

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

Reference Reading:

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

Discipline Specific Elective Paper-II**History and Culture of Odisha -II****Units: I**

1. Afghan Conquest and Mughal Rule in Odisha- Administration
2. Maratha rule in Odisha – Administration
3. British Occupation and Early Colonial Administration: Land Revenue, Salt Policy, Jail and Police Administration.

Unit: II

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

Unit: III

1. Growth of Nationalism
2. Formation of Separate Province of Orissa.
3. Prajamandal Movement

Unit: IV

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

Suggested Text Books:

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

Reference Reading:

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

Discipline Specific Elective Paper-III

History and Culture of Odisha - III

Unit: I

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

Unit: II

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

Unit: III

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

Unit: IV

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

Suggested Text Books:

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

Reference Reading:

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

5. N.K. Sahu, Buddhism in Orissa.

Discipline Specific Elective Paper-IV (Optional/Project)

History of Contemporary Odisha (1947-1980)

Unit I: Political Developments

1. Second Congress Ministry (1946-1950):

- a) Integration of Princely States with Odisha
- b) New Capital
- c) Hirakud Dam Project

2. Years of Uncertainties (1950-1980)

- a) Third Congress Ministry and Abolition of Zamindari System
- b) Biju Patnaik's First Ministry Achievements

Unit II: United Political Initiatives

1. Coalition Politics-Achievements and Challenges

- a) R.N. Singdeo,
- b) Sadasiba Tripathy

2. Panchayati Raj Institutions-Its Working and Impacts.

- a) Rural Stages
- b) Urban Stages

Unit III: Economic Development

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

Unit IV: Social Developments and Problems

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

Suggested Text Books:

- 1. Hemant K. Mohapatra, Odisara Etihasha (Odia), Friends Publishers, Cuttack, 2019.
- 2. Sukadeva Nanda, Coalition Politics in Odisha, Sterling Publishers, Delhi.

Reference Reading:

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

OR

Project Report

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

Generic Elective Paper I

History of India - I (Early Times to 1750)

Unit – I : Reconstructing Ancient Indian History

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

Unit – II : Polity and Administration

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

Unit – III: Early Medieval Society, Economy and Culture

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

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

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

Suggested Text Books:

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

Reference Reading:

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

Generic Elective Paper II

History of India - II (1750-1950)

Unit – I Foundation and Expansion of British Rule_

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

Unit – II Consolidation of British Rule and Indian Responses

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

Unit – III – Social and Cultural Policies

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

Unit – IV – Indian National Movement

1. Politics of Moderates and Extremists (1885-1920)
2. Gandhian Mass Movements (Non-Cooperation, Civil Disobedience and Quit India Movements), (1920-1940)
3. Communal Politics and Partition
4. Making of the Democratic Constitution

Suggested Text Books:

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

Reference Reading:

1. Sumit Sarkar, Modern India : 1885-1947, Mac Millan.
2. B.R. Mani, Debrahminising History: Dominance and Resistance in Indian Society, Manohar, New Delhi, First Published 2005.
3. Chandra Bharil, Social and Political Ideas of B.R. Ambedkar, Aalekh Publishers, Jaipur, 1977.

4. Sumit Sarkar, Modern India (1885-1947), Mac Millan, Delhi, First Published 1983.
5. Hirendra N. Mukherjee, Gandhi, Ambedkar and the Extirpation of Untouchability, PPT, New Delhi.

Generic Elective Paper III

RISE OF THE MODERN WEST - I

Unit-I: Transition from Feudalism to Capitalism

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

Unit-II: Early Colonial Expansion

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

Unit-III: Renaissance and Reformation

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

Unit-IV: Economic Developments of the Sixteenth Century

1. Shift of economic balance from the Mediterranean to the Atlantic.
2. Commercial Revolution- Causes and Nature
3. Growth of Industries and its Impact

Suggested Text Books:

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

Reference Reading:

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

Generic Elective Paper IV

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

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

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

4. Patterns of Absolutism in Europe

Unit-II: Rise of Modern Science

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

Unit-III: Mercantilism and European Economics

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

Unit-IV: The American Revolution

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

Suggested Text Books:

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

Reference Reading:

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

HISTORY Papers for PASS students

Discipline Specific Core – 4 papers

Discipline Specific Elective – 2 papers

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

Credit per paper – 6

Teaching hours per paper – 40 hours (theory) + 20 hours (tutorial)

Course Structure of U.G. History Pass				
Semester	Course Opted	Course Name	Credit	Total Marks
I	DSC I	History of India from c. 300 to 1206	6	100
II	DSC II	History of India from c. 300 to 1206	6	100
III	DSC III	History of India from c. 1206-1707	6	100
IV	DSC IV	History of India from c. 1707-1950	6	100
V	DSE I	Society and Economy of Modern Europe (c. 15 th to 18 th Century)	6	100
VI	DSE II	Some Aspects of European History (1780-1945)	6	100
Total:			36	600

Discipline Specific Core Paper I
History of India From Earliest Times up to 300 CE

Unit I:

1. A broad survey of Paleolithic, Mesolithic and Neolithic Cultures.
2. Harappan Civilization: Origin, Extent, dominant features & decline.
3. The Vedic Period: Polity, Society, Economy and Religion.

Unit II:

1. Territorial States and the rise of Magadha:
 - a) Conditions for the rise of Mahajanapadas
 - b) The Causes of Magadha's success
2. Alexander's Invasion and impact
3. Jainism and Buddhism: Causes, Doctrines, Spread, Decline and Contributions

Unit III:

1. The Satavahanas Phase; Aspects of Political History, Material Culture, Administration, Religion
2. Emergence and Growth of Mauryan Empire;
 - a) State
 - b) Administration
 - c) Economy
 - d) Ashoka's Dhamma
 - e) Art & Architecture

Unit IV:

1. The Sangam Age: Sangam Literature, Polity, Society & Culture
2. The Kushanas: Aspects of Polity, Society, & Religion.

Suggested Text Books:

1. Basham, A.L. The Wonder that was India
2. Thapar, Romila, History of Early India

Reference Reading:

1. Allchin, F.R. and B., Origins of a Civilization: The Prehistory and Early Archaeology of South Asia
2. Sastri, K.A.N., A History of South India
3. Sharma, R.S., Aspects of Political Ideas and Institutions in Ancient India (1991 edn.)
4. Agrawal, D.P. The Archaeology of India
5. Chakrabarti, D.K. Archaeology of Ancient Indian Cities

Discipline Specific Core Paper II

History of India From. C.300 to1206

Unit I:

1. The Rise & Growth of the Guptas: Administration, Society, Economy, Religion, Art, Literature, and Science & Technology.

Unit II:

1. Harsha & His Times: Harsha's Kingdom, Administration, Buddhism & its spread
2. The Cholas and Pandyas: Polity, Society, and Economy & Culture

Unit III:

1. Towards the Early Medieval: Changes in Society, Polity Economy and Culture with reference to the Pallavas, & Chalukayas

Unit IV

1. Arabs in Sindh: Polity, Religion & Society.
2. Struggle for power in Northern India & Establishment of Sultanate: Mahmud of Ghazani, Muhammad of Ghor.

Suggested Text Books:

1. R. S. Sharma: Indian Feudalism-India's Ancient Past
2. B. D. Chattopadhyaya: Making of Early Medieval India

Reference Reading:

1. Derryl N. Maclean: Religion and Society in Arab Sindh
2. K. M. Ashraf: Life and Conditions of the People of Hindustan
3. M. Habib and K.A. Nizami: A Comprehensive History of India Vol.V
4. Tapan Ray Chaudhary and Irfan Habib (ed.) : The Cambridge Economic History of India, Vol.I
5. Satish Chandra: A History of Medieval India, 2 Volumes

Discipline Specific Core Paper III

History of India From 1206 to 1707

Unit I:

1. Foundation, Expansion & consolidation of the Delhi Sultanate: Iltutmish & Balban
2. Military, administrative & economic reforms under the Khiljis & the Tughlaqs: Alauddin Khilji & Mahmud-bin-Tughlaq

Unit II:

1. Bhakti & Sufi Movements.
2. Emergence and consolidation of Mughal State: Babur and Akbar

Unit III:

1. Akbar to Aurangzeb: administrative structure-Mansab & Jagirs, State & Religious policies.
2. Economy, Society & Culture under the Mughals.

Unit IV:

1. Emergence of Maratha Power: Shivaji, Conquest & Administration.

Suggested Text Books:

1. Satish Chandra: A History of Medieval India, 2 Volumes
2. J.L. Mehta, An Advanced History of Medieval India.

Reference Reading:

1. S.A.A.Rizvi: Muslim Revivalist Movements in Northern India during 16th and 17th Centuries
2. R.P. Tripathi: The Rise and Fall of the Mughal Empire, 2 vol.
3. I. H. Siddiqui: Some Aspects of Afghan Despotism
4. Kesvan Veluthat: Political Structure of Early Medieval South India
5. Stewart Gordon, : The Marathas 1600-1818

Discipline Specific Core Paper IV**History of India; 1707-1950****Unit I:**

1. Political condition of India and Advent of European Trading Companies.
2. Expansion & consolidation of Colonial Power up to 1857: Anglo-French Rivalry, Battle of Plassey & Buxar, Subsidiary Alliance & Doctrine of Lapse.

Unit II:

1. Revolt of 1857: Causes, Nature & Aftermath.
2. Colonial economy: Agriculture, Trade & Industry- Permanent Settlement, Ruin of Indigenous Industries & Monopoly of Trade

Unit III:

1. Socio-Religious Movements in the 19th century: Raja Rammohan Ray, Dayananda Saraswati, Ramakrishna Paramahansa, Swami Vivekananda & Theosophical Society.
2. Emergence & Growth of Nationalism: Causes, Swadeshi Movement, Non-cooperation Movement, Civil Disobedience Movement & Quit India Movement

Unit IV:

1. Communalism: Origin, Growth and partition of India.
2. Advent of Freedom: Constituent Assembly, establishment of Republic & Salient Features of Indian Constitution.

Suggested Text Books:

1. Sugata Bose and Ayesha Jalal: Modern South Asia: History, Culture, Political Economy, New Delhi, 1998
2. Sekhar Bandyopadhyay: From Plassey to Partition

Reference Reading:

1. Sumit Sarkar: Modern India 1885 to 1947, Mamillan, 1983
2. Bipan Chandra: Modern India, Orient Blackswan.
3. Bipan Chandra: India's Struggle for Independence
4. R.P. Dutt: India Today.
5. K.G. Subramanian: The Living Tradition: Perspectives on Modern Indian Art

Discipline Specific Elective Paper I
Society & Economy of Modern Europe: 15th – 18th Century

Unit I:

1. Feudalism: Origin, Growth & Decline

Unit II:

1. Renaissance: Origin, Spread & its Impact
2. European Reformation: Origin, nature & Impact

Unit III:

1. Geographical Discovery
2. Beginning of Colonization and Economic Exploitation

Unit IV:

1. Growth of Capitalism; Industrial Revolution- Causes and Consequences

Suggested Text Books:

1. J H Plumb, The Pelican Book of the Renaissance, Penguin, 1982
2. G. R. Elton, Reformation Europe 1517, 1559, Wiley, 1999

Reference Reading:

1. Ralph Davis, The Rise of the Atlantic Economies, New York, 1973
2. Arvind Sinha, Europe in Transition, Delhi, 2010
3. Rodney Hilton, The Transition from Feudalism to Capitalism, Delhi, 2006.
4. Fernand Braudel, Civilization and Capitalism, Vols. I, II, III, California, 1992
5. Butterfield, Herbert, The origins of modern science. Vol. 90507. Free Press, 1997

Discipline Specific Elective Paper II
Some Aspects of European History: C. 1780-1945

Unit I:

1. The French Revolution: Causes, Nature & Consequences
2. Napoleonic Era: First Consul, Achievements & Downfall.

Unit II:

1. Revolutions of 1830 & 1848: Causes & Effects.
2. Unification of Italy & Germany.

Unit III:

1. Imperialist Conflicts: First World War-Causes and Consequences.
2. League of Nations

Unit IV:

1. Rise of Fascism in Italy and Nazism in Germany.
2. Second World War-Causes and Consequences.

Suggested Text Books:

1. E.J. Hobsbawm: The Age of Revolution.

2. Lynn Hunt: Politics, Culture and Class in the French Revolution.

Reference Reading:

1. Andrew Porter: European Imperialism, 18760 -1914 (1994).
2. E.J. Hobsbawm: The Age of Extremes, 1914 - 1991, New York: Vintage, 1996
3. Carter V. Findley and John Rothey: Twentieth-Century World, Boston: Houghton-Mifflin, 5th ed. 2003
4. David Thomson, Europe Since Napaleon.

Year	Semester	Course opted	Title of the course	Full Marks
1.st Year	Semester-I	Core Course-I	Industrial Relations	100
		Core Course-II	Labour Legislation-I	100
	Semester-II	Core Course-III	Principles and Partices of Management	100
		Core Course-IV	Labour Welfare	100
2 nd .Year	Semester-III	Core Course-V	Human Resource Management	100
		Core Course-VI	Trade Unions & Employment Relations	100
		Core Course-VII	Social Security	100
	Semester-IV	Core Course-VIII	Human Resource Development	100
		Core Course-IX	Labour Economics	100
		Core Course-X	Labour Legislation-2	100
3 rd .Year	Semester-V	Core Course-XI	Corporate Social Responsibility	100
		Core Course-XII	Compensation Management	100
		Discipline Specific Elective (D.S.E) 1	Strategic Human Resource Management	100
		Discipline Specific Elective (D.S.E) 2	Performance Management	100
	Semester-VI	Core Course-XII	Organizational Behavior	100
		Core Course-XIV	Field work report and Viva-Voce	100
		Discipline Specific Elective (D.S.E) 3	Indian Labour Problems	100
		Discipline Specific Elective (D.S.E) 4	Organizational change and Development	100

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: Meaning, Concept, Importance and Scope of 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, Nature and Process of Collective Bargaining.

Unit-III

25 Marks

Labour Management Co-operation: Meaning and Goals, Levels of Participations; Labour Management Co-operation in India: Statutory committees, Works Committee and Joint Management Councils.

Unit-IV

25 Marks

Grievance Handling: Meaning, Causes and Model Grievance Procedure; Principles Of Disciplinary Action ,Code of Misconduct.

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: Introduction, Meaning, 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**

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**

Meaning, Concept, Objectives and Scope of Management. Management as an Art, Science and Profession. Management Functions: Planning, Organizing, Directing & Controlling.

Unit-II **25 Marks**

Development of Management Thought: Scientific Management of F.W.Taylor, X and Y theory of Douglas Mc Gregor and Behavioral School and Contributions of Fayol & Follette to Management.

Unit-III **25 Marks**

Functional areas of Management: Concept, Function and Scope of Financial Management, Production Management and Marketing Management.

Unit-IV **25 Marks**

Strategic Management: Nature and Scope of Strategic Management, 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

25Marks

Welfare Programmes: Statutory- Canteen, Creche; Non-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 , Occupational Diseases: Prevention & Curative Programmes.

Unit-IV

25 Marks

Labour Administration : Labour Administration Machinery at Central Level and Labour Administration Machinery in the state of 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)

Human Resource Management

25 Marks

Unit-I

Human Resource Management – Meaning, Concept, Objectives and Scope of Human Resource Management.

Unit- II

25 Marks

Growth and Development of Human Resource Management in India.

Development of Management Thought; Human Relation school of Elton Mayo.

Unit-III

25 Marks

Recruitment and Selection. Training- Meaning, Types and Procedure of Importance of Training and 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.

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, Objectives; 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

Unit-III

25 Marks

Growth of Trade Union Movement in India; Post Liberalization. Problems of Trade Union; Recognition of Trade Union in India.

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 Employee'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; 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, 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, Uday, 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)

25 Marks

LABOUR ECONOMICS

Unit-I

Definition, Nature and Scope of Labour Economics ; Labour Market ; Concept, Characteristics and Classification of Labour Market.

Unit-II

25 Marks

Economic System Capitalism, Socialism , Mixed Economics System In India And New Economic Policy

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 Contract Labour (Regulation & Abolition) Act, 1970

Unit-IV **25 Marks**

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

Concept, Nature and scope of Organizational Behaviour: Behavioural Theories - Freudian psychoanalytical Models, Social Learning Model.

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

Social System: Informal Groups and Organization, Group Dynamics.

Strategies for managing Social System: Quality Circle, Team Building, Small Group Activities.

Unit-IV

25-Marks

Behaviour Modification and reinforcement: concept and methods.

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. 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
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

25MARKS

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.

STATE MODEL SYLLABUS FOR UNDERGRADUATE COURSE IN ODIA

+3, Arts, Science & Commerce

(Under Choice Based Credit System)

ପସନ୍ଦ ଓ ଆସ୍ଥାଭିତ୍ତିକ ପାଠ୍ୟଶାସ୍ତ୍ର : ସ୍ନାତକ (ଡିଡିଆ ସମ୍ମାନ)

୨୦୧୯-୨୦

CBCS : BA (Hons.) 2019-20

Core Course – ପ୍ରଧାନ ପାଠ୍ୟାଂଶ

ମୋଟ ପଢ଼ା ସଂଖ୍ୟା – ୧୪

ପ୍ରତ୍ୟେକ ପଢ଼ା – ୧୦୦ ମୂଲ୍ୟାଙ୍କନ ବିଶିଷ୍ଟ (୨୦ ନମ୍ବର ମହାବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ଅନ୍ତଃ ପର୍ଯ୍ୟାୟ ପରୀକ୍ଷା + ୮୦ ବିଶ୍ୱବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ମାନକ ଅନ୍ତିମ ପରୀକ୍ଷା)

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

କ) ଅତି କମ୍ରେ (ମୋଟ) ୫୦ଟି କାର୍ଯ୍ୟ ନିର୍ଦ୍ଦେଶ (ପିରିୟଡ୍)ରେ ଗୋଟିଏ ପଢ଼ାର ପାଠଦାନ ଶେଷ ହେବ । ଗୋଟିଏ କାର୍ଯ୍ୟ ନିର୍ଦ୍ଦେଶ ବା ପିରିୟଡ୍-୪୫ ମିନିଟ୍)

ଖ) ପ୍ରତ୍ୟେକ ପଢ଼ା ୪ ଗୋଟି ଯୁନିଟ୍ / ଏକକ / ଉପାଂଶରେ ବିଭକ୍ତ ହୋଇଛି ।

ଗ) ପ୍ରତ୍ୟେକ ପଢ଼ା ୬ ଆସ୍ଥାଭିତ୍ତିକ କାର୍ଯ୍ୟ ନିର୍ଦ୍ଦେଶ (୪ + ୨ କ୍ରେଡିଟ୍) ପାଇବେ । ଗୋଟିଏ ଆସ୍ଥାଭିତ୍ତିକ କାର୍ଯ୍ୟ ନିର୍ଦ୍ଦେଶର ମହତ୍ତ୍ୱ ହେଉଛି – ୧୦ ପିରିୟଡ୍ ସହିତ ସମାନ ।

ମୋଟ ୧୪ ଗୋଟି ସମ୍ମାନ ପଢ଼ାର ଆସ୍ଥାମୂଲ୍ୟାଙ୍କନ (କ୍ରେଡିଟ୍) ହେଉଛି – $୧୪ \times ୬ (୪ + ୨) = ୮୪$ । ଏଥିମଧ୍ୟରୁ $୧୪ \times ୪ = ୫୬$ ତାତ୍ତ୍ୱିକ ପାଠ (Theory) ରହିବ ।

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

ପ୍ରଥମ ଶିକ୍ଷାବର୍ଷ

୧ମ ପର୍ଯ୍ୟାୟ

ଦୁଇଟି ପଢ଼ା ୧ମ ଓ ୨ୟ ପଢ଼ା - $୧୦୦ + ୧୦୦ = ୨୦୦$ ନମ୍ବର
(୧ମ ଓ ୨ୟ ପ୍ରଧାନ ପାଠ୍ୟାଂଶ)

୨ୟ ପର୍ଯ୍ୟାୟ

ଦୁଇଟି ପଢ଼ା ୩ୟ / ୪ର୍ଥ ପଢ଼ା $୧୦୦ + ୧୦୦ = ୨୦୦$ ନମ୍ବର
(୩ୟ ଓ ୪ର୍ଥ ପ୍ରଧାନ ପାଠ୍ୟାଂଶ)

ଦ୍ୱିତୀୟ ଶିକ୍ଷାବର୍ଷ

୩ୟ ପର୍ଯ୍ୟାୟ

ତିନୋଟି ପଢ଼ା ୫ମ, ୬ଷ୍ଠ ଓ ୭ମ ପଢ଼ା (୫ମ, ୬ଷ୍ଠ, ୭ମ ପ୍ରଧାନ ପାଠ୍ୟାଂଶ)
 $୧୦୦ + ୧୦୦ + ୧୦୦ = ୩୦୦$ ନମ୍ବର

୪ର୍ଥ ପର୍ଯ୍ୟାୟ

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

$୧୦୦+୧୦୦+୧୦୦= ୩୦୦$ ନମ୍ବର

ତୃତୀୟ ଶିକ୍ଷାବର୍ଷ

୫ମ ପର୍ଯ୍ୟାୟ

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

$୧୦୦ + ୧୦୦ = ୨୦୦$ ନମ୍ବର

୬ଷ୍ଠ ପର୍ଯ୍ୟାୟ

ଦୁଇଟି ପତ୍ର ୧୩ଶ ଓ ୧୪ଶ ପତ୍ର (୧୩ଶ, ୧୪ଶ ପ୍ରଧାନ ପାଠ୍ୟାଂଶ)

$୧୦୦ + ୧୦୦ = ୨୦୦$ ନମ୍ବର

ଶିକ୍ଷା ଅବଧି ୬ଟି ପରୀକ୍ଷା

୧୪ଗୋଟି ମୋଟ = ୧୪୦୦ ନମ୍ବର

୩ ବର୍ଷ ୬ଟି ପର୍ଯ୍ୟାୟ ପତ୍ର

3 years Course	Total Semester-6	Total paper 14	Total number 1400	Total credits $14 \times 6 (4+2) = 84$
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ବିଦ୍ୟାର୍ଥୀମାନଙ୍କ ମୁକ୍ତ ମେଧାବୃତ୍ତି ପରୀକ୍ଷା ପାଇଁ ସେମାନଙ୍କ ପସନ୍ଦ ଓ ବୋଧଜ୍ଞାନମୂଳକ ଦୀର୍ଘ ଓ ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପରୀକ୍ଷା ନିମନ୍ତେ ଉପସ୍ଥାପନା କରାଯିବ ।

ନମ୍ବର / ମୂଲ୍ୟାଙ୍କ ବିଭାଜନ ପଦ୍ଧତି :

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

୨. ମହାବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ଅନ୍ତଃପରୀକ୍ଷା – ୨୦ ନମ୍ବର

ବିଶ୍ୱବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ମୁଖ୍ୟ ପରୀକ୍ଷା – ୮୦ ନମ୍ବର

୩. ବିଶ୍ୱବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ମୁଖ୍ୟ ପରୀକ୍ଷା ନିମନ୍ତେ ନିମ୍ନମତେ ପ୍ରଶ୍ନ ହେବ :

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

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

ବିଶେଷ ଦୃଷ୍ଟବ୍ୟ -

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

କ) ମୋଟ୍ ନମ୍ବର - ୧୦୦

ଖ) ଅନ୍ତର ପରୀକ୍ଷା - ୨୦ ଓ ମୁଖ୍ୟ ପରୀକ୍ଷା - ୬୦

ଗ) ପ୍ରକଳ୍ପ ପ୍ରସ୍ତୁତି - ୨୦

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

ଙ) ପ୍ରଥମ ୪ଟି ଏକକରୁ ୨ନମ୍ବର ବିଶିଷ୍ଟ ୧୫ଟି ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଡ଼ିବ । ସେଥିରୁ ୧୦ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୦ X ୨ = ୨୦)

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

ଭୂମିକା

ସ୍ନାତକ ଶ୍ରେଣୀରେ ଓଡ଼ିଆ ଭାଷା ଓ ସାହିତ୍ୟ ସମ୍ବନ୍ଧୀୟ ପାଠଦାନ ନିମନ୍ତେ ଏହି ପାଠ୍ୟସମ୍ବଳଟି ପ୍ରସ୍ତୁତ ହୋଇଛି । ଏହାର ପ୍ରସ୍ତୁତି କ୍ଷେତ୍ରରେ ବିଶ୍ୱବିଦ୍ୟାଳୟ ଆୟୋଗଙ୍କ ପ୍ରାୟୋଜିତ “ପସନ୍ଦ ଓ ଆସ୍ଥାଭିତ୍ତିକ ନୂତନ ପାଠ୍ୟବିନ୍ୟାସ ପଦ୍ଧତି”କୁ ଗ୍ରହଣ କରାଯାଇଛି । ଏହି ପାଠ୍ୟସମ୍ବଳଟି ସଦ୍ୟତମ ଭାଷା-ସାହିତ୍ୟ ସମ୍ବନ୍ଧୀୟ ଜ୍ଞାନ ବ୍ୟବସ୍ଥା ଓ ଚଳନ୍ତି ସମୟର ଉପଯୋଗିତାକୁ ଗୁରୁତ୍ୱ ପ୍ରସ୍ତୁତ ହୋଇଛି । ଏହା ଓଡ଼ିଆ ଭାଷା ଓ ସାହିତ୍ୟର ଉନ୍ନେଷ, ବିକାଶ ସହିତ ଏହାର ସାଂପ୍ରତିକ ସ୍ଥିତି, ବ୍ୟାକରଣ ଓ ଭାଷାତତ୍ତ୍ୱିକ ବୈଶିଷ୍ଟ୍ୟ ସଂପର୍କରେ ସବିଶେଷ ଧାରଣା ପ୍ରଦାନ କରିବ । ଓଡ଼ିଆ ସାହିତ୍ୟର ବ୍ୟାବହାରିକ ଦିଗ ଓ ମହତ୍ତ୍ୱ ପ୍ରତି ଏଥିରେ ଧ୍ୟାନ ଦିଆଯାଇଛି । ଓଡ଼ିଆ ସାହିତ୍ୟର ବିବିଧ ରୂପ, ସାହିତ୍ୟ-ଧାରା ଓ ବିଶିଷ୍ଟ ସାହିତ୍ୟ-ଲେଖକଙ୍କ ବହି ସହିତ ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ଅବଗତ କରିବାରେ ପାଠ୍ୟସମ୍ବଳଟି ସହାୟକ । ଓଡ଼ିଆ ଭାଷା ଓ ସାହିତ୍ୟକୁ ସର୍ବଭାରତୀୟ ଭାଷା ଓ ସାହିତ୍ୟ ତଥା ଅନ୍ତର୍ଜାତୀୟ ସାହିତ୍ୟ ବିଦ୍ୟା ସହିତ ବିଦ୍ୟାର୍ଥୀମାନଙ୍କୁ ପରିଚିତ କରାଇବାରେ ଏହା ବିଦ୍ୟାର୍ଥୀଙ୍କ ଉପଯୋଗୀ ହୋଇପାରିବ ।

ପାଠ୍ୟକ୍ରମର ସାରାଂଶ – ସଂରଚନା
Structure of B.A. (Honours) Odia Under CBCS

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ (Core Course) : 14

ପ୍ରତ୍ୟେକ ପତ୍ରର କ୍ରେଡିଟ୍ସ୍ / ସମୟ ନିର୍ଦ୍ଦିଷ୍ଟ = ୪ + ୨ = ୬ (୬୦ ପିରିଅଡ୍ସ୍)

ପ୍ରଥମ ପର୍ଯ୍ୟାୟ :

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

୧ମ ପତ୍ର - ସମୟ ନିର୍ଦ୍ଦିଷ୍ଟ = ୪ + ୨ = ୬ (୬୦ ପିରିଅଡ୍ସ୍)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୨ (Core Course – 2) ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ ସାହିତ୍ୟ :
(ପ୍ରାକ୍‌ରୀତି, ରୀତି ଓ ଗୀତି ସାହିତ୍ୟ)

୨ୟ ପତ୍ର - ସମୟ ନିର୍ଦ୍ଦିଷ୍ଟ = ୪ + ୨ = ୬

ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ :

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୩ (Core Course – 3) ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟ (ସ୍ୱାଧୀନତା ପୂର୍ବବର୍ତ୍ତୀ)
୩ୟ ପତ୍ର - ସମୟ ନିର୍ଦ୍ଦିଷ୍ଟ = ୪ + ୨ = ୬

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୪ (Core Course – 4) ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ସାହିତ୍ୟ
୪ର୍ଥ ପତ୍ର - ମୂଲ୍ୟାଙ୍କନ = ୪ + ୨ = ୬

ତୃତୀୟ ପର୍ଯ୍ୟାୟ :

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୫ (Core Course – 5) ଭାଷାର ସଂଜ୍ଞା ଓ ସ୍ୱରୂପ
୫ମ ପତ୍ର - ସମୟ ନିର୍ଦ୍ଦିଷ୍ଟ = ୪ + ୨ = ୬

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୬ (Core Course – 6) ଓଡ଼ିଆ ଭାଷାର ବୈଶିଷ୍ଟ୍ୟ ଓ ବିବିଧତା
୬ଷ୍ଠ ପତ୍ର - ସମୟ ନିର୍ଦ୍ଦିଷ୍ଟ = ୪ + ୨ = ୬

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୭ (Core Course – 7) ଓଡ଼ିଆ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ
ସପ୍ତମ ପତ୍ର - ସମୟ ନିର୍ଦ୍ଦିଷ୍ଟ = ୪ + ୨ = ୬

ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟ :

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

୮ମ ପତ୍ର - ସମୟ ନିର୍ଦ୍ଦେଶ = ୪ + ୨ = ୬

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

୯ମ ପତ୍ର - ସମୟ ନିର୍ଦ୍ଦେଶ = ୪ + ୨ = ୬

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

୧୦ମ ପତ୍ର - ସମୟ ନିର୍ଦ୍ଦେଶ = ୪ + ୨ = ୬

ପଞ୍ଚମ ପର୍ଯ୍ୟାୟ :

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

୧୧ଶ ପତ୍ର - ସମୟ ନିର୍ଦ୍ଦେଶ = ୪ + ୨ = ୬

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

୧୨ଶ ପତ୍ର - ସମୟ ନିର୍ଦ୍ଦେଶ = ୪ + ୨ = ୬

ଷଷ୍ଠ ପର୍ଯ୍ୟାୟ :

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ-୧୩ (Core Course -13) ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟ (ପ୍ରବନ୍ଧ, ଆତ୍ମଜୀବନୀ, ଭ୍ରମଣକାହାଣୀ)

୧୩ଶ ପତ୍ର - ସମୟ ନିର୍ଦ୍ଦେଶ = ୪ + ୨ = ୬

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ-୧୪ (Core Course- 14) ଓଡ଼ିଆ ଭାଷାର ବ୍ୟାବହାରିକ ପ୍ରୟୋଗ

୧୪ଶ ପତ୍ର - ସମୟ ନିର୍ଦ୍ଦେଶ = ୪ + ୨ = ୬

ସବିଶେଷ ପାଠ୍ୟକ୍ରମ (Detail Syllabus)

ପ୍ରଥମ ପର୍ଯ୍ୟାୟ (Semester – 1)

ମୂଳ ପାଠ : ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ

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

ପ୍ରଥମ ପତ୍ର

୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ପ୍ରାକ୍-ସାରଳା ସାହିତ୍ୟ (ଚର୍ଯ୍ୟାଗୀତିକା ଓ ନାଥ ସାହିତ୍ୟ)

ସାମାଜିକ, ଧାର୍ମିକ, ସାହିତ୍ୟିକ ଓ ଭାଷାତାତ୍ତ୍ୱିକ ମୂଲ୍ୟାୟନ

୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : ସାରଳା ସାହିତ୍ୟର ସାମାଜିକ, ସାଂସ୍କୃତିକ ଓ ସାହିତ୍ୟିକ ମୂଲ୍ୟ

୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : ବଳରାମ ଦାସ ଓ ଜଗନ୍ନାଥ ଦାସ (ବିଶେଷ ଅଧ୍ୟୟନ)

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ଅନନ୍ତ ଦାସ, ଯଶୋବନ୍ତ ଦାସ ଓ ଅରୁଣାଚାର୍ଯ୍ୟ ଦାସ (ବିଶେଷ ଅଧ୍ୟୟନ)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ - ସୂର୍ଯ୍ୟନାରାୟଣ ଦାଶ (୧ମ ଓ ୨ୟ ଭାଗ) - ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ
୨. ଓଡ଼ିଆ ସାହିତ୍ୟର ଆଦିପର୍ବ - ସୁରେନ୍ଦ୍ର ମହାନ୍ତି - କଟକ ଷ୍ଟୁଡେଣ୍ଟସ୍ ଷ୍ଟୋର, କଟକ
୩. ଚର୍ଯ୍ୟା ଗୀତିକା- ଖଗେଶ୍ୱର ମହାପାତ୍ର, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୪. ଓଡ଼ିଶାର ନାଥ ସାହିତ୍ୟ - ବଂଶୀଧର ମହାନ୍ତି, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୫. ଓଡ଼ିଆ ସାହିତ୍ୟର ସଂକ୍ଷିପ୍ତ ପରିଚୟ - ବୃନ୍ଦାବନ ଚନ୍ଦ୍ର ଆଚାର୍ଯ୍ୟ, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ
୬. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ, ପ୍ରଥମ ଭାଗ, ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୭. ଓଡ଼ିଆ ସାହିତ୍ୟର ମଧ୍ୟପର୍ବ - ସୁରେନ୍ଦ୍ର ମହାନ୍ତି - କଟକ ଷ୍ଟୁଡେଣ୍ଟସ୍ ଷ୍ଟୋର, କଟକ
୮. ପଞ୍ଚସଖା ଓଡ଼ିଆ ସାହିତ୍ୟ - ଦେବେନ୍ଦ୍ର ମହାନ୍ତି, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୯. ଓଡ଼ିଆ ସାହିତ୍ୟର ଉନ୍ନେଷ ଓ ଉତ୍ତରଣ - ଦେବେନ୍ଦ୍ର ମହାନ୍ତି, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୧୦. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ, ବଂଶୀଧର ମହାନ୍ତି (୧ମ ଓ ୨ୟ ଭାଗ), ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

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

ଦ୍ୱିତୀୟ ପଢ଼

- ୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି (ସାମାଜିକ, ସାଂସ୍କୃତିକ, ରାଜନୀତିକ ଓ ଧର୍ମୀୟ ପୃଷ୍ଠଭୂମି)
- ୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟର ଆର୍ତ୍ତନୈତିକ ବୈଚିତ୍ର୍ୟ
(ବିଷୟ ବିନ୍ୟାସ, ଭାଷା, ଛନ୍ଦ ବୈଚିତ୍ର୍ୟ, ବର୍ଣ୍ଣନା ବୈଚିତ୍ର୍ୟ ଓ ଆଳଂକାରିକତା)
- ୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟର ଆତ୍ମିକ ବିଭବ
(ରସ, ସୌନ୍ଦର୍ଯ୍ୟଚେତନା ଓ ଭାବାବର୍ଣ୍ଣନା)
- ୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ ଗୀତି ପରମ୍ପରା (ଚଂପୂ, ଚଉପଦୀ, ଚଉତିଶା, ଭଜନ ଓ ଜଣାଣ)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ - ସୂର୍ଯ୍ୟନାରାୟଣ ଦାଶ (୪ର୍ଥ ଭାଗ) - ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ
୨. ଭଞ୍ଜୀୟ କାବ୍ୟ ଭାବନା - ବେଣୀ ମାଧବ ପାଢୀ, ବ୍ରହ୍ମପୁର
୩. ଉପେନ୍ଦ୍ର ଭଞ୍ଜ ସାହିତ୍ୟ ଏକ ଅଧ୍ୟୟନ - ଜୟକୃଷ୍ଣ ମିଶ୍ର, ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟ ପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭବନେଶ୍ୱର
୪. ମଧ୍ୟକାଳୀନ ଓଡ଼ିଆ ସାହିତ୍ୟ - କୃଷ୍ଣ ଚରଣ ସାହୁ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୫. ଭଞ୍ଜ ସାହିତ୍ୟର ବିଭା ଓ ବିଭବ - ସଚ୍ଚିଦାନନ୍ଦ ମିଶ୍ର, ଓଡ଼ିଶା ବୁକ୍ ଷୋର
୬. ଓଡ଼ିଆ ଗୀତିକାବ୍ୟ- ଜାନକୀବଲ୍ଲଭ ମହାନ୍ତି, ପ୍ରେସ୍‌ସ ପବ୍ଲିଶର୍ସ, କଟକ
୭. କାବ୍ୟକୌଶଳ- ସୁଦର୍ଶନ ଆଚାର୍ଯ୍ୟ, ପ୍ରେସ୍‌ସ ପବ୍ଲିଶର୍ସ, କଟକ

ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (Semester – II)

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

ତୃତୀୟ ପଢ଼

- ୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି ଓ ନବଜାଗରଣ
(ଇଂରାଜୀ ଶିକ୍ଷା ବିସ୍ତାର, ପତ୍ରପତ୍ରିକା ପ୍ରକାଶନ, ମୁଦ୍ରଣଯନ୍ତ୍ର ପ୍ରତିଷ୍ଠା ଓ ଭାଷା ସୁରକ୍ଷା ଆନ୍ଦୋଳନ)
- ୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ପ୍ରମୁଖ ସ୍ରଷ୍ଟା
(ରାଧାନାଥଙ୍କ କାବ୍ୟ, ଗଙ୍ଗାଧରଙ୍କ କାବ୍ୟ, ମଧୁସୂଦନ ରାଓଙ୍କ କବିତା ଓ ଫକୀରମୋହନଙ୍କ ଉପନ୍ୟାସ ଓ ଗଳ୍ପ)
- ୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : ଓଡ଼ିଆ ସାହିତ୍ୟରେ ସତ୍ୟବାଦୀଧାରା
- ୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ଓଡ଼ିଆ ସାହିତ୍ୟରେ ସବୁଜଧାରା ଓ ପ୍ରଗତିବାଦୀ ଧାରା

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ (୧୮୦୩-୧୯୨୦) ନଟବର ସାମନ୍ତରାୟ, ବାଣୀ ଭବନ, ଭୁବନେଶ୍ୱର
୨. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ - ପ୍ରେମାନନ୍ଦ ମହାପାତ୍ର, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷୋର, କଟକ
୩. ମେହେର ସାହିତ୍ୟରେ ମାନବୀୟ ମହନୀୟତା- ମଣୀନ୍ଦ୍ର କୁମାର ମେହେର, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ
୪. କାବ୍ୟଶିକ୍ଷା ଗଙ୍ଗାଧର - ଗୋବିନ୍ଦଚନ୍ଦ୍ର ଉଦ୍‌ଗାତା
୫. ଓଡ଼ିଆ ସାହିତ୍ୟରେ ରାଧାନାଥ ଓ ସତ୍ୟବାଦୀ ଯୁଗ, ପ୍ର. ବିଷୁବ ଚରଣ ସାମଲ, ପ୍ରେସ୍‌ସ ପବ୍ଲିଶର୍ସ, କଟକ
୬. ସବୁଜରୁ ସଂପ୍ରତିକ - ନିତ୍ୟାନନ୍ଦ ଶତପଥୀ, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ
୭. ଓଡ଼ିଆ ସାହିତ୍ୟର ପ୍ରଗତିବାଦୀ ଧାରା - ବିଜୟ କୁମାର ଶତପଥୀ, ଓଡ଼ିଶା ବୁକ୍ ଷୋର, କଟକ

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

ଚତୁର୍ଥ ପଢ଼

- ୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ କବିତା

୨ୟ ଏକକ / ୟୁନିଟ୍ – ୨ : ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ କଥା ସାହିତ୍ୟ

୩ୟ ଏକକ / ୟୁନିଟ୍ – ୩ : ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ନାଟକ ଓ ଏକାଙ୍କିକା

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ – ୪ : ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟ (ପ୍ରବନ୍ଧ, ଜୀବନୀ, ଆତ୍ମ ଜୀବନୀ ଓ ସମାଲୋଚନା)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ସବୁଜରୁ ସଂପ୍ରତିକ - ନିତ୍ୟାନନ୍ଦ ଶତପଥୀ, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ
୨. ସତୁରୀରୁ ସହସ୍ରାବ୍ଦୀ - ନିତ୍ୟାନନ୍ଦ ଶତପଥୀ
୩. ଶହେ ବର୍ଷର ଓଡ଼ିଆ କ୍ଷୁଦ୍ରଗଳ୍ପ ଏକ ତାତ୍ତ୍ଵିକ ବିଶ୍ଳେଷଣ - କବିତା ବାରିକ, ବିଦ୍ୟାପୁରୀ, କଟକ
୪. ଉପନ୍ୟାସ ସାହିତ୍ୟର ପରିଚୟ - ସଂକଳନ - ପଠାଣି ପଟ୍ଟନାୟକ ଓ ଭୋଳାନାଥ ରାଉତ (୧ମ ଓ ୨ୟ ଭାଗ) ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର, କଟକ
୫. ଓଡ଼ିଆ କ୍ଷୁଦ୍ର ଗଳ୍ପର ଇତିବୃତ୍ତ - ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ବୁକ୍ସ ଆଣ୍ଡ୍ ବୁକ୍ସ, କଟକ
୬. ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ସାହିତ୍ୟର ଭୂମି ଓ ଭୂମିକା- ସଂ. ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର, କଟକ
୭. ଓଡ଼ିଆ ନାଟକର ଉତ୍ତର ଆଧୁନିକ ପର୍ବ - ହେମନ୍ତ କୁମାର ଦାସ, ବିଦ୍ୟାପୁରୀ, କଟକ
୮. ସ୍ଵାଧୀନତାପରେ ଓଡ଼ିଆ ନାଟକ- ନାରାୟଣ ସାହୁ, ଓ. ରା. ପା. ପ୍ର. ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୯. ଓଡ଼ିଆ ନାଟ୍ୟସାହିତ୍ୟ - ସର୍ବେଶ୍ୱର ଦାସ, ଓ. ରା. ପା. ପ୍ର. ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୧୦. ଓଡ଼ିଆ ନାଟକର ଉତ୍ତର ଓ ବିକାଶ - ରଘୁନାଥ ରଞ୍ଜନ,
୧୧. ଓଡ଼ିଆ ଐତିହାସିକ ନାଟକର ମୂଳସୂତ୍ର - ନୀଳାଦ୍ରିଭୂଷଣ ହରିଚନ୍ଦନ
୧୨. ନାଟକର ବ୍ୟାପ୍ତି ଓ ଦାସ୍ତି - ସଂଘମିତ୍ରା ମିଶ୍ର, ଅଗ୍ରଦୂତ, କଟକ
୧୩. ନାଟ୍ୟସୂକ୍ଷ୍ମ ଓ ନାଟ୍ୟଦୃଷ୍ଟି -ବିଷ୍ଣୁପ୍ରିୟା ଓତା, ଶିଶୁକଲମ, ଭୁବନେଶ୍ୱର
୧୪. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ - ବାଉରୀ ବନ୍ଧୁ କର, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୧୫. ଓଡ଼ିଆ ଚରିତ୍ର ସାହିତ୍ୟ - ଲାବଣ୍ୟ ନାୟକ
୧୬. ଓଡ଼ିଆ ସମାଲୋଚନା ସାହିତ୍ୟ - ଅସିତ କବି

ତୃତୀୟ ପର୍ଯ୍ୟାୟ (Semester – III)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୫ (Core Course - 5) : ଓଡ଼ିଆ ଭାଷା ଓ ଲିପିର ଐତିହାସିକ ବିକାଶକୁଳ

ପଞ୍ଚମ ପତ୍ର :

୧ମ ଏକକ / ୟୁନିଟ୍ – ୧ : ଓଡ଼ିଆ ଭାଷାର ଉତ୍ତର ଓ ବିକାଶକୁଳ

୨ୟ ଏକକ / ୟୁନିଟ୍ – ୨ : ଓଡ଼ିଆ ଲିପିର ଐତିହାସିକ ବିବର୍ତ୍ତନ

୩ୟ ଏକକ / ୟୁନିଟ୍ – ୩ : ଓଡ଼ିଆ ଅଭିଲେଖର ଭାଷା (ଶିଳାଲେଖ, ତାମ୍ରଲେଖ ଓ ପ୍ରାଚୀନ ସନ୍ଦର୍ଭ)

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ଚର୍ଯ୍ୟାପଦ ଓ ସାରଳା ସାହିତ୍ୟର ଭାଷା

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୧. ଓଡ଼ିଆ ଭାଷାର ଉନ୍ନେଷ ଓ ବିକାଶ - ବାସୁଦେବ ସାହୁ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୨. ଓଡ଼ିଆ ଧ୍ବନିତତ୍ତ୍ବ ଓ ଶବ୍ଦ ସଂଭାର - ଧନେଶ୍ବର ମହାପାତ୍ର, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୩. ଓଡ଼ିଆ ଭାଷା ଓ ଲିପିର କ୍ରମବିକାଶ - କୁଞ୍ଜ ବିହାରୀ ତ୍ରିପାଠୀ, ଓ.ରା.ପା.ପ୍ର. ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ବର
୪. ଓଡ଼ିଆ ଭାଷାତ୍ତ୍ବର ରୂପଚିତ୍ର, ନଟବର ଶତପଥୀ, ବିଜୟିନୀ ପବ୍ଲିକେଶନ, କଟକ
୫. ଧ୍ବନିବିଜ୍ଞାନ, ଗୋଲୋକ ବିହାରୀ ଧଳ, ଓ. ରା. ପା. ପ୍ର. ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ବର

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୬ (Core Course - 6) : ଭାଷାର ସଂଜ୍ଞା ସ୍ବରୂପ, ଓଡ଼ିଆ ଭାଷାର ବୈଶିଷ୍ଟ୍ୟ ଓ ବିବିଧତା

ଷଷ୍ଠ ପଢ଼

- ୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ଭାଷାର ସଂଜ୍ଞା, ସ୍ବରୂପ ଓ ପ୍ରକାରଭେଦ
- ୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : ଭାଷା ଉତ୍ପତ୍ତି ସମ୍ପର୍କୀୟ ବିଭିନ୍ନ ସିଦ୍ଧାନ୍ତ
- ୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : ଓଡ଼ିଆ ଭାଷାର ଆଞ୍ଚଳିକ ରୂପ
- ୪ର୍ଥ ଏକକ/ୟୁନିଟ୍ - ୪ : ଓଡ଼ିଆ ଭାଷା ଉପରେ ବିଭିନ୍ନ ଭାଷାର ପ୍ରଭାବ (ଦ୍ରାବିଡ଼, ଅଷ୍ଟ୍ରିକ୍ ଯାବନିକ ଓ ଇଂରାଜୀ)

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୧. ଭାଷାବିଜ୍ଞାନର ରୂପରେଖ - ବାସୁଦେବ ସାହୁ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୨. ଭାଷାଶାସ୍ତ୍ର ପରିଚୟ - ଗୋଲୋକ ବିହାରୀ ଧଳ, ଓ.ରା.ପା.ପ୍ର. ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ବର
୩. ଓଡ଼ିଆ ଭାଷାର ସୃଷ୍ଟି ଓ ବିକାଶ - ଉପେନ୍ଦ୍ର ପ୍ରସାଦ ଦଳାଇ, ଏ.କେ.ମିଶ୍ର ପବ୍ଲିଶର୍ସ, କଟକ
୪. ଓଡ଼ିଆ ଭାଷାର ଉନ୍ନେଷ ଓ ବିକାଶ - ବାସୁଦେବ ସାହୁ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୫. ଭାଷା ଭାବନା, ସଂ. ବିଜୟଲକ୍ଷ୍ମୀ ମହାନ୍ତି, ବିଦ୍ୟାପ୍ରକାଶନୀ, ଭୁବନେଶ୍ବର
୬. ଓଡ଼ିଆ ଭାଷା ଓ ଭାଷା ବିଜ୍ଞାନ - ଦେବୀ ପ୍ରସନ୍ନ ପଟ୍ଟନାୟକ, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୭ (Core Course - 7) : ଓଡ଼ିଆ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ

ସପ୍ତମ ପଢ଼

- ୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ଓଡ଼ିଆ ବର୍ଣ୍ଣ ବିଚାର, ବାକ୍ୟର ଗଠନ ରୀତି ଓ ପ୍ରକାରଭେଦ ।
- ୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : କାରକ, ବିଭକ୍ତି, କୃଦନ୍ତ ଓ ତତ୍ତ୍ବ
- ୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : ଉପସର୍ଗ, ସନ୍ଧି ଓ ସମାସ

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ – ୪ : ଓଡ଼ିଆ ଶବ୍ଦସମ୍ଭାର

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୧. ସର୍ବସାର ବ୍ୟାକରଣ - ନାରାୟଣ ମହାପାତ୍ର ଓ ଶ୍ରୀଧର ଦାସ, ନିୟୁ ଷ୍ଟୁଡେଣ୍ଟ୍ ଷ୍ଟୋର, କଟକ
୨. ଆଧୁନିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ - ଧନେଶ୍ୱର ମହାପାତ୍ର, କିତାବ ମହଲ, କଟକ
୩. ବ୍ୟାବହାରିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ, ବିଜୟ ପ୍ରସାଦ ମହାପାତ୍ର, ବିଦ୍ୟାପୁରୀ, କଟକ
୪. ଓଡ଼ିଆ ଭାଷା ଚର୍ଚ୍ଚାର ପରଂପରା, ପ୍ରଫେସର ଗଗନେନ୍ଦ୍ର ନାଥ ଦାସ, ଓଡ଼ିଆ ଗବେଷଣା ପରିଷଦ, କଟକ

ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟ (Semester – IV)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୮ (Core Course - 8) : (ଓଡ଼ିଆ ଲୋକସଂସ୍କୃତି ଓ ଲୋକସାହିତ୍ୟ)

ଅଷ୍ଟମ ପଢ଼

- ୧ମ ଏକକ / ୟୁନିଟ୍ – ୧ : ଲୋକ ସଂସ୍କୃତି ଓ ଲୋକସାହିତ୍ୟର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ)
- ୨ୟ ଏକକ / ୟୁନିଟ୍ – ୨ : ଓଡ଼ିଆ ଲୋକଗୀତର ସ୍ୱରୂପ, ପ୍ରକାରଭେଦ ଓ ବିଭିନ୍ନ ଦିଗ
- ୩ୟ ଏକକ / ୟୁନିଟ୍ – ୩ : ଓଡ଼ିଆ ଲୋକକାହାଣୀର ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ
- ୪ର୍ଥ ଏକକ/ୟୁନିଟ୍ – ୪ : ଓଡ଼ିଆ ଲୋକନାଟକର ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ (ପାଲା, ଦାସକାଠିଆ, ଦଣ୍ଡନାଟ, ଛଉନାଟ, ଲୀଳା, ଦସି, ଡାଲଖାଇ ଓ କରମା)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଲୋକଧାରା, ଲୋକସଂସ୍କୃତି ଓ ଲୋକସାହିତ୍ୟ – କୁମୁଦ ରଞ୍ଜନ ପାଣିଗ୍ରାହୀ, ସୁଖଦୁଖ ପବ୍ଲିକେଶନ, ସମ୍ବଲପୁର
୨. ଲୋକସଂସ୍କୃତି ଓ ଲୋକ ସାହିତ୍ୟ – କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ବିଦ୍ୟାପୁରୀ, କଟକ
୩. ଲୋକସାହିତ୍ୟ ତତ୍ତ୍ୱ- ଶ୍ୟାମ ସୁନ୍ଦର ମହାପାତ୍ର, ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର, କଟକ
୪. ଓଡ଼ିଆ ଲୋକଗୀତି ସଂଚୟନ - କୁଞ୍ଜବିହାରୀ ଦାଶ, ବିଶ୍ୱ ଭାରତୀ ପ୍ରକାଶନ
୫. ପଲ୍ଲୀଗୀତି ସଂକ୍ଷିପ୍ତ - କୁଞ୍ଜବିହାରୀ ଦାଶ, (୧ମ- ୨ୟ ଓ ୩ୟ ଭାଗ)
୬. ଲୋକସଂସ୍କୃତି-ଲୋକସାହିତ୍ୟ - ନାରାୟଣ ସାହୁ, ଚିନ୍ମୟ ପ୍ରକାଶନ, କଟକ
୭. ଓଡ଼ିଶାର ଦଣ୍ଡ ନାଟ - ସତ୍ୟେଶ କୁମାର ଶତପଥୀ, କେଦାର ପ୍ରିଣ୍ଟିଙ୍ଗ୍ ପ୍ରେସ୍, ଭୁବନେଶ୍ୱର
୮. ଓଡ଼ିଆ ଲୋକନାଟ୍ୟ - ଜଲବରାଲ ଏକାଡେମୀ, ରାଉରକେଲା
୯. ପଶ୍ଚିମ ଓଡ଼ିଶାର ଲୋକସଂସ୍କୃତି, ଡ. ସୁଶୀଳ କୁମାର ବାର୍ମା
୧୦. ପଶ୍ଚିମ ଓଡ଼ିଶାର ଲୋକଗୀତ, ଦ୍ୱାରକାନାଥ ନାୟକ, ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର, କଟକ

୧୧. ଲୋକବିଶ୍ୱାସ ଓ ଲୋକାଚାର, ଡ. ସଦାନନ୍ଦ ନାୟକ, ବିଜୟ ବୁକ୍ ଷୋର, ବ୍ରହ୍ମପୁର
 ୧୨. ଉତ୍କଳ ଗାଉଁଲି ଗୀତ, ଚକ୍ରଧର ମହାପାତ୍ର, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
 ୧୩. ଉତ୍କଳ ଗ୍ରାମ୍ୟ ଗୀତି – ଚକ୍ରଧର ମହାପାତ୍ର, ଓଡ଼ିଆ ସାହିତ୍ୟ ଏକାଡେମୀ

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

୧ମ ପଢ଼

- ୧ମ ଏକକ / ୟୁନିଟ୍ – ୧ : ରସ ଓ ଧ୍ୱନି
 ୨ୟ ଏକକ / ୟୁନିଟ୍ – ୨ : ରୀତି, ବକ୍ତୃତ୍ୱ ଓ ଅଳଙ୍କାର
 ୩ୟ ଏକକ / ୟୁନିଟ୍ – ୩ : କ୍ଳାସିସିଜିମ୍, ରୋମାଣ୍ଟିସିଜିମ୍
 ୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ – ୪ : ପ୍ରତୀକବାଦ, ଚିତ୍ରକଳ୍ପ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଅଳଙ୍କାର ପ୍ରସଙ୍ଗ – ଗୋବିନ୍ଦ ଚନ୍ଦ୍ର ଉଦ୍‌ଗାତା, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
 ୨. ଭାରତୀୟ ସାହିତ୍ୟ ତତ୍ତ୍ୱ – ବନମାଳୀ ରଥ, ଡି.ରା.ପା.ପ୍ର. ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
 ୩. ଓଡ଼ିଆ କାବ୍ୟ କୌଶଳ – ସୁଦର୍ଶନ ଆଚାର୍ଯ୍ୟ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
 ୪. ପାଶ୍ଚାତ୍ୟ ସାହିତ୍ୟ ଓ ସମାକ୍ଷା ତତ୍ତ୍ୱ – କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ପ୍ରାଚୀ ସାହିତ୍ୟ ପ୍ରତିଷ୍ଠାନ, କଟକ
 ୫. ସାହିତ୍ୟର ସୂତ୍ରାବଳୀ, ବିଭୂତି ପଟ୍ଟନାୟକ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ-୧୦ (Core Course - 10) : ଓଡ଼ିଆ କବିତା ପ୍ରାଚୀନରୁ ଆଧୁନିକ

୧୦ମ ପଢ଼

- ୧ମ ଏକକ / ୟୁନିଟ୍ – ୧ : ସାରଳା ମହାଭାରତ (ଦୂର୍ଯ୍ୟୋଧନଙ୍କ ରକ୍ତନଦୀ ସନ୍ତରଣ)
 ୨ୟ ଏକକ / ୟୁନିଟ୍ – ୨ : ଭାଗବତ (୨୪ ଗୁରୁ ପ୍ରସଙ୍ଗ) – ଜଗନ୍ନାଥ ଦାସ
 ୩ୟ ଏକକ / ୟୁନିଟ୍ – ୩ : ଦୀନକୃଷ୍ଣ ଦାସଙ୍କ ରସକଲ୍ଲୋଳ (୧ମ ଛାନ୍ଦ) ଓ ଉପେନ୍ଦ୍ରଭଞ୍ଜଙ୍କ କୋଟିବ୍ରହ୍ମାଣ୍ଡ ସୁନ୍ଦରୀ (୧ମ ଛାନ୍ଦ)
 ୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ – ୪ : ଆଧୁନିକ କବିତା
 ମହାଯାତ୍ରା (ସପ୍ତମ ସର୍ଗ) – ଅମରୀଙ୍କ ଉଦ୍‌ବୋଧନ (ରାଧାନାଥ ରାୟ)
 ମଙ୍ଗଳେ ଅଇଲା ଉଷା – ଗଙ୍ଗାଧର ମେହେର
 ବନ୍ଦୀର ସାକ୍ଷ୍ୟ ଅନୁଚିତ୍ରା – ଗୋପବନ୍ଧୁ ଦାସ
 ପ୍ରତିମା ନାୟକ – ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ସାରଳା ମହାଭାରତ (ଗଦା ପର୍ବ-ସାରଳା ଦାସ)
୨. ଅବଧୂତ ଓ ଯଦୁରାଜା ସମ୍ବନ୍ଧ, ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ପ୍ରେକ୍ଷା ପବ୍ଲିଶର୍ସ, କଟକ
୩. କହେ କୃଷ୍ଣଦାସ କବି – କୃଷ୍ଣଚରଣ ସାହୁ, ବିଦ୍ୟାପୁରୀ, କଟକ
୪. ରସକଲ୍ଲୋଳ, ସଂପାଦନା – ଦେବେନ୍ଦ୍ର ମହାନ୍ତି
୫. ଦୁର୍ଲଭ ଦୀନକୃଷ୍ଣ – ଡ. ଜ୍ୟୋତିରଞ୍ଜନ ସାମଲ, ବିଜୟିନୀ ପବ୍ଲିକେସନ୍, କଟକ
୬. ତପସ୍ବିନୀ ଓ ମେହେର ସାହିତ୍ୟ – ଗୌରୀ କୁମାର ବ୍ରହ୍ମା

ପଞ୍ଚମ ପର୍ଯ୍ୟାୟ (Semester – V)

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

୧୧ଶ ପଢ଼

- ୧ମ ଏକକ / ୟୁନିଟ୍ – ୧ : ରକ୍ତମାଟି – କାଳୀଚରଣ ପଟ୍ଟନାୟକ
- ୨ୟ ଏକକ / ୟୁନିଟ୍ – ୨ : ନନ୍ଦିକା କେଶରୀ – ମନୋରଞ୍ଜନ ଦାସ କିମ୍ବା ତଟନିରଞ୍ଜନା – ବିଜୟ ମିଶ୍ର
- ୩ୟ ଏକକ / ୟୁନିଟ୍ – ୩ : କୋକୁଆ – ବିଜୟ କୁମାର ଶତପଥୀ, ଅଗ୍ରଦୂତ, କଟକ କିମ୍ବା ଭୂଷା- ମଙ୍ଗଳୁଚରଣ ବିଶ୍ୱାଳ
- ୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ – ୪ : ଏକାଙ୍କିକା- ସ୍ମୃତି ବିଭ୍ରାଟ – ପ୍ରାଣବନ୍ଧୁ କର ଓ ଛଦ୍ମବେଶୀ – ବିଶ୍ୱଜିତ୍ ଦାସ
- ୫ମ ଏକକ / ୟୁନିଟ୍ – ୫ : ପ୍ରକାଶ ପ୍ରସ୍ତୁତି

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ରକ୍ତମାଟି – କାଳୀଚରଣ ପଟ୍ଟନାୟକ
୨. ନନ୍ଦିକା କେଶରୀ-ମନୋରଞ୍ଜନ ଦାସ କିମ୍ବା ତଟନିରଞ୍ଜନା – ବିଜୟ ମିଶ୍ର
୩. କୋକୁଆ – ବିଜୟ କୁମାର ଶତପଥୀ, ଅଗ୍ରଦୂତ, କଟକ କିମ୍ବା ଭୂଷା- ମଙ୍ଗଳୁଚରଣ ବିଶ୍ୱାଳ
୪. ଅଶ୍ୱିନୁହେଁ ଅନଳ, ହେମନ୍ତ କୁମାର ଦାସ
୫. ସ୍ୱାଧୀନୋତ୍ତୋର ଓଡ଼ିଆ ନାଟକର ମନସ୍ତାତ୍ତ୍ୱିକ ବିଶ୍ଳେଷଣ, ରଶ୍ମିତା ରାଉତରାୟ, ବିଜୟିନୀ ପବ୍ଲିକେସନ୍, କଟକ
୬. ସାହିତ୍ୟ ସାଧକ ମଙ୍ଗଳୁଚରଣ ବିଶ୍ୱାଳ – ଗୌରିଦାସ ପ୍ରଧାନ
(ଚତୁର୍ଥ ପଢ଼ ନିମନ୍ତେ ପ୍ରଦତ୍ତ ସହାୟକ ପୁସ୍ତକଗୁଡ଼ିକ ଅନୁସରଣୀୟ ।)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ – ୧୨ (Core Course - 12) : (ଓଡ଼ିଆ କଥା ସାହିତ୍ୟ)

୧୨ଶ ପଢ଼

- ୧ମ ଏକକ / ୟୁନିଟ୍ – ୧ : ଓଡ଼ିଆ କଥାସାହିତ୍ୟର ବିକାଶକୁମ୍ଭ

୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : ଛ'ମାଣ ଆଠଗୁଣ୍ଠ - ଫକୀର ମୋହନ ସେନାପତି

୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : ଦାନାପାଣି - ଗୋପୀନାଥ ମହାନ୍ତି କିମ୍ବା ନୟନତାରା - ଦୟାନିଧି ମିଶ୍ର

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ଗନ୍ଧ ସାହିତ୍ୟ

ପାଠ୍ୟ ଗନ୍ଧ: ଦେବତାର ବିଧାତା - ଗୋଦାବରୀଶ ମହାପାତ୍ର

ମାଂସର ବିଳାପ - କାଳିନ୍ଦୀ ଚରଣ ପାଣିଗ୍ରାହୀ

ମଧୁବନର ମେୟର - ମନୋଜ ଦାସ

୫ମ ଏକକ / ୟୁନିଟ୍ - ୫: ପ୍ରକଳ୍ପ ପ୍ରସ୍ତୁତି

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଓଡ଼ିଆ ଉପନ୍ୟାସ ସାହିତ୍ୟର ପରିଚୟ, ସଂ ପଠାଣି ପଟ୍ଟନାୟକ ଓ ଭୋଳାନାଥ ରାଉତ, ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର, କଟକ

୨. ଓଡ଼ିଆ କ୍ଷୁଦ୍ରଗଳ୍ପର ଉନ୍ନେଷ ଓ ଉତ୍ତରଣ - ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୩. ଛ'ମାଣ ଆଠଗୁଣ୍ଠ - ଫକୀର ମୋହନ ସେନାପତି

୪. ଛ'ମାଣ ଆଠଗୁଣ୍ଠ ଭିନ୍ନ ଦୃଷ୍ଟି ଭିନ୍ନ ବ୍ୟାଖ୍ୟା, ପଞ୍ଚାନନ ମିଶ୍ର, ବିଜୟିନୀ ପବ୍ଲିକେସନ, କଟକ

୧. ଦାନାପାଣି - ଗୋପୀନାଥ ମହାନ୍ତି କିମ୍ବା ନୟନତାରା - ଦୟାନିଧି ମିଶ୍ର

୨. କଥାଶିକ୍ଷା ମନୋଜ ଦାସ - ଶତ୍ରୁଘ୍ନ ପାଣ୍ଡବ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୩. ମନସୀ ମନୋଜ - ମଣୀନ୍ଦ୍ର କୁମାର ମେହେର, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୪. ଓଡ଼ିଆ ଉପନ୍ୟାସର ସମାଜତାତ୍ତ୍ୱିକ ଆଲୋଚନା - କଲ୍ୟାଣ ପଟ୍ଟନାୟକ, ବିଦ୍ୟାପୁରୀ, କଟକ

ଷଷ୍ଠ ପର୍ଯ୍ୟାୟ (Semester – VI)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୧୩ (Core Course - 13) : ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟ

୧ମ ଶ୍ରେଣୀ ପଢ଼

୧ମ ଏକକ/ୟୁନିଟ୍ - ୧ : ଆତ୍ମ ଜୀବନୀ, ଭ୍ରମଣ କାହାଣୀ ଓ ସମାଲୋଚନା ତତ୍ତ୍ୱ (ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ)

୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : ମୋ ଫୁଟା ଡଙ୍ଗାର କାହାଣୀ - ଫକୀରମୋହନ

୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩: ପଶ୍ଚିମ ଆଫ୍ରିକାରେ ଓଡ଼ିଆ ଡେଜି - ଭୁବନେଶ୍ୱର ବେହେରା

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪: ପ୍ରବନ୍ଧ - ଭାଷା ଓ ଜାତୀୟତା - ଗୋପବନ୍ଧୁ ଦାସ

ମୁଁ ସତ୍ୟଧର୍ମା କହୁଛି - ଚନ୍ଦ୍ରଶେଖର ରଥ

ବିବେକାନନ୍ଦ: ଏକ ଗୁହାଣୁକ୍ତିର ପ୍ରୟାସ - ଚିତ୍ତରଞ୍ଜନ ଦାସ

୫ମ ଏକକ / ୟୁନିଟ୍ - ୫: ପ୍ରକଳ୍ପ ପ୍ରସ୍ତୁତି

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ମୋ ଫୁଟା ଡଙ୍ଗାର କାହାଣୀ - ଫାଦୁରାନନ୍ଦ
୨. ପଶ୍ଚିମ ଆଫ୍ରିକାରେ ଓଡ଼ିଆ ଡେଞ୍ଜି - ଭୁବନେଶ୍ୱର ବେହେରା
୩. ଜୀବନୀ ସାହିତ୍ୟ ଏକ ଅଧ୍ୟୟନ - ପଠାଣି ପଟ୍ଟନାୟକ, ଓଡ଼ିଶା ପା.ପୁ.ପ୍ର.ଓ.ପ୍ର.ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୪. ସମାଲୋଚନାର ଦିଗଦିଗନ୍ତ - ଖଗେଶ୍ୱର ମହାପାତ୍ର, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୫. ସାହିତ୍ୟ ଓ ସମାଲୋଚନା - କୁଞ୍ଜବିହାରୀ ଦାଶ, ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର, କଟକ

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୧୪ (Core Course - 14) : ଓଡ଼ିଆ ଭାଷାର ବ୍ୟାବହାରିକ ପ୍ରୟୋଗ

୧୪ଶ ପତ୍ର

୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ଭାଷଣ କଳା, ଦଳଗତ ଆଲୋଚନା ଓ ସାକ୍ଷାତକାର

୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : ସମ୍ବାଦ ପ୍ରସ୍ତୁତି, ଫିଚର ରଚନା ଓ ବିଜ୍ଞାପନ ପ୍ରସ୍ତୁତି

୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : କାର୍ଯ୍ୟାଳୟରେ ଓଡ଼ିଆ ଲିଖନ ବିଧି

ନଥି ପ୍ରସ୍ତୁତି, ଅନୁବିଧି, ଟିପ୍ପଣୀ, ପ୍ରସାର, ଅନୁମୋଦନ, ଚିଠା ପ୍ରସ୍ତୁତି, ଅଧିସୂଚନା, ବିଜ୍ଞପ୍ତି, ଘୋଷଣା ଲିଖନ, ପତ୍ରଲିଖନ (ବ୍ୟକ୍ତିଗତ, ବ୍ୟାବସାୟିକ ଓ ସମ୍ବାଦକଙ୍କ ପତ୍ର)

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ଓଡ଼ିଆ ଭାଷାର କମ୍ପ୍ୟୁଟରୀକରଣ, ସଫ୍ଟୱେୟାର ଏବଂ ହାର୍ଡୱେୟାର, ଓଡ଼ିଆ ଫଣ୍ଟ୍, କୀ-ବୋର୍ଡ, ଖାତ ପ୍ରୋସେସିଂ, ବନାନ ଓ ବ୍ୟାକରଣଯାଞ୍ଚକ ପ୍ରକ୍ରିୟା, ଓଡ଼ିଆରେ ଇଣ୍ଟରନେଟ୍‌ର ବ୍ୟବହାର, ଓଡ଼ିଆ ସାମାଜିକ ଡ୍ରେସ୍‌ସାଇଟ୍

୫ମ ଏକକ / ୟୁନିଟ୍ - ୫ : ପ୍ରକଳ୍ପ ପ୍ରସ୍ତୁତି

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଯୋଗାଯୋଗମୂଳକ ମାତୃଭାଷା - ବିରଞ୍ଚି ନାରାୟଣ ସାମଲ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ
୨. ଭାଷଣ କଳା ଓ ଅନ୍ୟାନ୍ୟ ପ୍ରସଙ୍ଗ - କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ
୩. ସମ୍ବାଦପତ୍ର ଓ ଗଣମାଧ୍ୟମ - ମୃଣାଳ ଚାଟ୍ଟାର୍ଜୀ, ଶେଫାଳୀ କମ୍ୟୁନିକେଶନ, ସଞ୍ଚାରମାର୍ଗ, ଦେଈନାଲ
୪. ପ୍ରାୟୋଗିକ ଭାଷା ଓ ବିଜ୍ଞାପନର ଦିଗଦିଗ - କେ.ବି. ପଟ୍ଟନାୟକ, ଓ.ରା.ପା.ପ୍ର.ଓ.ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୫. ସଂଯୋଗ ଅନୁବିଧି-ସନ୍ତୋଷ କୁମାର ତ୍ରିପାଠୀ, ନାଳନ୍ଦା, କଟକ
୬. କାର୍ଯ୍ୟାଳୟ ନଥି - ଓଡ଼ିଆ ଭାଷା ପ୍ରତିଷ୍ଠାନ, ଭୁବନେଶ୍ୱର

୭. ଓଡ଼ିଆରେ କମ୍ପ୍ୟୁଟର ଶିକ୍ଷା – ରୁଦ୍ରନାରାୟଣ ମହାପାତ୍ର, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ
୮. ଓଡ଼ିଆ ଭାଷାରେ କମ୍ପ୍ୟୁଟରର ପ୍ରୟୋଗ – ସୁଧୀର ଚନ୍ଦ୍ର ମହାନ୍ତି, ଏ.କେ. ମିଶ୍ର ପବ୍ଲିକେଶନ,
ଭୁବନେଶ୍ୱର
୯. କମ୍ପ୍ୟୁଟରରେ ଓଡ଼ିଆ ଭାଷାର ବ୍ୟବହାର ଓ ପ୍ରୟୋଗ, ରୁଦ୍ରପ୍ରସାଦ ମିଶ୍ର, ଆଜିଅନ୍ତା ପବ୍ଲିଶର୍ସ,
ଜଗତସିଂହପୁର

ଶୃଙ୍ଖଳାକୈନ୍ଦ୍ରିକ ଇଚ୍ଛାଧୀନ ପାଠ – ଓଡ଼ିଆ

Discipline Specific Elective – Odia DSE

ସାଧାରଣ (Pass) ଶ୍ରେଣୀ ପାଇଁ ଉଦ୍ଦିଷ୍ଟ

୫ମ ଓ ୬ଷ୍ଠ ପର୍ଯ୍ୟାୟ (Semester – V, VI)

୫ମ ପର୍ଯ୍ୟାୟ (Semester – V): ପ୍ରଥମ ଓ ଦ୍ୱିତୀୟ ପତ୍ର

$$୧୦୦ + ୧୦୦ = ୨୦୦ \text{ ନମ୍ବର}$$

୬ଷ୍ଠ ପର୍ଯ୍ୟାୟ (Semester – VI) : ତୃତୀୟ ପତ୍ର ଓ ଚତୁର୍ଥ ପତ୍ର

$$୧୦୦ + ୧୦୦ = ୨୦୦ \text{ ନମ୍ବର}$$

(୨୦ ନମ୍ବର ଅନ୍ତଃ ପରୀକ୍ଷା ଓ ୮୦ ନମ୍ବର ମୁଖ୍ୟ ପରୀକ୍ଷା = ୧୦୦ ନମ୍ବର)

ଚତୁର୍ଥ ପତ୍ର - ପ୍ରକଳ୍ପ ପ୍ରସ୍ତୁତି ୧୦୦ ନମ୍ବର

(ଅନୁବାଦ ବା ସଂପାଦନା ବା ଓଡ଼ିଆ ସଂସ୍କୃତି ଉପରେ ଅନୁ୍ୟନ ୫୦ ପୃଷ୍ଠା ମଧ୍ୟରେ ନିବନ୍ଧଟି ଲେଖିବାକୁ ହେବ ।)

(୮୦ ନମ୍ବର ପ୍ରକଳ୍ପ ଲେଖା + ୨୦ ନମ୍ବର ସାକ୍ଷାତକାର ପରୀକ୍ଷା = ୧୦୦ ନମ୍ବର)

ମୋଟ - ୪୦୦ ନମ୍ବର

ମୂଲ୍ୟାଙ୍କନ ବିଭାଜନ ପଦ୍ଧତି

(କ) ପ୍ରତ୍ୟେକ ପାଠ୍ୟର ସବୁ ଏକକ (ୟୁନିଟ୍) ରୁ ୧୫ଟି ୨ ନମ୍ବର ବିଶିଷ୍ଟ ଅତି ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଡ଼ିବ । ବିଦ୍ୟାର୍ଥୀଙ୍କୁ

ସେଥିରୁ ଯେକୌଣସି ୧୦ ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୨x୧୦=୨୦)

(ଖ) ପ୍ରତ୍ୟେକ ପାଠ୍ୟର ସବୁ ଏକକ (ୟୁନିଟ୍)ରୁ ଅନ୍ତତଃ ୨ଟି ଲେଖାଏଁ ମୋଟ ୮ଟି ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ଦୀର୍ଘ ପ୍ରଶ୍ନ

ପଡ଼ିବ । ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ସେଥିରୁ ଯେକୌଣସି ୪ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ପଡ଼ିବ । (୧୫ x ୪=୬୦)

(ଗ) ମହାବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ଅନ୍ତଃ ପର୍ଯ୍ୟାୟ ପରୀକ୍ଷା - (୨୦ ନମ୍ବର)

ମୋଟ ମୂଲ୍ୟାଙ୍କନ - ୧୦୦ ନମ୍ବର

ଭୂମିକା:

ଏହି ପାଠ୍ୟକ୍ରମଟି ବିଦ୍ୟାର୍ଥୀମାନଙ୍କୁ ଓଡ଼ିଶାର ସାମାଜିକ, ସାଂସ୍କୃତିକ ଓ ଐତିହାସିକ ବିବର୍ତ୍ତନ ବିଷୟରେ ଜ୍ଞାନ ଆହରଣ ପାଇଁ ସୁଯୋଗ ସୃଷ୍ଟିକରିବ । ଓଡ଼ିଆ ସାହିତ୍ୟରେ ସମାଜ ଓ ସଂସ୍କୃତିର ପ୍ରତିଫଳନ, ସାହିତ୍ୟର ବିବିଧତା ଏବଂ କମ୍ପ୍ୟୁଟରଭିତ୍ତିକ ବିଦ୍ୟା ଶିକ୍ଷଣ ଦିଗକୁ ଧ୍ୟାନ ଦିଆଯାଇ ଏହା ପ୍ରସ୍ତୁତ ହୋଇଛି ।

ଏହି ପାଠ୍ୟକ୍ରମରେ ମୋଟ ୪ ଗୋଟି ପାଠ୍ୟ ବାଧ୍ୟତାମୂଳକ । ସମ୍ମାନ (Hons) ଶ୍ରେଣୀର ଛାତ୍ରଛାତ୍ରୀମାନେ ଏହି ଚାରୋଟିଯାକ ପାଠ୍ୟ ପଢ଼ିବେ । ଏଥିମଧ୍ୟରୁ ଗୋଟିଏ ପାଠ୍ୟକୁ ଆଧାର କରି ତା' ସହିତ ଅନ୍ୟ ବିଦ୍ୟାକୁ ସଂଯୋଗ କରି ଷଷ୍ଠ ପର୍ଯ୍ୟାୟ (ସେମିଷ୍ଟର-୨) ପରୀକ୍ଷା ବେଳକୁ ପ୍ରକଳ୍ପ (୫୦ ପୃଷ୍ଠା ମଧ୍ୟରେ) ପ୍ରସ୍ତୁତ କରିବେ । ପ୍ରକଳ୍ପଟି ୪ର୍ଥ ପତ୍ର ଭାବରେ ବିବେଚିତ ହେବ ।

ଲିଶେଷ୍ୟ ଦୃଷ୍ଟ୍ୟ: ସାଧାରଣ (Pass) ଶ୍ରେଣୀର ଛାତ୍ରଛାତ୍ରୀମାନେ ପାଠ୍ୟ-୧ କୁ ୫ ପର୍ଯ୍ୟାୟରେ DSE-IA କିମ୍ବା DSE-IIA ଭାବେ ଏବଂ ପାଠ୍ୟ-୨କୁ ଷଷ୍ଠ ପର୍ଯ୍ୟାୟରେ DSE-IB କିମ୍ବା DSE-IIB ଭାବେ ପଢ଼ିବେ ।

ସବିଶେଷ ପାଠ୍ୟକ୍ରମ

ମୋଟ ୪ ଗୋଟି ପାଠ୍ୟ

ପଢ଼ି ସଂଖ୍ୟା - ୪

ପ୍ରତ୍ୟେକ ପଢ଼ି - ୧୦୦ ନମ୍ବର (୨୦ ନମ୍ବର ଅନ୍ତଃପରୀକ୍ଷା + ୮୦ ନମ୍ବର ମୁଖ୍ୟ ପରୀକ୍ଷା)

ସମୟ ନିର୍ଦ୍ଦିଷ୍ଟ = ୬ x ୪ = ୨୪

ପ୍ରତ୍ୟେକ ପଢ଼ି ପାଇଁ ୪୦ଟି ପିରିୟଡ୍, ପ୍ରତି ପିରିୟଡ୍ - ୪୫ ମିନିଟ୍

୫ମ ଓ ୬ଷ୍ଠ ପର୍ଯ୍ୟାୟ (ସେମିଷ୍ଟର - ୦୫ ଓ ୦୬)

ପାଠ୍ୟ-୧ / Course-1 : ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଇତିହାସ ଓ ଓଡ଼ିଆ ସାହିତ୍ୟ (Pass)

(ସମୟ ନିର୍ଦ୍ଦିଷ୍ଟ ୪+୨=୬)

୧ମ ଏକକ : ଓଡ଼ିଶାର ସଂକ୍ଷିପ୍ତ ଇତିହାସ ।

୨ୟ ଏକକ : ଓଡ଼ିଶାରେ ବୌଦ୍ଧ ସଂସ୍କୃତି, ଶୈବ ସଂସ୍କୃତି ଓ ବୈଷ୍ଣବ ସଂସ୍କୃତି ।

୩ୟ ଏକକ : ଶ୍ରୀଜଗନ୍ନାଥ ସଂସ୍କୃତି ଓ ଆଦିବାସୀ ସଂସ୍କୃତି ।

୪ର୍ଥ ଏକକ : ଓଡ଼ିଆ ଓଷା ବ୍ରତ ଓ ପର୍ବପର୍ବାଣି ।

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ :

୧. ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଇତିହାସ - ସଂସ୍କୃତି ବିଭାଗ, ଓଡ଼ିଶା

୨. ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଇତିହାସ - ପ୍ରବୋଧ କୁମାର ମିଶ୍ର, ବିଦ୍ୟାପୁରୀ, କଟକ

୩. ଓଡ଼ିଆ ସାହିତ୍ୟର ସାମାଜିକ ଓ ସାଂସ୍କୃତିକ ଇତିହାସ - ଚିତ୍ତରଞ୍ଜନ ଦାସ, ଓ.ରା.ପା.ପ୍ର. ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର

୪. ଓଡ଼ିଶାର ଧର୍ମଧାରା - କାହ୍ନୁଚରଣ ମିଶ୍ର, ଓ.ରା.ପା.ପ୍ର. ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର

୫. ବୈଷ୍ଣବ ସାହିତ୍ୟ ତତ୍ତ୍ୱ - ଆଶୁତୋଷ ପଟ୍ଟନାୟକ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୬. ଓଡ଼ିଆ ସାହିତ୍ୟରେ ଶୈବଧର୍ମ - କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୭. ଓଡ଼ିଆ ସାହିତ୍ୟରେ ଶ୍ରୀଜଗନ୍ନାଥ - ବାସୁଦେବ ସାହୁ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୮. ଲୀଳାମୟ ନୀଳାଦ୍ରୀ - ସଂପାଦନା, ଭୁବନେଶ୍ୱର ଭଞ୍ଜ ଭାରତୀ (୧ମ ଭାଗ ଓ ୨ୟ ଭାଗ)

୯. ଓଡ଼ିଆ ବ୍ରତ ସାହିତ୍ୟ - ଅରବିନ୍ଦ ପଟ୍ଟନାୟକ, ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମୀ

୧୦. ଓଡ଼ିଶାର ଧର୍ମଧାରା, ଡ. ପ୍ରଦୀପ କୁମାର ପଣ୍ଡା

୧୧. ଲୋକଧର୍ମ ଓ ଲୋକସାହିତ୍ୟ, ଡ. ସଦାନନ୍ଦ ନାୟକ, ବିଜୟ ବୁକ୍ ଷ୍ଟୋର, ବ୍ରହ୍ମପୁର

ପାଠ୍ୟ-୨ / **Course – 2** : ଓଡ଼ିଆ ଶିଶୁ ସାହିତ୍ୟ ଓ ବିଜ୍ଞାନଭିତ୍ତିକ ସାହିତ୍ୟ (Pass)

୧ମ ଏକକ : ଓଡ଼ିଆ ଶିଶୁ ସାହିତ୍ୟର ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ

୨ୟ ଏକକ : ଓଡ଼ିଆ ବିଜ୍ଞାନଭିତ୍ତିକ ସାହିତ୍ୟର ସ୍ୱରୂପ ଓ ବିକାଶଧାରା

୩ୟ ଏକକ : ପୃଥିବୀ ବାହାରେ ମଣିଷ - ଗୋକୁଳାନନ୍ଦ ମହାପାତ୍ର

୪ର୍ଥ ଏକକ : ବିଚିତ୍ର ବିଶ୍ୱ - ଦେବକାନ୍ତ ମିଶ୍ର

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ :

୧. ଓଡ଼ିଆ ଶିଶୁ ସାହିତ୍ୟର ଇତିବୃତ୍ତ - ମନୀନ୍ଦ୍ର ମହାନ୍ତି, ପ୍ରେସ୍‌ବ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୨. ପୃଥିବୀ ବାହାରେ ମଣିଷ - ଗୋକୁଳାନନ୍ଦ ମହାପାତ୍ର

୩. ବିଚିତ୍ର ବିଶ୍ୱ - ଦେବକାନ୍ତ ମିଶ୍ର

୪. ଓଡ଼ିଆ ସାହିତ୍ୟ, ମହେଶ୍ୱର ମହାନ୍ତି

୫. ଆଧୁନିକ ଶିଶୁ ଓଡ଼ିଆ ସାହିତ୍ୟ - ଜାନକୀ ବଲ୍ଲଭ ମହାନ୍ତି, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ

ପାଠ୍ୟ-୩ / **Course – 3** : ଓଡ଼ିଆ ପଦ୍ୟ ସାହିତ୍ୟ (Pass)

୧ମ ଏକକ : ଜଗନ୍ନାଥ ଜଣାଣ - କବିସୂର୍ଯ୍ୟ ବଳଦେବ ରଥ

ଆକାଶ ପ୍ରତି - ମଧୁସୂଦନ ରାଓ

ଯାତ୍ରା ସଂଗୀତ - ବୈକୁଣ୍ଠନାଥ ପଟ୍ଟନାୟକ

ମୌସୁମୀ - ରାଧାମୋହନ ଗଡ଼ନାୟକ

୨ୟ ଏକକ : କ୍ଷୁଦ୍ରଗନ୍ଧ

ଡିମିରି ଫୁଲ - ଅଖିଳ ମୋହନ ପଟ୍ଟନାୟକ

ଭଙ୍ଗା ଖେଳନା - କିଶୋରୀ ଚରଣ ଦାଶ

ଅନ୍ଧ ରାତିର ସୂର୍ଯ୍ୟ - ମହାପାତ୍ର ନୀଳମଣି ସାହୁ

ବାସି ମଡ଼ା - ସୁରେନ୍ଦ୍ର ମହାନ୍ତି

୩ୟ ଏକକ : ପ୍ରବନ୍ଧ ଓ ସମାଲୋଚନା

ମହାସ୍ରୋତ - ବିଶ୍ୱନାଥ କର

ଚିତ୍ରଗ୍ରାବର ଉଚିତ ଅଭିମାନ - ଗୋଲୋକ ବିହାରୀ ଧଳ

ତିନୋଟି ସମାଲୋଚନା – ବାଉରୀବନ୍ଧୁ କର, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୪ର୍ଥ ଏକକ : ଉପନ୍ୟାସ – ମାଟିର ମଣିଷ – କାଳିନ୍ଦୀ ଚରଣ ପାଣିଗ୍ରାହୀ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ :

୧. ଓଡ଼ିଆ ଉପନ୍ୟାସ ସାହିତ୍ୟର ପରିଚୟ, ସଂ ପଠାଣୀ ପଟ୍ଟନାୟକ ଓ ଭୋଳାନାଥ ରାଉତ, ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର, କଟକ
୨. କାଳିନ୍ଦୀ ଚରଣଙ୍କ କଥାସାହିତ୍ୟ – ବିଷ୍ଣୁପ୍ରିୟା ଓତା, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୩. ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ସାହିତ୍ୟ – ବାଉରୀବନ୍ଧୁ କର
୪. ଓଡ଼ିଆ ସମାଲୋଚନା ସାହିତ୍ୟ – ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମୀ
୫. ମାଟିର ମଣିଷ – କାଳିନ୍ଦୀ ଚରଣ ପାଣିଗ୍ରାହୀ

ପାଠ୍ୟ-୪/ Course – 4 : ପ୍ରବନ୍ଧ ପ୍ରସ୍ତୁତି ଓ ଉପସ୍ଥାପନା (Pass)

ସନ୍ଦର୍ଭ ଲିଖନ - ୮୦ + ମୌଖିକ - ୨୦ = ୧୦୦

ଅନୁବାଦ ବା ସଂପାଦନା ବା ଓଡ଼ିଆ ସଂସ୍କୃତି ଉପରେ ଅନ୍ୟୁନ ୫୦ ପୃଷ୍ଠା ମଧ୍ୟରେ ନିବନ୍ଧ ପ୍ରସ୍ତୁତି କିମ୍ବା

(ସମାଲୋଚନା, ଅନୁବାଦ, ସମ୍ପାଦନା, ଗବେଷଣା)

୧. ପ୍ରଥମ ଏକକ : ସମାଲୋଚନାର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ
୨. ଦ୍ୱିତୀୟ ଏକକ : ଅନୁବାଦର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ
୩. ତୃତୀୟ ଏକକ : ସମ୍ପାଦନା ବିଧି
୪. ଚତୁର୍ଥ ଏକକ : ଗବେଷଣା ପ୍ରବିଧି

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଗବେଷଣା ଅନୁବାଦ ସମ୍ପାଦନା କଳା – ସଂ ନାରାୟଣ ସାହୁ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ
୨. ଗବେଷଣା ପ୍ରବିଧି – ଡ. ସୁବୋଧ ଚାଟ୍ଟାର୍ଜୀ, ବିଦ୍ୟାପୁରୀ, କଟକ
୩. ଗବେଷଣା ପ୍ରକରଣ: ସଂପାଦନା ଓ ଅନୁବାଦ ପ୍ରବିଧି – ଜୁଷ୍ଟରହି ପ୍ରଧାନ ଓ ନିର୍ମଳା କୁମାରୀ ରାଉତ

ଅନ୍ତର୍ବିଷୟ ଲକ୍ଷ୍ୟାଧୀନ ପାଠ - ଓଡ଼ିଆ

Generic Electives (GE) - Course - Odia

ସୂଚନା : ଅନ୍ୟ ସମ୍ମାନର ବିଦ୍ୟାର୍ଥୀ ଏଥିମଧ୍ୟରୁ ୨ଗୋଟି କିମ୍ବା ୪ଗୋଟି ପତ୍ର ଅଧ୍ୟୟନ କରିପପାରିବେ ; କିନ୍ତୁ ପାଞ୍ଚ ବିଦ୍ୟାର୍ଥୀ ଏଥିମଧ୍ୟରୁ ୧ମ ଓ ୨ୟ ପତ୍ରକୁ ଯଥାକ୍ରମେ ୫ମ ଓ ୬ଷ୍ଠ ପର୍ଯ୍ୟାୟରେ ପଢ଼ିବେ ।

୧. ପତ୍ର ସଂଖ୍ୟା - ୪
୨. ପ୍ରତ୍ୟେକ ପତ୍ର - ୧୦୦ ନମ୍ବର ବିଶିଷ୍ଟ, ମୋଟ - ୪୦୦ ନମ୍ବର
୩. ପ୍ରତ୍ୟେକ ପତ୍ରରେ ୪ଗୋଟି ଏକକ ରହିବ ।

ନମ୍ବର ବିଭାଜନ ବିଧି :

- କ) ପ୍ରତ୍ୟେକ ପତ୍ରର ମୋଟ ନମ୍ବର - ୧୦୦
- ଖ) ଅନ୍ତଃପରୀକ୍ଷା - ୨୦ ଓ ମୁଖ୍ୟ ପରୀକ୍ଷା - ୮୦
- ଗ) ମୁଖ୍ୟ ପରୀକ୍ଷାରେ ପ୍ରତ୍ୟେକ ଏକକରୁ ଦୁଇଟି ଲେଖାଏଁ ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ପସନ୍ଦମୂଳକ ବୋଧଜ୍ଞାନମାପକ ୮ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନ ପଡ଼ିବ । ୮ ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନରୁ ୪ଟିର ଉତ୍ତର ଦେବାକୁ ହେବ ।
(୧୫ x ୪ = ୬୦)
- ଘ) ସମସ୍ତ ଏକକରୁ ୨ ନମ୍ବର ବିଶିଷ୍ଟ ଲକ୍ଷ୍ୟଜ୍ଞାନମୂଳକ ୧୫ଟି ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଡ଼ିବ । ମୋଟ ୧୫ ଗୋଟି ପ୍ରଶ୍ନରୁ ୧୦ ଗୋଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ ।
(୨ x ୧୦ = ୨୦)

ସବିଶେଷ ପାଠ୍ୟକ୍ରମ

ପ୍ରଥମ ପର୍ଯ୍ୟାୟ (Semester – I)

ପାଠ୍ୟ - ୧ / ପତ୍ର - ୧ (Core Course - 1): ଗଣମାଧ୍ୟମ, ବେତାର କଳା ଓ ବିଜ୍ଞାପନ କଳା

୧ମ ଏକକ : ଗଣମାଧ୍ୟମ ଓ ତା'ର ପ୍ରକାରଭେଦ

୨ୟ ଏକକ : ବିଜ୍ଞାପନର ପରିଭାଷା, ପରିସର ଓ ଉଦ୍ଦେଶ୍ୟ

୩ୟ ଏକକ : ସ୍ତମ୍ଭ ଲିଖନ ଓ ପଞ୍ଚର ଲିଖନ

୪ର୍ଥ ଏକକ : ପତ୍ରଲିଖନ (ବାଣିଜ୍ୟିକ, କାର୍ଯ୍ୟାଳୟ ଭିତ୍ତିକ, ବ୍ୟକ୍ତିଗତ ଓ ସମ୍ବାଦକଙ୍କୁ ପତ୍ର)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଓଡ଼ିଆ ସାହିତ୍ୟକୁ ଆକାଶବାଣୀର ଦାନ - ବ୍ରଜମୋହନ ମହାନ୍ତି, ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର
୨. ସମ୍ବାଦପତ୍ର ଓ ଗଣମାଧ୍ୟମ - ମୃଣାଳ ଚାଟ୍ଟାର୍ଜୀ, ଶେଫାଳୀ କମ୍ୟୁନିକେସନ, ଦେଈନାଲ
୩. ସମ୍ବାଦ ଓ ସାମ୍ବାଦିକତା - ଚନ୍ଦ୍ରଶେଖର ମହାପାତ୍ର, ଓ.ରା.ପା.ପ୍ର. ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୪. ସଂଯୋଗ ଅନୁବିଧି, -ସନ୍ତୋଷ କୁମାର ତ୍ରିପାଠୀ, ନାଳନ୍ଦା, କଟକ
୫. ଯୋଗାଯୋଗମୂଳକ ମାତୃଭାଷା - ବିରଞ୍ଚି ନାରାୟଣ ସାମଲ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର
୬. ଯୋଗାଯୋଗର ଭାଷା - ସୁଧୀର ଚନ୍ଦ୍ର ମହାନ୍ତି, ପ୍ରାଚୀ ପ୍ରକାଶନ, କଟକ

ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (Semester – II)

ପାଠ୍ୟ - ୨ / ପତ୍ର - ୨ (Core Course -2) : ସାହିତ୍ୟ ଅଧ୍ୟୟନ

୧ମ ଏକକ : ଗଳ୍ପ ସାହିତ୍ୟ

- ବୁଢ଼ା ଶଙ୍ଖାରି - ଲକ୍ଷ୍ମୀକାନ୍ତ ମହାପାତ୍ର
- ମାଗୁଣୀର ଶଗଡ଼ - ଗୋଦାବରୀଶ ମହାପାତ୍ର
- ଶିକାର - ଭଗବତୀ ଚରଣ ପାଣିଗ୍ରାହୀ

୨ୟ ଏକକ : ଉପନ୍ୟାସ ସାହିତ୍ୟ

- ଶାସ୍ତି - କାହ୍ନୁଚରଣ ମହାନ୍ତି, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୩ୟ ଏକକ : ନାଟକ

- ଶେଷ କଥା - ଡକ୍ଟର ନାରାୟଣ ସାହୁ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ

୪ର୍ଥ ଏକକ : ରମ୍ୟ ରଚନା

- ବାଇ ମହାନ୍ତି ପାଞ୍ଜି (ପ୍ରଥମ ବିଡ଼ା) - ଗୋପାଳ ଚନ୍ଦ୍ର ପ୍ରହରାଜ
- ବଟୁଆ - ଗୋବିନ୍ଦ ତ୍ରିପାଠୀ
- ସାଧୁ ସଙ୍ଗ - ଚୌଧୁରୀ ହେମକାନ୍ତ ମିଶ୍ର

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. କାହ୍ନୁଚରଣ ବିଶେଷାଙ୍କ, କୋଣାର୍କ, ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମୀ
୨. ଓଡ଼ିଆ କ୍ଷୁଦ୍ରଗଳ୍ପର ଇତିହାସ, ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୩. ଓଡ଼ିଆ କଥାସାହିତ୍ୟର କଥା ଓ ରମ୍ୟରଚନା, ମହାପାତ୍ର ନୀଳମଣି ସାହୁ, ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର, କଟକ
୪. ଶାସ୍ତି - କାହ୍ନୁଚରଣ ମହାନ୍ତି, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୫. ଉତ୍ତର ସତୁରୀ ଓଡ଼ିଆ ନାଟକ, ହେମନ୍ତ କୁମାର ଦାସ, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ
୬. ଶେଷ କଥା - ନାରାୟଣ ସାହୁ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ

ତୃତୀୟ ପର୍ଯ୍ୟାୟ (Semester – III)

ପାଠ୍ୟ – ୩ / ପଢ଼ – ୩ (Core Course -3): ପ୍ରାଚୀନ, ମଧ୍ୟଯୁଗ ଓ ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟ

୧ମ ଏକକ : ସାରଳା ମହାଭାରତରେ କାହାଣୀ

ସତ୍ୟଆତ୍ମ

ତୁଳସୀବଣ ବାଘ

ଗଙ୍ଗା ବୋଇଲେ ଥିବି ଗାଁଗା ବୋଇଲେ ଯିବି

୨ୟ ଏକକ : ବଳରାମ ଦାସ ଓ ଜଗନ୍ନାଥ ଦାସଙ୍କ କାହାଣୀ

ବଳରାମ ଦାସଙ୍କ ବଉଳା ଅଧ୍ୟାୟ ଓ ମୃଗୁଣୀ ସ୍ମୃତି

ଜଗନ୍ନାଥ ଦାସଙ୍କ କପୋତ ଉପାଖ୍ୟାନ ଓ ପିଙ୍ଗଳା ଉପାଖ୍ୟାନ

୩ୟ ଏକକ : ମଧ୍ୟକାଳୀନ ସାହିତ୍ୟ ପ୍ରସଙ୍ଗଙ୍କ ସଂକ୍ଷିପ୍ତ ପରିଚୟ

ଦୀନକୃଷ୍ଣ ଦାସ, ଅଭିମନ୍ୟୁ ସାମନ୍ତସିଂହାର, କବିସମ୍ରାଟ ଉପେନ୍ଦ୍ର ଭଞ୍ଜ

କବିସୂର୍ଯ୍ୟ ବଳଦେବ ରଥ

୪ର୍ଥ ଏକକ : ଆଧୁନିକ ଯୁଗର ସାହିତ୍ୟ ପ୍ରସଙ୍ଗଙ୍କ ସଂକ୍ଷିପ୍ତ ପରିଚୟ

ରାଧାନାଥ ରାୟ, ଫକୀର ମୋହନ ସେନାପତି, ଗଙ୍ଗାଧର ମେହେର, ମାୟାଧର ମାନସିଂହ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ – ମାୟାଧର ମାନସିଂହ, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ

୨. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ – ସୂର୍ଯ୍ୟନାରାୟଣ ଦାଶ (୨ୟ ଓ ୩ୟ ଭାଗ) – ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ

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

୪. ଆଲୋକ ଓ ଅମୃତର କବି ଗଙ୍ଗାଧର: ମଣୀନ୍ଦ୍ର କୁମାର ମେହେର, ପଦ୍ମାପତି, ଭୁବନେଶ୍ୱର

ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟ (Semester – IV)

ପାଠ୍ୟ – ୪ / ପଢ଼ – ୪ (Core Course - 4): ଓଡ଼ିଆ କମ୍ପ୍ୟୁଟର ଶିକ୍ଷା

୧ମ ଏକକ / ଯୁନିଟ୍-୧ : କମ୍ପ୍ୟୁଟର କ'ଣ ଓ କାହିଁକି

କମ୍ପ୍ୟୁଟର ର ବିଭିନ୍ନ ଅଂଶବିଶେଷ ଓ କାର୍ଯ୍ୟ

୨ୟ ଏକକ/ ଯୁନିଟ୍-୨ : ଯୁନିକୋଡ ମାଧ୍ୟମରେ ଓଡ଼ିଆ ଡିଟିପି ଶିକ୍ଷା

୩ୟ ଏକକ/ ଯୁନିଟ୍-୩ : ଇଣ୍ଟରନେଟ୍ରେ ଓଡ଼ିଆ ଚିଠି

ଇଣ୍ଟରନେଟ୍ରେ ସାମାଜିକ ଗଣମାଧ୍ୟମର ବ୍ୟବହାର

୪ର୍ଥ ଏକକ/ୟୁନିଟ୍-୪: ପାଞ୍ଜାବ ପଂଥ ସ୍ଥାପନ ପ୍ରସ୍ତୁତି, ଟେବୁଲ୍‌ସ, ଫିଗରସ ଏବଂ ପିକ୍ଚରସ ଏକସେଲର ବ୍ୟବହାର ପ୍ରସ୍ତୁତି

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ମୌଳିକ କମ୍ପ୍ୟୁଟର ଶିକ୍ଷା - ଦେବକାନ୍ତ ମିଶ୍ର, ପ୍ରେସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୨. ଓଡ଼ିଆରେ କମ୍ପ୍ୟୁଟର ଶିକ୍ଷା - ରୁଦ୍ରନାରାୟଣ ମହାପାତ୍ର, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ
୩. ଓଡ଼ିଆ ଭାଷାରେ କମ୍ପ୍ୟୁଟରର ପ୍ରୟୋଗ - ସୁଧୀର ଚନ୍ଦ୍ର ମହାନ୍ତି, ଏ.କେ. ମିଶ୍ର ପବ୍ଲିକେଶନ, ଭୁବନେଶ୍ୱର
୪. କମ୍ପ୍ୟୁଟରରେ ଓଡ଼ିଆ ଭାଷାର ବ୍ୟବହାର ଓ ପ୍ରୟୋଗ - ରୁଦ୍ରପ୍ରସାଦ ମିଶ୍ର, ଆଜିଅନ୍ତା ପବ୍ଲିଶର୍ସ, ଜଗତସିଂହପୁର
୫. କମ୍ପ୍ୟୁଟର ଶିକ୍ଷା - ରାଜୁ ବନିକ୍, ପ୍ରେସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

ପାଠ୍ୟକ୍ରମର ସାରାଂଶ – ସଂରଚନା

Structure of B.A. Pass (DSC-Odia) Under CBCS

ପ୍ରଧାନ ପାଠ୍ୟ (Core Course) : ୪

ପ୍ରତ୍ୟେକ ପତ୍ରର କ୍ରେଡିଟ୍ସ = $୪ + ୨ = ୬$

ପ୍ରଥମ ପର୍ଯ୍ୟାୟ : (1st Semester)

ପ୍ରଧାନ ପାଠ୍ୟ - ୧ (Core Course - 1) ଓଡ଼ିଆ କବିତା ପ୍ରାଚୀନରୁ ଆଧୁନିକ

ପ୍ରଥମ ପତ୍ର - କ୍ରେଡିଟ୍ସ = $୪ + ୨ = ୬$

ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ : (2nd Semester)

ପ୍ରଧାନ ପାଠ୍ୟ - ୨ (Core Course - 2) ଓଡ଼ିଆ ନାଟକ ଓ ଏକାଙ୍କିକା

୨ୟ ପତ୍ର - କ୍ରେଡିଟ୍ସ = $୪ + ୨ = ୬$

ତୃତୀୟ ପର୍ଯ୍ୟାୟ : (3rd Semester)

ପ୍ରଧାନ ପାଠ୍ୟ - ୩ (Core Course - 3) ଓଡ଼ିଆ କଥା ସାହିତ୍ୟ

୩ୟ ପତ୍ର - କ୍ରେଡିଟ୍ସ = $୪ + ୨ = ୬$

ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟ : (4th Semester)

ପ୍ରଧାନ ପାଠ୍ୟ - ୪ (Core Course - 04) ବ୍ୟାବହାରିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ

୪ର୍ଥ ପତ୍ର - କ୍ରେଡିଟ୍ସ = $୪ + ୨ = ୬$

CBCS : B.A. (PASS) 2019-20

ପଞ୍ଚମ ଓ ଆସ୍ଥାଭିତ୍ତିକ ପାଠ୍ୟଶାସ୍ତ୍ର : ସ୍ନାତକ (ଓଡ଼ିଆ ଇଚ୍ଛାଧୀନ) 2019-20

Core Course – ପ୍ରଧାନ ପାଠ୍ୟ

ମୋଟ ପତ୍ର ସଂଖ୍ୟା – ୦୪ (Four Paper – Discipline-1/ Four Paper – Discipline-2)

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

ଇଚ୍ଛାଧୀନ ଓଡ଼ିଆ : ଜଣେ ସ୍ନାତକ – (ଇଚ୍ଛାଧୀନ)– ମୋଟ ୪୦୦ ନମ୍ବରର ପରୀକ୍ଷା ଦେବେ ।

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

ଖ) ପ୍ରତ୍ୟେକ ପତ୍ର ୪ ଗୋଟି ଯୁନିଟ୍ (ଏକକ) ଉପାଂଶରେ ବିଭକ୍ତ ।

ଗ) ପ୍ରତ୍ୟେକ ପତ୍ର ୬ ଆସ୍ଥାଭିତ୍ତିକ କାର୍ଯ୍ୟ ନିର୍ଦ୍ଦେଶ (୪ + ୨ କ୍ରେଡିଟ୍) ବିଶିଷ୍ଟ । ଗୋଟିଏ ଆସ୍ଥାଭିତ୍ତିକ କାର୍ଯ୍ୟ ନିର୍ଦ୍ଦେଶର ମହତ୍ତ୍ୱ ହେଉଛି – ୧୦ ପିରିୟଡ୍ ସହିତ ସମାନ ।

ମୋଟ ୪ ଗୋଟି ଇଚ୍ଛାଧୀନ ପତ୍ରର କ୍ରେଡିଟ୍ ହେଉଛି – $୪ \times ୬ (୪ + ୨) = ୨୪$ ।

ଘ) ପର୍ଯ୍ୟାୟ (Semester) ଓ ପ୍ରସାଦିତ ପାଠ ଯୋଜନା:

ପ୍ରଥମ ଶିକ୍ଷାବର୍ଷ

୧ମ ପର୍ଯ୍ୟାୟ ୧ମ -ପତ୍ର ୧୦୦ ନମ୍ବର

୨ୟ ପର୍ଯ୍ୟାୟ ୨ୟ -ପତ୍ର ୧୦୦ ନମ୍ବର

ଦ୍ୱିତୀୟ ଶିକ୍ଷାବର୍ଷ

୩ୟ ପର୍ଯ୍ୟାୟ ୩ୟ -ପତ୍ର ୧୦୦ ନମ୍ବର

୪ର୍ଥ ପର୍ଯ୍ୟାୟ ୪ର୍ଥ - ପତ୍ର ୧୦୦ ନମ୍ବର

ଙ) ନମ୍ବର / ମୂଲ୍ୟାଙ୍କନ ବିଭାଜନ ପଦ୍ଧତି :

ମହାବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ଅନ୍ତଃପରୀକ୍ଷା – ୨୦ ନମ୍ବର

ବିଶ୍ୱବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ମୁଖ୍ୟ ପରୀକ୍ଷା – ୮୦ ନମ୍ବର

ବିଶ୍ୱବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ପରୀକ୍ଷାରେ ନିମ୍ନମତେ ପ୍ରଶ୍ନ ପଡ଼ିବ :

- କ) ପ୍ରତ୍ୟେକ ପତ୍ରର ପ୍ରତ୍ୟେକ ଏକକରୁ ବିଜ୍ଞ ସହ ୮ଟି ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ଦୀର୍ଘ ପ୍ରଶ୍ନ ପଡ଼ିବ । ବିଦ୍ୟାର୍ଥୀ ୪ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବେ । (୧୫ x ୪ = ୬୦ ନମ୍ବର)
- ଖ) ପ୍ରତ୍ୟେକ ପତ୍ରର ପ୍ରତ୍ୟେକ ଏକକରୁ ୧୫ଟି ୨ ନମ୍ବର ବିଶିଷ୍ଟ ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଡ଼ିବ । ବିଦ୍ୟାର୍ଥୀ ୧୦ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବେ । (୨ x ୧୦ = ୨୦)

ସବିଶେଷ ପାଠ୍ୟକ୍ରମ (Detail Syllabus)

(କ) ପ୍ରଥମ ପର୍ଯ୍ୟାୟ (Semester – 1) DSC 1/2 A

ପ୍ରଥମ ପତ୍ର: ଓଡ଼ିଆ କବିତା ପ୍ରାଚୀନରୁ ଆଧୁନିକ

ପ୍ରଧାନ ପାଠ (Core Course -1): ଓଡ଼ିଆ ସାହିତ୍ୟ ପ୍ରାଚୀନରୁ ଆଧୁନିକ

୧ମ ଏକକ / ୟୁନିଟ୍ – ୧ : ସାରଳା ମହାଭାରତ (ଦୁର୍ଯ୍ୟୋଧନଙ୍କ ରକ୍ତନଦୀ ସନ୍ତରଣ)

୨ୟ ଏକକ / ୟୁନିଟ୍ – ୨ : ଭାଗବତ (୨୪ ଗୁରୁ ପ୍ରସଙ୍ଗ) – ଜଗନ୍ନାଥ ଦାସ

୩ୟ ଏକକ / ୟୁନିଟ୍ – ୩ : ଦୀନକୃଷ୍ଣ ଦାସଙ୍କ ରସକଲ୍ଲୋଳ (୧ମ ଛାନ୍ଦ) ଓ ଉପେନ୍ଦ୍ରଭଞ୍ଜଙ୍କ କୋଟିବ୍ରହ୍ମାଣ୍ଡ ସୁନ୍ଦରୀ (୧ମ ଛାନ୍ଦ)

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ – ୪ : ଆଧୁନିକ କବିତା

ମହାଯାତ୍ରା (ସପ୍ତମ ସର୍ଗ)- ଅମର୍ଷାଙ୍କ ଉଦ୍‌ବୋଧନ, ରାଧାନାଥ ରାୟ

ମଙ୍ଗଳେ ଅଇଲା ଉଷା – ଗଙ୍ଗାଧର ମେହେର

ବନ୍ଦୀର ସାନ୍ଧ୍ୟ ଅନୁଚିତ୍ରା – ଗୋପବନ୍ଧୁ ଦାସ

ପ୍ରତିମା ନାୟକ – ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ସାରଳା ମହାଭାରତ (ସାରଳା ଦାସ)

୨. ଅବଧୂତ ଓ ଯଦୁରାଜା ସମ୍ବାଦ, ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ପ୍ରେମ୍‌ସ ପବ୍ଲିଶର୍ସ, କଟକ

୩. କହେ କୃଷ୍ଣଦାସ କବି – କୃଷ୍ଣଚରଣ ସାହୁ, ବିଦ୍ୟାପୁରୀ, କଟକ

୪. ରସକଲ୍ଲୋଳ, ସଂପାଦନା – ଦେବେନ୍ଦ୍ର ମହାନ୍ତି

୫. ଦୁର୍ଲଭ ଦୀନକୃଷ୍ଣ, ଜ୍ୟୋତିରଞ୍ଜନ ସାମଲ, ବିଜୟିନୀ ପବ୍ଲିକେସନ୍, କଟକ

୩) ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (Semester – II) DSC 1/2 B

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୨ (Core Course - 2) : ଓଡ଼ିଆ ନାଟକ ଓ ଏକାଙ୍କିକା

ଦ୍ୱିତୀୟ ପତ୍ର

- ୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ରକ୍ତମାଟି - କାଳୀଚରଣ ପଟ୍ଟନାୟକ
୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : ନନ୍ଦିକା କେଶରୀ -ମନୋରଞ୍ଜନ ଦାସ
୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : କୋକୁଆ - ବିଜୟ କୁମାର ଶତପଥୀ, ଅଗ୍ରଦୂତ, କଟକ
୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ଏକାଙ୍କିକା- ସ୍ମୃତି ବିଭ୍ରାଟ - ପ୍ରାଣବନ୍ଧୁ କର ଓ ଛଦ୍ମବେଶୀ - ବିଶ୍ୱଜିତ୍ ଦାସ
୫ମ ଏକକ / ୟୁନିଟ୍ - ୫ : ପ୍ରକାଶ ପ୍ରସ୍ତୁତି

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଅଭିଯାନ - କାଳୀଚରଣ ପଟ୍ଟନାୟକ
୨. ନନ୍ଦିକା କେଶରୀ-ମନୋରଞ୍ଜନ ଦାସ କିମ୍ବା ତଟନିରଞ୍ଜନା - ବିଜୟ ମିଶ୍ର
୩. କୋକୁଆ - ବିଜୟ କୁମାର ଶତପଥୀ, ଅଗ୍ରଦୂତ, କଟକ କିମ୍ବା ଭୂଷା -ମଂଗଳୁ ତରଣ ବିଶ୍ୱାଳ
୪. ଅଶ୍ୱ ନୁହେଁ ଅନଳ, ହେମନ୍ତ କୁମାର ଦାସ
୫. ସ୍ୱାଧୀନୋତ୍ତର ଓଡ଼ିଆ ନାଟକର ମନସ୍ତାତ୍ତ୍ୱିକ ବିଶ୍ଳେଷଣ, ରଞ୍ଜିତା ରାଉତରାୟ, ବିଜୟିନୀ ପକ୍ଷିକେସନ, କଟକ
୬. ସାହିତ୍ୟସାଧକ ମଙ୍ଗଳୁଚରଣ - ଗୌରିଦାସ ପ୍ରଧାନ
(ତତ୍ତ୍ୱପୂର୍ଣ୍ଣ ପତ୍ର ନିମନ୍ତେ ପ୍ରଦତ୍ତ ସହାୟକ ପୁସ୍ତକଗୁଡ଼ିକ ଅନୁସରଣୀୟ ।)

ତୃତୀୟ ପର୍ଯ୍ୟାୟ (Semester – III) DSC 1/2 C

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

ତୃତୀୟ ପତ୍ର :

- ୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ଓଡ଼ିଆ କଥାସାହିତ୍ୟର ବିକାଶକୁମ୍ଭ
୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : ଛ'ମାଣ ଆଠଗୁଣ୍ଠ - ଫକୀର ମୋହନ ସେନାପତି
୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : ଦାନାପାଣି - ଗୋପୀନାଥ ମହାନ୍ତି କିମ୍ବା ନୟନତାରା -ଦୟାନିଧି ମିଶ୍ର
୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ଗନ୍ଧ ସାହିତ୍ୟ

ପାଠ୍ୟ ଗନ୍ଧ: ଦେବତାର ବିଧାତା - ଗୋଦାବରୀଶ ମହାପାତ୍ର

ମାଂସର ବିଳାପ - କାଳିନ୍ଦୀ ଚରଣ ପାଣିଗ୍ରାହୀ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଓଡ଼ିଆ ଉପନ୍ୟାସ ସାହିତ୍ୟର ପରିଚୟ, ସଂ ପଠାଣି ପଟ୍ଟନାୟକ ଓ ଭୋଳାନାଥ ରାଉତ, ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର, କଟକ
୨. ଓଡ଼ିଆ କ୍ଷୁଦ୍ରଗଳ୍ପର ଉନ୍ନେଷ ଓ ଉତ୍ତରଣ - ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୩. ଛ'ମାଣ ଆଠଗୁଣ୍ଠ - ଫକୀର ମୋହନ ସେନାପତି
୪. ଛ'ମାଣ ଆଠଗୁଣ୍ଠ ଭିନ୍ନ ଦୃଷ୍ଟି ଭିନ୍ନ ବ୍ୟାଖ୍ୟା, ପଞ୍ଚାନନ ମିଶ୍ର, ବିଜୟିନୀ ପବ୍ଲିକେସନ, କଟକ
୫. ଦାନାପାଣି - ଗୋପୀନାଥ ମହାନ୍ତି
୬. ନୟନତାରା - ଦୟାନିଧି ମିଶ୍ର
୭. କଥାଶିଳ୍ପୀ ମନୋଜ ଦାସ, ଶତ୍ରୁଘ୍ନ ପାଣ୍ଡବ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୮. ମନସୀ ମନୋଜ, ମଣାୟ କୁମାର ମେହେର, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୯. ଓଡ଼ିଆ ଉପନ୍ୟାସର ସମାଜତାତ୍ତ୍ୱିକ ଆଲୋଚନା, କଲକାଶ ପଟ୍ଟନାୟକ, ବିଦ୍ୟାପୁରୀ, କଟକ

ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟ (Semester – IV)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୪ (Core Course - 4) : ବ୍ୟାବହାରିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ (DSC 1/2 D)

୪ର୍ଥ ପଢ଼

- ୧ମ ଏକକ / ୟୁନିଟ୍ - ୧ : ଓଡ଼ିଆ ବର୍ଣ୍ଣ ବିଚାର, ବାକ୍ୟର ଗଠନ ରୀତି ଓ ପ୍ରକାରଭେଦ ।
- ୨ୟ ଏକକ / ୟୁନିଟ୍ - ୨ : କାରକ, ବିଭକ୍ତି, କୃଦନ୍ତ ଓ ତତ୍ତ୍ୱିତ
- ୩ୟ ଏକକ / ୟୁନିଟ୍ - ୩ : ଉପସର୍ଗ, ସନ୍ଧି ଓ ସମାସ
- ୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ - ୪ : ଓଡ଼ିଆ ଶବ୍ଦସମ୍ଭାର

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ସର୍ବସାର ବ୍ୟାକରଣ - ନାରାୟଣ ମହାପାତ୍ର ଓ ଶ୍ରୀଧର ଦାସ, ନିୟୁ ଷ୍ଟୁଡେଣ୍ଟ୍ ଷ୍ଟୋର, କଟକ
୨. ଆଧୁନିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ - ଧନେଶ୍ୱର ମହାପାତ୍ର, କିତାବ ମହଲ, କଟକ
୩. ବ୍ୟାବହାରିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ, ବିଜୟ ପ୍ରସାଦ ମହାପାତ୍ର, ବିଦ୍ୟାପୁରୀ, କଟକ
୪. ଓଡ଼ିଆ ଭାଷାର ଉନ୍ନେଷ ଓ ବିକାଶ - ବାସୁଦେବ ସାହୁ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
- ଓଡ଼ିଆ ଭାଷା ଚର୍ଚ୍ଚାର ପରଂପରା, ଗଗନେନ୍ଦ୍ର ନାଥ ଦାସ, ଓଡ଼ିଆ ଗବେଷଣା ପରିଷଦ, କଟକ

ଦକ୍ଷତାବର୍ଦ୍ଧକ ବାଧ୍ୟତାମୂଳକ ପାଠ୍ୟକ୍ରମ
Ability Enhancement Compulsory Course (AECC)
ଯୋଗାଯୋଗମୂଳକ ମାତୃଭାଷା – ଓଡ଼ିଆ
(2019-20)

MIL (Communications) – Odia

ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (**2nd Semester**) କଳା, ବିଜ୍ଞାନ ଓ ବାଣିଜ୍ୟ ସାଧାରଣ (**Pass**) / ସମ୍ମାନ (**Hons**)
ଶ୍ରେଣୀ ପାଇଁ ଉଦ୍ଦିଷ୍ଟ

ମୋଟ୍ କ୍ରେଡିଟ୍-୪, ମୋଟ୍ ଶ୍ରେଣୀ ପାଠଦାନ ନିର୍ଦ୍ଦିଷ୍ଟ-୪୦, ଗୋଟିଏ ଶ୍ରେଣୀ ପାଠଦାନର (ପିରିୟଡ୍) ସମୟ ଅବଧି
-୪୫ ମିନିଟ୍, ପାଠ୍ୟକ୍ରମ - ୨, ପୂର୍ଣ୍ଣସଂଖ୍ୟା - ୧୦୦

(Credits – 4) Total Classes - 40, One Period - 45 Minutes, Course - II, Full Marks - 100

ପାଠ୍ୟକ୍ରମର ଭୂମିକା:

ଏହି ପାଠ୍ୟସମ୍ପ୍ରଦାୟଟି ପସନ୍ଦ ଓ ଆସ୍ଥାଭିତ୍ତିକ (CBCS / ସିବିସିଏସ୍) ପାଠ୍ୟ ପ୍ରଣାଳୀ ଅନୁସାରେ ପ୍ରସ୍ତୁତ ହୋଇଛି । ବିଭିନ୍ନ ସ୍ତରରେ ଆବଶ୍ୟକ ଅନୁସାରେ ସମସାମୟିକ ପରିସ୍ଥିତିକୁ ନେଇ ଭାବବିନିମୟ ଓ ପାରସ୍ପରିକ ଯୋଗାଯୋଗ ସ୍ଥାପନ କିପରି ଓଡ଼ିଆ ଭାଷାରେ ସହଜରେ, ସରଳରେ ହୋଇପାରିବ – ଏ ଦିଗ ପ୍ରତି ଏଥିରେ ଧ୍ୟାନ ଦିଆଯାଇଛି । ଓଡ଼ିଆ ଭାଷା ଓ ସାହିତ୍ୟର ପ୍ରାୟୋଗିକ ଜ୍ଞାନର ବିକାଶ ନିମିତ୍ତ +୩ ସ୍ତରୀୟ ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ଏହି ପାଠ୍ୟକ୍ରମର ଖସଡ଼ାଟି ସାହାଯ୍ୟ କରିବ । ସେଥିପାଇଁ ପ୍ରଚଳିତ ଭାଷାର ବୈୟାକରଣିକ, ବ୍ୟାବହାରିକ ଓ ପ୍ରାୟୋଗିକ ଦିଗ ପ୍ରତି ଏଥିରେ ଧ୍ୟାନ ଦିଆଯାଇଛି । ଏଥିରେ ସଂଯୋଗ ପ୍ରକ୍ରିୟାର ଅନୁବିଧି, ଯୋଗାଯୋଗର ତଥ୍ୟ ଓ ତତ୍ତ୍ୱ ପ୍ରତି ଗୁରୁତ୍ୱ ଦିଆଯାଇଛି । ସରକାରୀ କାର୍ଯ୍ୟାଳୟରେ ଓଡ଼ିଆ ଭାଷାର ବ୍ୟବହାରରେ ଏହା ଦକ୍ଷତା ବୃଦ୍ଧି କରିବ । ଓଡ଼ିଆ ଭାଷାର ପ୍ରୟୋଗରେ ସେମାନେ ଶୁଦ୍ଧ ଓ ପରିଚ୍ଛନ୍ନ ଭାବରେ ଯେକୌଣସି ପ୍ରକାର ଜ୍ଞାନର ସୂଚନା ତଥ୍ୟ ଓ ସିଦ୍ଧାନ୍ତକୁ ମୌଖିକ ଓ ଲିଖିତ ସ୍ତରରେ ସହଜରେ ପ୍ରକାଶ କରିପାରିବେ ଏବଂ ସେମାନଙ୍କ ମାତୃଭାଷା ପ୍ରୟୋଗର ବିକାଶ ଘଟିପାରିବ ।

ମୂଲ୍ୟ ବିଭାଜନ ପଦ୍ଧତି : (ସବୁଥିରୁ ବିକଳ୍ପ ପଡ଼ିବ)

- କ) ନିର୍ଦ୍ଧାରିତ ପାଠ୍ୟର ସବୁ ଏକକ (ୟୁନିଟ୍) ରୁ ବିକଳ୍ପସହ ଦୁଇଟି ଲେଖାଏଁ ମୋଟ ୮ଟି ୧୫ନମ୍ବର ବିଶିଷ୍ଟ ଦୀର୍ଘପ୍ରଶ୍ନ ପଡ଼ିବ । ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ୪ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୫ x ୪ = ୬୦)
- ଖ) ନିର୍ଦ୍ଧାରିତ ପାଠ୍ୟର ସବୁ ଏକକରୁ ୧୨ଟି ଅତିସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଡ଼ିବ । ସେଥିରୁ ୧୦ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୦ x ୨ = ୨୦)
- ଗ) ମହାବିଦ୍ୟାଳୟସ୍ତରୀୟ ଅନ୍ତଃ ପରୀକ୍ଷା (୨୦)
- ମୋଟ ମୂଲ୍ୟାଙ୍କ - ୧୦୦

ସବିଶେଷ ପାଠ୍ୟ

ଯୋଗାଯୋଗମୂଳକ ମାତୃଭାଷା – ଓଡ଼ିଆ (AECC)

ପାଠ୍ୟ-୧ / Course – 1: ଯୋଗାଯୋଗ ଅନୁବିଧି, ରୀତି ଓ ମାଧ୍ୟମ

୧ମ ଏକକ : ଯୋଗାଯୋଗର ପରିଭାଷା, ଅନୁବିଧି, ପରିସର ଓ ପ୍ରକାରଭେଦ

୨ୟ ଏକକ : ସାକ୍ଷାତକାର, ଭାଷଣ କଳା

୩ୟ ଏକକ : ସମ୍ବାଦର ପରିଭାଷା, ପରିସର ଓ ସମ୍ବାଦ ପ୍ରସ୍ତୁତି

୪ର୍ଥ ଏକକ : ଓଡ଼ିଆ ଭାଷାର ବର୍ଣ୍ଣମାଳା, ବର୍ଣ୍ଣଶୁଦ୍ଧିର ନିରାକରଣ । (ବନାନ ତୁଟି - ସାଦୃଶ୍ୟଜନିତ ଅଶୁଦ୍ଧି, ଲିଙ୍ଗଗତ ଅଶୁଦ୍ଧି, ସନ୍ଧିଗତ ଅଶୁଦ୍ଧି, ସମାସଗତ ଅଶୁଦ୍ଧି, ବଚନ ଓ ବିଭକ୍ତିଗତ ଅଶୁଦ୍ଧି, ବାକ୍ୟ ବିଧିଜନିତ ଅଶୁଦ୍ଧି, ସମାର୍ଥବୋଧକ ଶବ୍ଦାଶୁଦ୍ଧି, ପ୍ରତ୍ୟୟ ଜନିତ ଅଶୁଦ୍ଧି, ଶବ୍ଦ ସଂଯୋଗାତ୍ମକ ଓ ସ୍ଵରସଙ୍ଗତି ଜନିତ ଅଶୁଦ୍ଧି)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (ପାଠ୍ୟ-୧ / Course – 1)

୧. ଯୋଗାଯୋଗ ମୂଳକ ମାତୃଭାଷା (ଓଡ଼ିଆ) ସାମଲ ବିରଞ୍ଚି ନାରାୟଣ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ ।
୨. ସଂଯୋଗ ଅନୁବିଧି, ସନ୍ତୋଷ କୁମାର ତ୍ରିପାଠୀ, ନାଳନ୍ଦା, କଟକ
୩. ଭାଷଣ କଳା ଓ ଅନ୍ୟାନ୍ୟ ପ୍ରସଙ୍ଗ - କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ
୪. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା – ଓଡ଼ିଶା ରାଜ୍ୟପାଠ୍ୟ ପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୫. ସମ୍ବାଦ ଓ ସାମ୍ବାଦିକତା – ଚନ୍ଦ୍ରଶେଖର ମହାପାତ୍ର, ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୬. ନିର୍ଭୁଲ ଲେଖାର ମୂଳସୂତ୍ର, ନୀଳାଦିଭୂଷଣ ହରିଚନ୍ଦନ, ପି.ସି.ଆର ପବ୍ଲିକେସନ, ଭୁବନେଶ୍ୱର
୭. ସର୍ବସାର ବ୍ୟାକରଣ - ନାରାୟଣ ମହାପାତ୍ର ଓ ଶ୍ରୀଧର ଦାସ, ନିୟୁ ଷ୍ଟୁଡେଣ୍ଟସ୍ ଷ୍ଟୋର, କଟକ

COMPULSORY LANGUAGE / LITERATURE COURSE MIL (ODIA)- ARTS

ବାସ୍ତବିକ ଭାଷା ଓ ସାହିତ୍ୟ - ଆଧୁନିକ ଭାରତୀୟ ଭାଷା (ଓଡ଼ିଆ)

+୩, ପ୍ରଥମ ବର୍ଷ କଳା ସାଧାରଣ (PASS) ଶ୍ରେଣୀ ପାଇଁ ଉଦ୍ଦିଷ୍ଟ

ପଢ଼ିବା - ପ୍ରଥମ

ପ୍ରଥମ ପର୍ଯ୍ୟାୟ (1ST SEMESTER)

ପ୍ରତ୍ୟେକ ପଢ଼ିବା ମୂଲ୍ୟ - ୧୦୦ ନମ୍ବର

(୨୦ ନମ୍ବର ଅନ୍ତଃ ପରୀକ୍ଷା + ୮୦ ନମ୍ବର ମୁଖ୍ୟ ପରୀକ୍ଷା)

ମୂଲ୍ୟ ବିଭାଜନ

- (କ) ପ୍ରଥମ ଏକକ (ଗଦ୍ୟ ସାହିତ୍ୟ)ରୁ ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ୨ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନ ଆସିବ ।
ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ପସନ୍ଦ ଅନୁସାରେ ଗୋଟିଏ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (ମୋଟ୍ ମୂଲ୍ୟ - ୧୫)
- (ଖ) ଦ୍ୱିତୀୟ ଏକକ (ପଦ୍ୟ ସାହିତ୍ୟ) ରୁ ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ୨ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନ ଆସିବ ।
ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ପସନ୍ଦ ଅନୁସାରେ ଗୋଟିଏ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (ମୋଟ୍ ମୂଲ୍ୟ - ୧୫)
- (ଗ) ତୃତୀୟ ଏକକ (ଅତିରିକ୍ତ ପାଠ୍ୟ) ରୁ ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ୨ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନ ଆସିବ ।
ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ପସନ୍ଦ ଅନୁସାରେ ଗୋଟିଏ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (ମୋଟ୍ ମୂଲ୍ୟ - ୧୫)
- (ଘ) ଚତୁର୍ଥ ଏକକରୁ ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ୨ଟି ପ୍ରଶ୍ନରୁ ଗୋଟିକର ଉତ୍ତର ଦେବାକୁ ହେବ ।
(ମୋଟ୍ ମୂଲ୍ୟ - ୧୫)
- (ଙ) ପ୍ରତ୍ୟେକ ଏକକରୁ ତିନୋଟି କରି ୧୨ଟି ପ୍ରଶ୍ନ ଆସିବ, ସେଥିରୁ ବିଦ୍ୟାର୍ଥୀ ୧୦ ଗୋଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବେ । (ମୋଟ୍ ୨ x ୧୦ = ୨୦)

ସବିଶେଷ ଅଧ୍ୟୟନ

ଅନୁମୋଦିତ ପାଠ୍ୟ

ପ୍ରଥମ ଏକକ - ଗଦ୍ୟ ସାହିତ୍ୟ

- ୧- ଜାତୀୟ ଜୀବନ - ମଧୁସୂଦନ ଦାସ
୨- ସୌନ୍ଦର୍ଯ୍ୟ ଓ ପ୍ରେମ - ଶଶିଭୂଷଣ ରାୟ
୩- ସାହିତ୍ୟ ଓ ଗଣମାଧ୍ୟମ - ଶରତ କୁମାର ମହାନ୍ତି

ଦ୍ୱିତୀୟ ଏକକ - ପଦ୍ୟ ସାହିତ୍ୟ

୧- କେଶବ କୋଇଲି - ମାର୍କଣ୍ଡ ଦାସ

୨- ମନବୋଧ ଚଉତିଶା - ଭକ୍ତଚରଣ ଦାସ

୩- କାକ ବାରତା - ନନ୍ଦକିଶୋର ବଳ

୪- ଝିଅ ପାଇଁ ଗୋଟିଏ କବିତା - ରାଜେନ୍ଦ୍ର କିଶୋର ପଣ୍ଡା

ତୃତୀୟ ଏକକ - ଅତିରିକ୍ତ ପାଠ୍ୟ (ଗଳ୍ପ ସାହିତ୍ୟ)

୧- ଅଶୁଭ ପୁତ୍ରର କାହାଣୀ - ଅରୁଣତାନନ୍ଦ ପତି

୨- ସୁଲତାନ୍ - ରାଜକିଶୋର ପଟ୍ଟନାୟକ

୩- ପାଟଦେଇ - ବୀଣାପାଣି ମହାନ୍ତି

ଚତୁର୍ଥ ଏକକ - ବ୍ୟାକରଣ

ପାଠ : ପଦ ପ୍ରକରଣ - (ବିଶେଷ୍ୟ, ବିଶେଷଣ, ସର୍ବନାମ, ଅବ୍ୟୟ ଓ କ୍ରିୟା)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ :

୧) ସର୍ବସାର ବ୍ୟାକରଣ - ପଣ୍ଡିତ ନାରାୟଣ ମହାପାତ୍ର ଏବଂ ଶ୍ରୀଧର ଦାଶ - ନିଉ ଷ୍ଟୁଡେଣ୍ଟସ୍ ଷ୍ଟୋର, କଟକ

୨) ପ୍ରଚଳିତ ଓଡ଼ିଆ ଭାଷାର ବ୍ୟାକରଣ - ବିଜୟ ପ୍ରସାଦ ମହାପାତ୍ର - ବିଦ୍ୟାପୁରୀ, କଟକ

୩) ଆଧୁନିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ - ଧନେଶ୍ୱର ମହାପାତ୍ର - କିତାବ ମହଲ, କଟକ

୪) ଶେଷ ଦଶକର ରଚନା - ଶରତ କୁମାର ମହାନ୍ତି

COMPULSORY LANGUAGE / LITERATURE COURSE

MIL (ODIA)- ARTS

ବାଧ୍ୟତାମୂଳକ ଭାଷା ଓ ସାହିତ୍ୟ - ଆଧୁନିକ ଭାରତୀୟ ଭାଷା (ଓଡ଼ିଆ)

+୩, ପ୍ରଥମ ବର୍ଷ କଳା ସାଧାରଣ (PASS) ଶ୍ରେଣୀ ପାଇଁ ଉଦ୍ଦିଷ୍ଟ

2019-20

ପତ୍ର ସଂଖ୍ୟା - ଦ୍ଵିତୀୟ

ଦ୍ଵିତୀୟ ପର୍ଯ୍ୟାୟ (3RD SEMESTER)

(୨୦ ନମ୍ବର ଅକ୍ଟ ପରୀକ୍ଷା + ୮୦ ନମ୍ବର ମୁଖ୍ୟ ପରୀକ୍ଷା = ୧୦୦ ନମ୍ବର)

ମୂଲ୍ୟ ବିଭାଜନ

- (କ) ପ୍ରଥମ ଏକକ (ଗଦ୍ୟ ସାହିତ୍ୟ)ରୁ ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ୨ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନ ଆସିବ ।
ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ପସନ୍ଦ ଅନୁସାରେ ଗୋଟିଏ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (ମୋଟ୍ ମୂଲ୍ୟ - ୧୫)
- (ଖ) ଦ୍ଵିତୀୟ ଏକକ (ପଦ୍ୟ ସାହିତ୍ୟ) ରୁ ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ୨ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନ ଆସିବ ।
ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ପସନ୍ଦ ଅନୁସାରେ ଗୋଟିଏ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (ମୋଟ୍ ମୂଲ୍ୟ - ୧୫)
- (ଗ) ତୃତୀୟ ଏକକ (ଅତିରିକ୍ତ ପାଠ୍ୟ) ରୁ ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ୨ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନ ଆସିବ ।
ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ପସନ୍ଦ ଅନୁସାରେ ଗୋଟିଏ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (ମୋଟ୍ ମୂଲ୍ୟ - ୧୫)
- (ଘ) ଚତୁର୍ଥ ଏକକରୁ ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ୨ଟି ପ୍ରଶ୍ନରୁ ଗୋଟିକର ଉତ୍ତର ଦେବାକୁ ହେବ ।
(ମୋଟ୍ ମୂଲ୍ୟ - ୧୫)
- (ଙ) ପ୍ରତ୍ୟେକ ଏକକରୁ ଡିନୋଟି କରି ୧୨ଟି ପ୍ରଶ୍ନ ଆସିବ, ସେଥିରୁ ବିଦ୍ୟାର୍ଥୀ ୧୦ ଗୋଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବେ । (ମୋଟ୍ ୨ x ୧୦ = ୨୦)

ସବିଶେଷ ଅଧ୍ୟୟନ

ଅନୁମୋଦିତ ପାଠ୍ୟ

ପ୍ରଥମ ଏକକ- ଗଦ୍ୟ ସାହିତ୍ୟ

୧- ଅଛୁ ଓ ହେବୁ - ନୀଳକଣ୍ଠ ଦାସ

୨- ସ୍ତ୍ରୀ ଶିକ୍ଷା - ରେବା ରାୟ

୩- ଈଚ୍ଛୁତି ଦାସିକେ - ବୈଷ୍ଣବ ଚରଣ ସାମଲ

ଦ୍ଵିତୀୟ ଏକକ - ପଦ୍ୟ ସାହିତ୍ୟ

୧- ସବୁଥିରୁ ବଞ୍ଚିତ କରି - କାନ୍ତକବି ଲକ୍ଷ୍ମୀକାନ୍ତ ମହାପାତ୍ର

୨- ଅକ୍ତର ଉଦାତ - ଗୁରୁ ପ୍ରସାଦ ମହାନ୍ତି

୩- ଓଡ଼ିଶା - ସୀତାକାନ୍ତ ମହାପାତ୍ର

୪- ହେ ମୋ ଦେଶ - ବ୍ରଜନାଥ ରଥ

ତୃତୀୟ ଏକକ - ଅତିରିକ୍ତ ପାଠ୍ୟ (ଜୀବନୀ)

୧-ପିତୃପ୍ରସଙ୍ଗ (ସ୍ଵଭାବ କବି ଗଙ୍ଗାଧର ମେହେରଙ୍କ ଜୀବନୀ -କେବଳ ଜୀବନୀ ଅଂଶ)- ଭଗବାନ ମେହେର

ଚତୁର୍ଥ ଏକକ - ବ୍ୟାକରଣ- ବାକ୍ୟର ସଂଜ୍ଞା, ସ୍ଵରୂପ, ଲକ୍ଷଣ ଓ ରୂପାନ୍ତର, ଲୋକୋକ୍ତିର ଅର୍ଥ ଓ ପ୍ରୟୋଗ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ :

- ୧) ସର୍ବସାର ବ୍ୟାକରଣ - ପଣ୍ଡିତ ନାରାୟଣ ମହାପାତ୍ର ଏବଂ ଶ୍ରୀଧର ଦାଶ - ନିଉ ଷ୍ଟୁଡେଣ୍ଟସ୍ ଷ୍ଟୋର, କଟକ
- ୨) ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା, ଓଡ଼ିଶା ରାଜ୍ୟପାଠ୍ୟ ପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର

ପାଠ୍ୟକ୍ରମ ସଂପର୍କରେ ଶିକ୍ଷକଙ୍କ ପ୍ରଶିକ୍ଷଣ ଯୋଜନା (୨୧ ଦିନ)

୨-ବୌଦ୍ଧ, ଶୈବ, ବୈଷ୍ଣବ, ଜଗନ୍ନାଥ ତତ୍ତ୍ୱ

୩-ଗବେଷଣା ପ୍ରବିଧି

୪-ସାହିତ୍ୟତତ୍ତ୍ୱ (ପ୍ରାଚ୍ୟ-ପାଶ୍ଚାତ୍ୟ)

୫-ଭାଷାବିଜ୍ଞାନ ଓ ଭାଷାତତ୍ତ୍ୱ

୬-ଲୋକସାହିତ୍ୟ ଓ ସଂସ୍କୃତି

୭-କଥା ସାହିତ୍ୟ (ଗଳ୍ପ ଉପନ୍ୟାସ)

୮-ଅନୁବାଦ ଓ ସଂପାଦନା

୯-କମ୍ପ୍ୟୁଟର ଶିକ୍ଷା

**STATE MODEL SYLLABUS FOR UNDER
GRADUATE
COURSE IN POLITICAL SCIENCE
(Bachelor of Arts Examination)**

**UNDER
CHOICE BASED CREDIT SYSTEM**

Course structure of UG Political Science Honours

Semester	Course	Course Name	Credits	Total marks
I	AEC-I	AEC-I	04	100
	C-I	Understanding Political Theory	06	100
	C-II	Constitutional Government and Democracy in India	06	100
	GE-I	Feminism: Theory and Practice	06	100
			22	
II	AEC-II	AEC-II	4	100
	C-III	Political Theory-Concepts and Debates	06	100
	C-IV	Political Process in India	06	100
			22	
III	C-V	Introduction to Comparative Government and Politics	06	100
	C-VI	Introduction to Public Administration	06	100
	C-VII	Perspectives on International Relations	06	100

			28	
IV	C-VIII	Political Processes and Institutions in Comparative Perspective	06	100
	C-IX	Public Policy and Administration in India	06	100
	C-X	Global Politics	06	100
			28	
Semester	Course	Course Name	Credits	Total marks
V	C-XI	Western Political Philosophy	06	100
	C-XII	Indian Political Thought(Ancient & Medieval)	06	100
	DSE-I	Introduction to Human Rights	06	100
	DSE-II	Development Process and Social Movements in Contemporary India	06	100

			24	
VI	C-XIII	Contemporary Political Philosophy	06	100
	C-XIV	Modern Indian Political Thought	06	100
	DSE-III	India's Foreign Policy in a Changing world	06	100
	DSE-IV	Women, Power and Politics	06	100
	OR			
	DSE-IV	Dissertation	06	100*
			24	

Discipline Specific Elective Papers: (Credit: 06 each) (4 papers to be selected by students of Political Science Honours): DSE 1-IV

1. Human Rights in a Comparative Perspective
2. Development Process and Social Movements in Contemporary India (PROJECT)
3. India's Foreign Policy in a Globalizing world
4. Women, Power and Politics
5. Project *Dissertation (can be opted as alternative of DSE-IV only and of 6 credits.
Dissertation content: 50, Seminar: 30, Viva: 20)

POLITICAL SCIENCE

HONOURS PAPERS:

Core course – 14 papers

Discipline Specific Elective – 4 papers

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

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

Credit per paper – 6

Teaching hours per paper – 50 hours + 10 hours tutorial

Core Paper I

UNDERSTANDING POLITICAL THEORY

Introduction: This course is divided into two sections. Section ‘A’ introduces the students to the idea of political theory, its history and approaches and an assessment of its critical and contemporary trends. Section ‘B’ is designed to reconcile political theory and practices through reflections on the ideas and practices related to democracy.

UNIT-1: Introducing Political Theory

- (i) What is Politics: Theorizing the ‘Political’
- (ii) Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative (iii) Approaches to Political Theory: Normative, Historical, Behavioural and Post-behavioural

UNIT-II: Critical and Contemporary Perspectives in Political Theory

- (i) Theories of Feminism: Feminist and Postmodern
- (ii) Modernism and Post-modernism

UNIT-III: Political theory and Practice

- (i) Democracy: Liberal and Marxist.
- (ii) Procedural Democracy and its critique

UNIT-IV: The Grammar of Democracy

- (i) Deliberative Democracy
- (ii) Participation and Representation

Text Books

- Bhargava, R. and Ashok Acharya (2008) '*Political Theory: An Introduction*'. New Delhi: Pearson Longman.
- Vinod, M.J and Deshpande, Meena (2013) '*Contemporary Political Theory*', PHI, New Delhi
- Verma, S. P. (1996) '*Modern Political Theory*', Vikash Publishing, 3rd Reprint, New Delhi.
- Ramaswamy, Sushila (2010), '*Political Theory: Ideas and Concepts*', PHI Learning, New Delhi
- Bellamy, R. (1993), (ed.) '*Theories and Concepts of Politics*'. New York: Manchester University Press.
- Marsh, D. and Stoker, G. (eds.) '*Theory and Methods in Political Science*'. London: Macmillan.
- Heywood, Andrew (2016) (Reprint) '*Political Theory: An Introduction*', Palgrave, UK.

Further Reading

- Kukathas, Ch. and Gaus, G. F. (2004) (eds.) '*Handbook of Political Theory*'. New Delhi, Sage.
- Vincent, A. (2004) '*The Nature of Political Theory*'. New York: Oxford University Press.
- Mckinnon, C. (ed.) (2008) '*Issues in Political Theory*', New York: Oxford University Press.
- Arblaster, A. (1994) '*Democracy*', (2nd Edition), Buckingham: Open University Press.
- Parekh, B. (2000), '*Rethinking Multiculturalism: Cultural Diversity and Political Theory*', Macmillan Press, London.

Core Paper II

CONSTITUTIONAL GOVERNMENT AND DEMOCRACY IN INDIA

Introduction: This course acquaints students with the Constitutional design of state structures and institutions, and their actual working over time. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice. It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment.

UNIT-I: The Constituent Assembly and the Constitution

- i) Formation and working of the Constituent Assembly
- ii) The Philosophy of the constitution: The Preamble and its Features.
- iii) Fundamental Rights, Directive Principles of State Policy, Fundamental Duties

UNIT-II: Organs of Government

- i) The Legislature and the Executive
- ii) The Judiciary: Supreme Court and High Courts

UNIT-III: Federalism

- i) Federalism: Centre-State relations
- ii) Recent trends in federalism

UNIT-IV: Decentralization

- i) Panchayati Raj Institutions: Composition, Powers and functions of Gram Panchayat, Panchayat Samiti and Zilla Parishad.
- ii) Municipalities: Composition Powers and function of Municipal Corporation, Municipal Council and Notified Area Council

Text Books

- G. Austin, (2010) 'The Indian Constitution: Cornerstone of a Nation', New Delhi, Oxford University Press, 15th print.
- R. Bhargava (ed.) 'Politics and Ethics of the Indian Constitution', New Delhi, Oxford University Press.
- D. Basu, (2012) 'Introduction to the Constitution of India', New Delhi, Lexis Nexis.
- S. Chaube, (2009) 'The Making and Working of the Indian Constitution', New Delhi, National Book Trust.
- G. Austin, (2000) 'Working a Democratic Constitution', New Delhi, Oxford University Press.
- B. Shankar and V. Rodrigues, (2011), 'The Indian Parliament: A Democracy at Work', New Delhi: Oxford University Press.
- P. Mehta and N. Jayal (2010) (eds.) 'The Oxford Companion to Politics in India', New Delhi, Oxford University Press.

Reference Books

- Mehra and G. Kueck (eds.) 'The Indian Parliament: A Comparative Perspective', New Delhi, Konark.
- B. Kirpal et.al (eds.) 'Supreme but not Infallible: Essays in Honour of the Supreme Court of India', New Delhi, Oxford University Press.
- L. Rudolph and S. Rudolph, (2008) 'Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006', Volume 2, New Delhi, Oxford University Press.
- M. Singh, and R. Saxena (2011) (eds.), 'Indian Politics: Constitutional Foundations and Institutional Functioning', Delhi: PHI Learning Private Ltd.
- K. Roy, C. Saunders and J. Kincaid (2006) (eds.) 'A Global Dialogue on Federalism', Volume 3 Montreal, Queen's University Press

Core Paper III

POLITICAL THEORY-CONCEPTS AND DEBATES

Introduction: This course is divided into two sections. Section A helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. Section B introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of Political debates.

UNIT-I: Importance of Freedom

- (i) Negative Freedom and Positive Freedom, Freedom of belief, expression and dissent
- (ii) Equality: Meaning and Types, Egalitarianism: Social Exclusion & Affirmative action

UNIT-II: Indispensability of Justice

- (i) Justice: Meaning and Types
- (ii) Procedural, Distributive and Global Justice.

UNIT-III: The Universality of Rights

- (i) Rights: Natural, Moral and Legal
- (ii) Three Generations of Rights

UNIT-IV: Major debates

- (i) Political obligation: Grounds
- (ii) Cultural Relativism and Multiculturalism.

Text Book

- ☐ Verma, S. P. (1996) 'Modern Political Theory', Vikash Publishing, 3rd Reprint, New Delhi.
- ☐ Vinod, M.J and Deshpande, Meena (2013) Contemporary Political Theory, PHI, New Delhi
- ☐ Ramaswamy, Sushila (2010), 'Political Theory: Ideas and Concepts', PHI Learning, New Delhi
- ☐ Bellamy, R. (1993), (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press.
- ☐ Marsh, D. and Stoker, G. (eds.) 'Theory and Methods in Political Science'. London, Macmillan.
- ☐ Heywood, Andrew (2016) (Reprint), 'Political Theory: An Introduction', Palgrave, UK.

Reference Books

- Bellamy, Richard and Mason, Andrew (1993) (eds.) 'Political Concepts' Manchester, Manchester University Press.
- Knowles, Dudley. (2001) 'Political Philosophy', London, Routledge.
- Mckinnon, Catriona (2008) (ed.) 'Issues in Political Theory', New York: Oxford University Press.
- Swift, Adam. (2001) 'Political Philosophy: A Beginners Guide for Student's and Politicians', Cambridge, Polity Press.
- La Follett, Hugh (2003) (ed.) 'The Oxford Handbook of Practical Ethic'. New York, Oxford University Press.
- Knowles, Dudley. (2001) 'Political Philosophy', London, Routledge.

Core Paper IV

POLITICAL PROCESS IN INDIA

Introduction: Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

Political Parties, the Party system and Determinants of voting Behaviour

UNIT-I: Indian party system

- (i) Party System in India: Features and Trends
- (ii) Voting Behaviour and Its determinants: Caste, Class, Gender and Religion.
- (iii) Election Commission: Constitution and Functions, Electoral Reforms

UNIT-II: Regionalism, Religion and Politics

- (i) Regionalism: Causes and its trends,
- (ii) Secularism and Communalism: Debates

UNIT-III: Caste and Politics

- i) Caste and Politics: Politicisation of Caste
- ii) Affirmative Action: Policies, Women, Caste and Marginalized Class

UNIT-IV: The Changing Nature of the India State

- (i) Developmental and Welfare Dimensions

(ii) Coercive Dimension

Text books

- Kaviraj, Sudipta(2009) 'Politics in India', Oxford University Press, New Delhi
- Kohli, Atul (2004) (ed.) 'The Success of India's Democracy', New Delhi, Cambridge University Press.
- Kothari,R (1970) 'Caste in Indian Politics', Delhi, Orient Longman.
- M. John, (ed) (2008) 'Women in India: A Reader, Penguin , India
- P. Brass, (1999) 'The Politics of India since Independence, New Delhi, Cambridge University Press and Foundation Books.
- P. Mehta and N. Jayal (2010) (eds.) 'The Oxford Companion to Politics in India', New Delhi, Oxford University Press.
- Z. Hasan (2002) (ed.) 'Parties and Party Politics in India', New Delhi: Oxford University Press.
- Z. Hasan, E. Sridharan and R. Sudarshan (2002) (eds.) 'India's Living Constitution: Ideas, Practices, Controversies', New Delhi, Permanent Black.

Reference Books

- N. Menon and A. Nigam, (2007) 'Power and Contestation: India since 1989', London, Fernwood Publishing, Halifax and Zed Books.
- R. Vora and S. Palshikar (eds.) 'Indian Democracy: Meanings and Practices', New Delhi, Sage.
- Shah, G (ed.) 'Social Movements and the State', New Delhi, Sage Publications.
- P. deSouza and E. Sridharan (eds.) 'India's Political Parties', New Delhi, Sage Publications.
- A S. Ganguly, L. Diamond and M. Plattner (eds.) 'The State of India's Democracy', Baltimore, John Hopkins University Press.

Core Paper V

INTRODUCTION TO COMPARATIVE GOVERNMENT AND POLITICS

Introduction: This is a foundational course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.

UNIT-1: Understanding Comparative Politics

- (i) Meaning, Nature, scope and Evolution
- (ii) Approaches to the study of Comparative Politics

UNIT-II: Historical context of modern government

- (i) Capitalism: meaning and development
- (ii) Globalization: Features & impact

UNIT-III: Historical context of Modern Government- II

- (i) Socialism: Meaning, Types and its growth
- (ii) Rise and Decline of Communism as a Ruling Ideology
- (iv) Colonialism and decolonization: meaning, context, forms of colonialism

UNIT-IV: Themes of Comparative Politics

- (i) A comparative study of Governments of USA & China
- (ii) US: President, Congress, Supreme Court
- (iii) China: People's Congress, National Assembly, Role of Communist Party of China

Text books:

- ☐ Bhagwan, Vishnoo et al (2012) 'World Constitutions', Sterling Publishers , New Delhi
- ☐ Chilcote, Ronald (1994) 'Theories of Comparative Politics: The Search for a Paradigm Reconsidered', Westview Press, Boulder.
- ☐ G. Ritzer, (2002) 'Globalization: A Basic Text'. London, Wiley-Blackwell.
- ☐ Huntington, Samuel, (1968) 'Political Order in Changing Societies', Yale University Press, New Haven.
- ☐ Kapur, A.C and K.K. Mishra (2010) 'Select Constitutions', S. Chand, New Delhi
- ☐ Suresh. R(2010), 'Economy and Society : Evolution of Capitalism', Sage , New Delhi

Reference Books

- ☐ P. Burnell, et. al, 'Politics in the Developing World'. New Delhi: Oxford University Press,
- ☐ J. McCormick, (2007) 'Comparative Politics in Transition', UK, Wadsworth.
- ☐ L. Barrington et. al (2010) 'Comparative Politics - Structures and Choices', Boston, Wadsworth,
- ☐ M. Kesselman, J. Krieger and William (2010), 'Introduction to Comparative Politics: Political Challenges and Changing Agendas', UK, Wadsworth.
- ☐ J. Kopstein and M. Lichbach. (eds.) 'Comparative Politics: Interest, Identities and Institutions in a Changing Global Order'. Cambridge: Cambridge University Press.

Core Paper VI

INTRODUCTION TO PUBLIC ADMINISTRATION

Introduction: The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

UNIT-1 : Public Administration as a Discipline

- (i) Meaning, Scope and Significance of the Discipline, Public and Private Administration
- (ii) Evolution of Public Administration

UNIT-II: Theoretical Perspectives

Classical Theories

- (i) Scientific management (F. W. Taylor), Ideal-type bureaucracy (Max Weber)
- (ii) Administrative Management (Gullick, Urwick and Fayol)

UNIT-III: Neo-Classical and Contemporary Theories

- (i) Human Relations theory (Elton Mayo), Rational decision-making (Herbert Simon)
- (ii) Ecological approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker)

UNIT-IV: Public Policy and Major Approaches in Public Administration

- (i) Public Policy-Concept and approaches, Formulation, implementation and evaluation
- (ii) New Public Administration, New Public Management, New Public Service Approach
- (iii) Good Governance, Feminist Perspectives in Governance

Readings

- B. Chakrabarty and M. Bhattacharya (eds), 'Administrative Change and Innovation: A Reader', New Delhi, Oxford University Press.
- Basu, Rumki, (2014) 'Public Administration: Concepts and Theories', Sterling Publishers, New Delhi

- D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyarnarayana, (2010) (eds.) 'Administrative Thinkers', Sterling Publishers.
- J. Shafritz, and A. Hyde, (2004) (eds.) 'Classics of Public Administration', 5th Edition. Belmont, Wadsworth.
- M. Bhattacharya, (2008) 'New Horizons of Public Administration', 5th Revised Edition. New Delhi, Jawahar Publishers.
- M. Bhattacharya, (2011) 'New Horizons of Public Administration', New Delhi: Jawahar Publishers.
- M. Bhattacharya, (2012) 'Restructuring Public Administration: A New Look', New Delhi, Jawahar Publishers,
- N. Henry, (2013) 'Public Administration and Public Affairs', 12th edition. New Jersey, Pearson,
- Shafritz, J. and Hyde, A. , (1997) (eds.) 'Classics of Public Administration', 4th Edition. Forth Worth, Hartcourt Brace, TX.

Reference Books

- B. Chakrabarty and M. Bhattacharya (2003) (eds.), 'Public Administration: A Reader', New Delhi, Oxford University Press.
- B. Chakrabarty, (2007) 'Reinventing Public Administration: The India Experience'. New Delhi, Orient Longman,
- B. Miner, (2006) 'Organisational Behaviour: Historical Origins and the Future'. New York,
- F. Riggs, (1964) 'Administration in Developing Countries: The Theory of Prismatic Society'. Boston, Houghton Mifflin.
- F. Riggs, (1961) 'The Ecology of Public Administration', Part 3, New Delhi, Asia Publishing House.
- M. Bhattacharya, (2006) 'Social Theory, Development Administration and
- Nivedita Menon (1999), (ed.) 'Gender and Politics', New Delhi, Oxford University Press.
- Peter F. Ducker, (2006) 'The Practice of Management', Harper Collins.
- S. Maheshwari, (2009) 'Administrative Thinkers', New Delhi: Macmillan

Core Paper VII

PERSPECTIVES ON INTERNATIONAL RELATIONS

Introduction: This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the agency-structure problem through the levels-of-analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro-centricism of International Relations by highlighting certain specific perspectives from the Global South.

UNIT-I: Studying International Relations

- (i) International Relations: Meaning, Scope and Evolution, Emergence of International State System
- (ii) National Interest-Key Determinant of International Relations
- (iii) Power-Cornerstone of International Relations

UNIT-II: Theoretical Perspectives

- (i) Classical Realism & Neo-Realism, Liberalism & Neo-liberalism
- (ii) Marxist Approaches, Feminist Perspectives, Euro- centricism & Perspective from the Global South

UNIT-III: An Overview of Twentieth Century IR History-I

- (i) World War I: Causes & Consequences, significance of Bolshevik Revolution
- (ii) Rise of Fascism / Nazism, World war II-Causes &Consequences

UNIT-IV: An Overview of Twentieth Century IR -II

- (i) Cold War Evolution& Different Phases (4 Lectures) Disintegration of USSR
- (ii) Emergence of the Third World, End of the Cold War

Text Books

- Basu, Rumki (2012) (ed.) ‘International Politics: Concepts, Theories and Issues’, New Delhi.
- Baylis & S. Smith (2002) (eds.), ‘The Globalization of World Politics’, Oxford University Press, UK, 4th edition, 2007 W.Bello, Deglobalization, Zed Books, London.
- M. Nicholson, (2002) ‘International Relations: A Concise Introduction’, New York, Palgrave.
- P. Viotti and M. Kauppi, (2007) ‘International Relations and World Politics: Security, Economy, Identity’, Pearson Education.
- R. Jackson and G. Sorensen, (2007) ‘Introduction to International Relations: Theories

and Approaches', 3rd Edition, Oxford, Oxford University Press.

- S. Joshua. Goldstein and J. Pevehouse, (2007) 'International Relations', New York, Pearson Longman.

Reference Books

1. Calvocoressi, P. (2001) 'World Politics: 1945—2000'. Essex, Pearson.
1. Dey, Dipankar (2007)(ed.), 'Sustainable Development: Perspectives and Initiatives', ICAFI University Press, Hyderabad,
2. K. Booth and S. Smith, (eds), 'International Relations Theory Today', Pennsylvania, The Pennsylvania State University Press.
3. M. Smith and R. Little (2000) (eds.), 'Perspectives on World Politics', New York, Routledge

Core Paper VIII

POLITICAL PROCESSES AND INSTITUTIONS IN COMPARATIVE PERSPECTIVE

Introduction: In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative political.

UNIT-I: Approaches to Studying Comparative Politics

- (i) Political Culture –Meaning, Types &relevance.
- (ii) New Institutionalism –Meaning, Background, Significance

UNIT-II: Election& Party System

- (i) Definition and procedures: Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
- (ii) Party System -Evolution, Theories and types

UNIT-III: Nation-state

- (i) Nation-state; Meaning and Evolution in West Europe
- (ii) Nation and State; Debates in Post-colonial contexts

UNIT-IV: Democratization in Post- colonial societies

- (i) Democratization in Post-authoritarian countries and in Post-communist countries
- (ii) Federalism: Meaning and Features, Federation& Confederation: Debates around territorial division of power.

Text Books

- A. Heywood, (2002) 'Politics', New York, Palgrave.
- J. Bara and M. Pennington, (eds.) *Comparative politics*. New Delhi: Sage Publications.
- J. Bara and Pennington. (2009) (eds.) 'Comparative Politics: Explaining Democratic System', Sage Publications, New Delhi.
- J. Ishiyama, and M. Breuning, (2011) (eds) '21st Century Political Science: A Reference Book', Los Angeles, Sage Publications.
- M. Lichback and A. Zuckerman, (eds.) 'Comparative Political: Rationality, Culture, and Structure'. Cambridge, Cambridge University Press.

Reference Books

- R. Watts, (2008) 'Comparing Federal Systems'. Montreal and Kingston, McGill Queen's University Press.
- Saxena, R (2011) (eds.) 'Varieties of Federal Governance: Major Contemporary Models', New Delhi, Cambridge University Press.
- T. Landman, (2003) 'Issues and Methods of Comparative Methods: An Introduction'. London, Routledge.

Core Paper IX

PUBLIC POLICY AND ADMINISTRATION IN INDIA

Introduction: The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

UNIT-I: Public Policy

- i) Definition, characteristics and models
- ii) Public Policy Process in India

UNIT-II: Decentralization

- (i) Meaning, significance, types and approaches to decentralization.
- (ii) Local Self Governance: Rural and Urban

UNIT-III: Budget and Social Welfare Administration

- (i) Concept and Significance of Budget, Budget cycle in India, Types of Budgeting
- (ii) Concept and Approaches of Social Welfare.
- (iii) Social Welfare Policies:
 - (a) **Education:** Right to Education,

- (b) **Health:** National Health Mission,
- (c) **Food:** Right to Food Security,
- (d) **Employment:** MNREGA

UNIT-I V: Citizen and Administration Interface

- (i) Public Service Delivery System;
- (ii) Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and e-Governance

Text books:

Text Books

- Basu Rumki (2015) 'Public Administration in India Mandates, Performance and Future Perspectives', New Delhi, Sterling Publishers
- Bidyut Chakrabarty, (2007) 'Reinventing Public Administration: The Indian Experience', Orient Longman,
- Henry, N. (1999) 'Public Administration and Public Affairs', New Jersey, Prentice Hall
- Jean Drèze and Amartya Sen, (1995) 'India, Economic Development and Social Opportunity', Oxford, Oxford University Press.
- R.B. Denhardt and J.V. Denhardt, (2009) 'Public Administration', New Delhi, Brooks/Cole
- Satyajit Singh and Pradeep K. Sharma (2007) (eds.) 'Decentralization: Institutions and Politics in Rural India', Oxford University Press, New Delhi.
- Singh, S. and Sharma, P. (2007) (eds.) 'Decentralization: Institutions and Politics in Rural India'. New Delhi, Oxford University Press.
- Vasu Deva, (2005) 'E-Governance In India: A Reality', Commonwealth Publishers.
- Vijaya Kumar, (2012) 'Right to Education Act 2009: Its Implementation as to Social Development in India', Delhi: Akansha Publishers.

Reference Books

- 'World Development Report', (1992) World Bank, Oxford University Press,.
- Anderson, (1975) 'Public Policy Making', New York, Thomas Nelson and sons Ltd.
- Gabriel Almond and Sidney Verba, (1965) 'The Civic Culture', Boston, Little Brown.
- J.Dreze and Amartya Sen, (1997) 'Indian Development: Selected Regional Perspectives', Oxford, Clareland Press
- Jayal, N.G (1999) 'Democracy and The State: Welfare, Secular and Development in Contemporary India', Oxford, Oxford University Press.
- Jugal Kishore, (2005) National Health Programs of India: National Policies and Legislations, Century Publications.
- Lee and Mills, (1983) 'The Economic of Health In Developing Countries', Oxford, Oxford University Press.
- M. Howlett, M. Ramesh, and A. Perl, (2009), 'Studying Public Policy: Policy Cycles and Policy subsystems', 3rd edition, Oxford University Press, New Delhi
- Marma Mukhopadhyay and Madhu Parhar (2007) (ed.) 'Education in India: Dynamics of Development' New Delhi, Shipra Publications.
- Noorjahan Bava, (2001) 'Development Policies and Administration in India', Delhi, Uppal Publishers.
- R. Putnam, (1993) 'Making Democracy Work', Princeton University Press.
- T. Dye, (2002) 'Understanding Public Policy', New Delhi, Pearson

- United Nation Development Programme, (1997) 'Reconceptualising Governance', New York
- Y. Dror, (1989) 'Public Policy Making Reexamined'. Oxford, Transaction Publication.

Core Paper X

GLOBAL POLITICS

Introduction: This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

UNIT-I: Globalization: Conceptions

- (i) Understanding Globalization and its Alternative Perspectives, Non-Proliferation Regimes
- (ii) Global Economy: Its significance & anchors of Global Political Economy:
IMF, World Bank, WTO, TNCs

UNIT-II: Globalization: Perspectives

- (i) Political Debates on Sovereignty and Territoriality
- (ii) Cultural and Technological Dimension
- (iii) Global Resistances (Global Social Movements and NGOs)
- (iv) Ecological Issues: International Environmental Agreements, Climate Change

UNIT-III: Contemporary Global Issues-I

- (i) Proliferation of Nuclear Weapons
- (ii) International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments

UNIT-IV: Contemporary Global Issues-II

- (i) Migration & Human Security
- (ii) Global Shifts: Power and Governance

Text Books

- G. Ritzer, (2010) 'Globalization: A Basic Text', Sussex: Wiley-Blackwell.
- M. Strager, (2009) 'Globalization: A Very Short Introduction', London, Oxford University Press.
- Heywood, (2011) 'Global Politics', New York, Palgrave-McMillan.
- J. Baylis, S. Smith and P. Owens (2011) (eds.) 'Globalization of World Politics: An Introduction to International Relations', New York, Oxford University Press.
- W. Ellwood, (2005) 'The No-nonsense Guide to Globalization', Jaipur, Rawat Publications.
- D. Held and A. McGrew (2000) (eds.) 'The Global Trans-Formations Reader', Cambridge, Polity

Press.

Reference Books

- A. Narlikar, (2005) 'The World Trade Organization: A Very Short Introduction', New York, Oxford University Press.
- Goldstein, (2006) 'International Relations', New Delhi, Pearson.
- P. Hirst, G. Thompson and S. Bromley, (2009) 'Globalization in Question', Cambridge, Polity Press.
- D. Held et al, (1999) 'Global Transformations: Politics, Economics and Culture', California, Stanford University Press.
- F. Lechner and J. Boli (ed.), (2004) 'The Globalization Reader', London, Blackwell.(WTO).
- G. Ritzer, (2010) 'Globalization: A Basic Text', Sussex, Wiley-Blackwell.
- T. Cohn, (2009) 'Global Political Economy', New Delhi, Pearson.
- D. Held and A. McGrew (eds.), (2002) 'Global Transformations Reader: Politics, Economics and Culture', Cambridge, Polity Press.
- A. Vanaik, (ed.), (2004) 'Globalization and South Asia: Multidimensional Perspectives', New Delhi, Manohar Publications.

Core Paper XI

WESTERN POLITICAL PHILOSOPHY

Introduction: This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke, Rousseau, Marx. This is a basic foundation course for students.

UNIT-I : Text and Interpretation: Antiquity

- (i) Plato
- (ii) Aristotle

UNIT-II

- (i) Machiavelli
- (ii) Hobbes

UNIT-III

- (i) Locke
- (ii) Rousseau

UNIT-IV

- (i) J. S. Mill
- (ii) Karl Marx

Text Books

- C. Kukathas and G. Gaus, (eds.) 'Handbook of Political Theory', London, Sage Publications Ltd.

- D. Boucher and P. Kelly (2009), (eds) 'Political Thinkers: From Socrates to the Present', Oxford, Oxford University Press.
- J. Coleman, (2000) 'A History of Political Thought: From Ancient Greece to Early Christianity, Oxford, Blackwell Publishers.
- Mukherjee, Subrato and Susheela Ramaswamy(2011) 'History of political Thought: Plato to Marx', PHI Publishers , New Delhi
- Okin, S. (1992), 'Women in Western Political Thought', Princeton, Princeton University Press.
- R. Kraut (1996) (ed.) 'The Cambridge Companion to Plato', Cambridge, Cambridge University Press.

Reference Books

1. A. Skoble and T. Machan, (2007) 'Political Philosophy: Essential Selections', New Delhi, Pearson Education.
2. J. Barnes (1995) (ed.), 'The Cambridge Companion to Aristotle'. Cambridge, Cambridge University Press.

Core Paper XII

INDIAN POLITICAL THOUGHT (ANCIENT AND MEDIEVAL)

Introduction: This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of Reference books is meant for teachers as well as the more interested students.

UNIT-I: Traditions of Pre-colonial Indian Political Thought

- i) Brahmanic and Shramanic
- ii) Islamic and Syncretic.

UNIT-II : Ved Vyasa (Shantiparva) and Manu

- (i) Ved Vyasa : Rajadharma
- (ii) Manu : Social Laws

UNIT-III: Kautilya, Barani and Aggannasutta

- (i) Kautilya: Theory of State, Foreign Policy, Role of King
- (ii) Aggannasutta- Theory of Kingship
- (iii) Barani: Ideal Polity

UNIT-IV :Kabir and Abul Faza

- (i) AbulFazal-Monarchy
- (ii) Kabir: Syncretism

Text Books

- A. Appodoroy, (2002) 'Political Thought in India, Delhi, Khama Publication.
- A. B. M, (1976), 'The Foundation of Muslim Rule in India', Allahabad, Central Book Depot.
- Brown, (2003) 'The Verses of Vemana', Asian Educational Services, Delhi.
- Habib, Irfan.(1995) 'Essays in Indian History', New Delhi, Tulika Publications.
- Roy, Himanshu and Singh, M. (2017), 'Indian Political Thought: Themes and Thinker', Second Edition, New Delhi, Pearson.
- S. Saberwal, (2008) 'Spirals of Contention', New Delhi, Routledge,
- Sharma, R. S (1991) 'Aspects of Political Ideas Institutions in Ancient India, Delhi, Motilal Banarsidas.
- T. Pantham, and K. Deutsch (1986) (eds.), Political Thought in Modern India, New Delhi, Sage Publications.
- Thapar, Romila, (1997) 'Ashok and the Decline of the Mauryas, ' New York, Oxford University Press.
- V. Mehta, (1992) 'Foundations of Indian Political Thought, New Delhi, Manohar Publications.
- V.P. Varma, (1974) 'Studies in Hindu Political Thought and Its Metaphysical Foundations', New Delhi, Motilal Banarsidass.

Reference Books

- A. Fazl, (1873) 'The Ain-i Akbari ' (translated by H. Blochmann), Calcutta: G. H. Rouse.
- J. Spellman, (1964) 'Political Theory of Ancient India: A Study of Kingship from the Earliest time to Ceirca AD 300, Oxford, Clarendon Press.
- L. Hess and S. Singh, (2002) 'The Bijak of Kabir', New Delhi, Oxford University Press.
- R. Kangle (ed. and trns.), 'Arthasastra of Kautilya', New Delhi, Motilal Publishers.
- S. Collins, (2001) 'Agganna Sutta: The Discussion on What is Primary (An Annotated Translation from Pali), Delhi, Sahitya Akademi.

Core Paper XIII

CONTEMPORARY POLITICAL PHILOSOPHY

Introduction: Philosophy and politics are closely intertwined. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence. Contemporary political philosophy and debates are introduced to the students here.

UNIT-I

- i) Lenin

UNIT-II

- i) Mao Zedong (Mao Tse Tung)

UNIT-III

- (i) Antonio Gramsci

UNIT-IV

- (i) John Rawls

Reading List

- ☐ B. Nelson, (2008) 'Western Political Thought'. New York, Pearson Longman.
- ☐ D. Boucher, and P. Kelly, (2003) (eds.) 'Political Thinkers: From Socrates to the Present'. New York, Oxford University Press.
- ☐ Gramsci, Antonio(1996), 'Selections from the Prison Notebooks', Orient Longman, Hyderabad
- ☐ Hacker, A. (1961), 'Political Theory: Philosophy, Ideology, Science', Macmillan, New York.
- ☐ Mukherjee, Subrato and Susheela Ramaswamy(2011) 'History of political Thought: Plato to Marx', PHI Publishers , New Delhi
- ☐ Rawls, John (2011), 'A Theory of Justice', Universal Law Publishing Co., New Delhi.
- ☐ Sabine, George, H. (1973). 'A History of Political Theory', Oxford and I.B.H. Publishing, New Delhi.
- ☐ Wayper. C.L (1989), 'Political Thought', B.I. Publications, Bombay.

Reference Books

- ☐ D. Germino (1972). Modern Western Political Thought: Machiavelli to Marx, Chicago University Press, Chicago.

- F.W. Coker (1971). Recent Political Thought, The World Press Pvt. Ltd., Calcutta.
- J.H. Hallowell (1960). Main Currents in Modern Political Thought, Holt, New York.

Core Paper XIV

MODERN INDIAN POLITICAL THOUGHT

Introduction: Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original texts are also given to discuss in the class. The list of Reference books is meant for teachers as well as the more interested students.

UNIT-I: Introduction

- (i) Rammohan Roy: Rights, Reform Movement, Liberalism
- (ii) Pandita Ramabai: Gender, critique of orthodoxy
- (iii) Vivekananda: Ideal Society, Humanism, Nationalism

UNIT-II: Gandhi & Ambedkar

- (i) Gandhi: Swaraj, Swadeshi (8 lectures)
- (ii) Ambedkar: Social Justice

UNIT-III : Tagore & Savarkar

- (i) Tagore Critique of Nationalism (8 lectures)
- (ii) Savarkar: Hindutwa-A critical Assessment

UNIT-IV: Nehru, Lohia and J.P. Narayan

- (i) Nehru: Secularism, Socialism
- (ii) Lohia: Socialism,
- (iii) J.P. Narayan: Total Revolution

Text books:

- A. Sen, (2003) 'Swami Vivekananda', Delhi, Oxford University Press.
- D. Dalton, (1982) 'Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi', Academic Press, Gurgaon.
- G. Omvedt, (2008) 'Ramabai: Women in the Kingdom of God', in *Seeking Begumpura: The Social Vision of Anti Caste Intellectuals*, New Delhi, Navayana.
- M. Kosambi (2000) (ed.), 'Pandita Ramabai Through her Own Words: Selected Works', New Delhi, Oxford University Press.
- Raghuramaraju, (2007) 'Debates in Indian Philosophy: Classical, Colonial, and Contemporary', Delhi, Oxford University Press.

- S. Sarkar, (1985) 'A Critique on Colonial India', Calcutta, Papyrus.
- Sh. Kapila (2010) (ed.), 'An intellectual History for India', New Delhi: Cambridge University Press.
- T. Pantham and K. Deutsch (1986), (eds.) 'Political Thought in Modern India', New Delhi, Sage.
- V. Mehta and T. Pantham (eds.), (2006) 'A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian civilization' Vol. 10, Part: 7, New Delhi, Sage Publication.

Reference Books

- P. Chatterjee, (1986) 'Nationalist Thought and the Colonial World: A Derivative Discourse?' London, Zed Books.
- S. Hay (1991) (ed.), 'Sources of Indian Tradition', Vol. 2. Second Edition, New Delhi, Penguin.
- S. Thorat and Aryama (2007) (eds.), 'Ambedkar in Retrospect - Essays on Economics, Politics and Society', Jaipur, IIDS and Rawat Publications.

Discipline Specific Elective Paper-I

INTRODUCTION TO HUMAN RIGHTS

Introduction: This course attempts to build an understanding of human rights among students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame.

Human Rights: Theory and Institutionalization

UNIT-I:

- i) Understanding Human Right
- ii) Three Generations of Rights

UNIT-II

- i) Universal Declaration of Human Rights

UNIT-III

- i) Rights in National Constitutions: South Africa and India

UNIT-IV

- i) International Refugee Law, International Humanitarian Law

Text Books

- Alston Philip (1995), 'The United Nations and Human Rights-A Critical Appraisal', Oxford, Clarendon.
- Baxi, Upendra (1995) (ed.), 'The Right to be Human', Delhi, Lancer,
- Beetham, David (1987) (ed.), 'Politics and Human Rights', Oxford, Blackwell.
- Desai, A R. (1986)(ed), 'Violations of Democratic Rights in India', Bombay, Popular Prakashan.
- Evans, Tony (2001), 'The Politics of Human Rights: A Global Perspective', London, Pluto Press.
- Hargopal. G.(1999) 'Political Economy of Human Rights', Hyderabad, Himalaya.
- J. Hoffman and P. Graham, (2006) 'Introduction to Political Theory', Delhi, Pearson.

Reference Books

- Kothari, Smitu and Sethi, Harsh (1991)(eds.), 'Rethinking Human Rights', Delhi, Lokayan.
- Saksena, K.P. (1999) (ed.), 'Human Rights: Fifty Years of India's Independence', Delhi, Gyan.
- Subramanian, S.(1997), 'Human Rights: International Challenges', Delhi, Manas Publications.
- Vistaar Iyer, V.R. Krishna (1999), 'The Dialectics and Dynamics of Human Rights in India', Delhi, Eastern Law House.

Discipline Specific Elective Paper II

DEVELOPMENT PROCESS AND SOCIAL MOVEMENTS IN CONTEMPORARY INDIA (Project)

Introduction: Under the influence of globalization, development processes in India have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power. The high social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy condition new 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

- (i) Welfare State, Development and the role of Planning commission
- (ii) Development in the era of Liberalization and Reforms

UNIT-II: Development Strategy and its Impact on the Social Structure

- (i) Industrial Development and its impact on organized and unorganized labour
- (ii) Agricultural Development and Agrarian Crisis, Land Reforms and Green Revolution,

UNIT-III: Social Movements

- i) Social Movements: Meaning and Approaches, New Social Movements
- ii) Women's Movement, Environmental Movements

UNIT-IV: Social Movements

- i) Dalit Movement, Tribal Movement,
- ii) Left wing Extremism: Issues and Challenges

Text Books

- A. Desai, (1986) (ed.), 'Agrarian Struggles in India After Independence', Delhi, Oxford University Press
- A. F. Frankel, (2005) 'India's Political Economy (1947-2004): The Gradual Revolution', Delhi, Oxford University Press.
- B. Nayar, (2007) (ed.), 'Globalization and Politics in India', Delhi, Oxford University Press.
- G. Omvedt, (1983) 'Reinventing Revolution, New Social Movements and the Socialist Tradition in India', New York, Sharpe.
- G. Rath, (2006) (ed.), 'Tribal development in India: The Contemporary Debate', New Delhi, Sage Publications.
- G. Shah, (2004) 'Social Movements in India: A Review of Literature', New Delhi, Sage Publications.
- G. Shah, (ed.), (2002) 'Social Movements and the State'. New Delhi, Sage Publications.
- R. Mukherji (2010) (ed.) 'India's Economic Transition: The Politics of Reforms', Delhi, Oxford University Press.
- S. Roy and K. Debal, (2004) 'Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity', Delhi, Sage.

Reference Books

- J. Harris, (2009) 'Power Matters: Essays on Institutions, Politics, and Society in India', Delhi, Oxford University press.
- J. Harriss, (2006) (ed) 'Power Matters: Essays on Institutions, Politics, and Society in India,' Delhi. Oxford University Press.
- K. Suresh, (ed.), (1982) 'Tribal Movements in India', Vol I and II, New Delhi, Manohar (emphasis on the introductory chapter).
- L. Fernandes, (2007) 'India's New Middle Class: Democratic Politics in an Era of Economic Reform', Delhi, Oxford University Press.
- M. Jayal, and P. Mehta, (2010) (eds.), 'The Oxford Companion to Politics in India', Delhi, Oxford University Press.
- M. Mohanty, P. Mukherji and O. Tornquist, (1998)(eds.) 'People's Rights: Social Movements and the State in the Third World', New Delhi, Sage.
- N. Jayal (2012)(ed.) 'Democracy in India', New Delhi, Oxford India Paperbacks, Sixth impression.

Discipline Specific Elective Paper III

INDIA'S FOREIGN POLICY IN A CHANGING WORLD

Introduction: This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international politics facilitate an understanding of the changing positions and development of India's role as a global player since independence.

UNIT-I : India's Foreign Policy in a changing world

- i) India's Foreign Policy: Major bases and determinants
- ii) India's Foreign Policy: Postcolonial Perspective

UNIT-II : India's Relation with USA& Russia

- i) India's Relations with the USA
- ii) India's Relation with USSR/Russia,

UNIT-III : India-China Relations, India and South Asia

- (i) India-China Relations
- (ii) India and South Asia: SAARC, Look East Policy, Act East Policy

UNIT-IV : India and Contemporary World

- (i) India as an emerging Global Power, Myth and Reality
- (ii) India in the Contemporary World

Reading List

- Appadorai, A. and M.S. Rajan(1988), 'India's Foreign Policy and Relations', New Delhi, South Asian Publishers Pvt. Ltd.
- Bahadur, Kalim (ed.)(1986), 'South Asia in transition: Conflicts and Tensions', New Delhi, Patriots.
- Bandyopadhyaya, J.(2006), 'The making of India's Foreign Policy', New Delhi, Allied Publishers Pvt. Ltd.
- Banerjee, A.K. (ed.)(1998), 'Security issues in South Asia: Domestic and External Sources of Threats to Security', Calcutta, Minerva.
- Bidwai, Praful and Achin Vanaik (eds.)(1999), 'South Asia on a Short Fuse: Nuclear Politics and the Future of Global Disarmament', New Delhi, Oxford University Press.
- D. Scott (2011)(ed.), 'Handbook of India's International Relations', London, Routledge.
- Dutt, V.P.(2007), 'India's Foreign Policy Since Independence', New Delhi, National Book Trust.
- Tellis and S. Mirski (2013) (eds.), 'Crux of Asia: China, India, and the Emerging Global Order', Carnegie Endowment for International Peace, Washington.

Reference Books

- A. Ganguly, S. and Rahul Mukherji(2011), India since 1980, New Delhi: Cambridge University Press.
- Ghosh, Partha S.(1989), Cooperation and conflict in South Asia, New Delhi: Manohar.
- Gould, H.A. and Sumit Ganguly (eds.)(1993), The Hope and the Reality: U.S.-Indian Relations from Roosevelt to Reagan, New Delhi: Oxford & IBH.
- Gujral, I.K.(1998), A foreign policy for India, Delhi: External publicity division, MEA, Government of India.

- Mansingh, Surjeet(1984), India's search for power: Indira Gandhi's foreign policy, 1966-1982 New Delhi: Sage.
- Muni, S.D.(2010), India's Foreign Policy the democracy dimension, New Delhi: Foundation Books.
- Nayar, B.R. and T.V. Paul(2004), India in the world order searching for major power status, New Delhi: Cambridge University Press.
- S. Cohen, (2002) *India: Emerging Power*, Brookings Institution Press.
- S. Mehrotra, (1990) 'Indo-Soviet Economic Relations: Geopolitical and Ideological Factors', in *India and the Soviet Union: Trade and Technology Transfer*, Cambridge University Press: Cambridge.
- Sengupta, Bhabani(1998), Fulcrum of Asia relations among China, India, Pakistan and the USSR, New Delhi: Konark Publishers.
- W. Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, *Trysts with Democracy: Political Practice in South Asia*, Anthem Press: University Publishing Online.

Discipline Specific Elective Paper IV

WOMEN, POWER AND POLITICS

Introduction: This course opens up the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy. Special attention will be paid to feminism as an approach and outlook.

UNIT-I: Feminism

- (i) Meaning and Development
- (ii) Liberal, Socialist and Radical Feminism

UNIT-II: Issues

- i) Patriarchy
- ii) Sex and Gender
- iii) Gender, Power and Politics

UNIT-III: Issues

- (i) Women Movement in India
- (ii) Women Empowerment: Policies and Practices
- (iii) Violence against Women

UNIT-IV: Women and Development

- i) WID (Women in Development), WAD (Women and Development), GAD (Gender and Development)
- ii) Women and Work (Visible and Invisible)

Text Books

- B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds),
- M. John.(2008) (ed) *Women's Studies in India*, New Delhi: Penguin.
- M. Kosambi, (2007) *Crossing the Threshold*, New Delhi, Permanent Black.
- Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson.
- *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board.
- T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women Writing in India*, New Delhi, Oxford University Press.
- *The Feminist Reader: Local and Global Perspectives*, New York: Routledge.
- U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.)
- V Geetha, (2002) *Gender*, Kolkata, Stree Publications.

Reference Books

- N. Gandhi and N. Shah, (1992) *Issues at Stake – Theory and Practice in the Women's Movement*, New Delhi: Kali for Women.
- N. Menon, (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion*, New Delhi: Permanent Black.
- P. Swaminathan, (2012) 'Introduction', in *Women and Work*, Hyderabad: Orient Blackswan.
- R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba *South Asian Feminisms*, Durham and London: Duke University Press.
- U. Chakravarti, (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree publications.
- V. Bryson, (1992) *Feminist Political Theory*, London: Palgrave-MacMillan.

DSE Paper – IV

DISSERTATION / RESEARCH PROJECT

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

Project Paper- Development Process and Social Movements in Contemporary India (DSE-II)

Introduction:

The research experience of students is greatly enriched by early exposure to conducting research. There are numerous benefits of undergraduate students who get involved in research. They are better off in understanding published works, determine an area of interest, can discover their passion for research and may start their career as a researcher. Further students will be able to develop ability for scientific inquiry and critical thinking, ability in the knowledge base and communication. This course is included to promote above mentioned abilities among the students.

Learning Objectives:

- To help students to learn how to develop scientific research designs in the study of public administration.
- To guide students to understand the previous research in their field of interest and review them to arrive at a research problem
- To encourage the students to learn ways to describe and evaluate public policy implementation.
- To help students understand the logic of hypothesis testing in both quantitative and qualitative research.
- To make students to learn the methods of writing a research report.

Expected outcomes: Students will be able to

- Independently prepare a research design to carry out a research project
- Review the related research papers to find out a research problem and relevant hypotheses
- Understand the dynamics of citizen – administrative interface and administrative behaviours.
- Learn the use of statistical techniques for interpretation of data.
- Learn the APA style of reporting a research project.

Unit I A student is required to carry out a project on an issue of interest to him / her under the guidance and supervision of a teacher. In order to do so s/he must have the knowledge in research methodology and of steps in planning and conducting a research. The supervisors may help the students to go on field study / study tour relevant to their work. Thirty hours of class may be arranged in the routine to help students understand research methodology, and planning, conduction and reporting on the research. An external examiner with the supervisor as the internal examiner will evaluate the research project on the basis of scientific methodology in writing the report, and presentation skill and performance in the viva.

□ **Format**

- **Abstract** – 150 words including problem, method and results.
- **Introduction** – Theoretical considerations leading to the logic and rationale for the present research
- **Review**- Explaining current knowledge including substantive findings and theoretical and methodological contributions to the topic, objectives and hypotheses of the present research
- **Method** – Design, Sample, Methods of data collection, Procedure
- **Results**- Quantitative analysis of group data-- (Raw data should not be attached in Appendix) Graphical representation of data wherever required.← Qualitative analysis wherever done should indicate the method of← qualitative analysis.
- **Discussion**
- **References (APA Style) & Appendices**
- Project should be in Soft binding. It should be typed in Times New Roman 14 letter size with 1.5 spacing on one sides of the paper. Total text should not exceed 50 pages (References & Appendices extra).
- Two copies of the project should be submitted to the College.
- ***Project - American Psychological Association (APA) – Publication Manual 2006 to be followed for project writing***

Mark distribution for dissertation / Research project

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

Broad areas identified for Project: Social Movements: Environment, Women, Dalit, Peasant, Social Development, Political Development in Odisha, Political Socialization, Political Participation, Political Modernization and Communication, Decentralized democracy: Rural and Urban Local Self Governance, Functionary of Gram Sabha, Empowerment of Women and other marginals in PRIs, Development, Displacement, Rehabilitation, Resettlement in Odisha, Role of NGOs in Development, Regional Development and Regional Imbalances, Implementation of ORTPS- 2012, RTE-2009, Food Security Act, 2013, FRA, 2007.

Generic Elective Paper I

FEMINISM: THEORY AND PRACTICE

Introduction: The aim of the course is to introduce students to contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. It offers a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities. And the last section aims to understand the issues with which contemporary Indian women's movements are engaged with.

UNIT-I: Understanding Feminism

- (i) Feminist theorizing of the sex/gender distinction; Public Man and Private Woman
- (ii) Understanding Patriarchy and Feminism

UNIT-II: Theories of Feminism

- (i) Liberal and Socialist,
- (ii) Radical feminism and Eco-feminism

UNIT-III: Feminist issues and women's participation: The Indian Experience

- (i) Women's participation in anti-colonial and national liberation movements with special focus on India
- (ii) Traditional Historiography and Feminist critiques; Social Reforms Movement and position of women in India, History of Women's struggle in Post- Independent India

UNIT-IV: Family in contemporary India and Understanding Woman's Work and Labour

- (i) Family in contemporary India - patrilineal and matrilineal practices. Gender Relations in the Family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights
- (ii) Understanding Woman's Work and Labour – Sexual Division of Labour, Productive

and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care), Underpaid and Paid work,- Methods of computing women's work , Female headed households

Text Books

- Bina Agarwal, (2013) 'Gender And Green Governance', Oxford University Press, Oxford,
- Forbes, Geraldine (1998) 'Women in Modern India'. Cambridge, Cambridge University Press
- Geetha, V. (2002) 'Gender'. Calcutta, Stree Publications.
- Geetha, V. (2007) 'Patriarchy'. Calcutta, Stree Publications.
- Jagger, Alison. (1983) 'Feminist Politics and Human Nature'. U.K, Harvester Press.
- John, Mary (
- John, Mary(2008) 'Women studies in India: A Reader', Peguin, New Delhi
- Lerner, Gerda. (1986) 'Creation of Patriarchy'. New York. Oxford University Press.

Reference Books

- Banarjee, Sikata. (2007) 'Ghadi ally, Rehana. (ed.) 'Urban Women in Contemporary India: A Reader'. New Delhi, Sage.
- Chakravarti, Uma. (1988) 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History', Social Scientist, Volume 16, No. 8.
- Desai, Neera & Thakkar, Usha. (2001) 'Women in Indian Society'. New Delhi: National Book Trust.
- Gandhi, Nandita & Shah, Nandita. (1991) 'Contemporary Women's Movement in India'. Delhi, Zubaan.
- Gupta, A and Sinha Smita, (2005) 'Empowerment of women: Language and Other Facets', Mangal Deep, New Delhi.
- Jayawardene, Kumari. (1986) 'Feminism and Nationalism in the Third World'. London, Zed Books and Conclusion.
- Nayak, Smita (2016) (eds.) 'Combating Violence Against Women: A Reality in the Making', Kalpaz, Gyan Books Pvt, Ltd, New Delhi
- Nayak, Smita (2016) (eds.) 'Gender Dynamics: The Emerging Frontiers', Research India Publications, New Delhi.
- Nayak, Smita, (2016), 'Whither Women: A Shift from Endowment to Empowerment', Edupedia, New Delhi.
- Rege, Sharmila. (2003) (ed.) 'The Sociology of Gender: The Challenge of Feminist Sociological Knowledge'. New Delhi, Sage.
- Rowbotham, Shiela. (1993) 'Women in Movements', New York and London, Routledge.
- Sangari, Kumkum & Chakravarty, Uma.(1999) (eds.) 'From Myths to Markets: Essays on Gender'. Delhi, Manohar.
- Sarkar, Tanika & Butalia, Urvashi. (1995) (eds.) 'Women and the Hindu Right'. Delhi, Kali for Women.

Generic Elective Paper IV

UNITED NATIONS AND GLOBAL CONFLICTS

Introduction: This course provides a comprehensive introduction to the most important multilateral political organization in international relations. It provides a detailed account of the organizational structure and the political processes of the UN, and how it has evolved since 1945, especially in terms of dealing with the major global conflicts. The course imparts a critical understanding of the UN's performance until now and the imperatives as well as processes of reforming the organization in the context of the contemporary global system.

UNIT-I : The United Nations

- i) An Historical Overview of the United Nations.
- ii) Principles and Objectives

UNIT-II

- i) Structures and Functions: General Assembly, Security Council, Economic and Social Council,.
- ii) The International Court of Justice, The Specialized Agencies (International Labour Organisation (IOL), United Nations Educational, Scientific and Cultural Organisation (UNESCO), World Health Organisation (WHO), UN Programmes Funds: United Nations Children's Fund (UNICEF), United Nations Development Programme (UNDP), United Nations High Commissioner for Refugees (UNHCR)
- iii) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect
- iv) Millennium Development Goals.

UNIT-III Major Global Conflicts since the Second World war

- i) Korean war
- ii) Vietnam War
- iii) Afghanistan War
- iv) Balkans Serbia and Bosnia

UNIT-IV

Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms

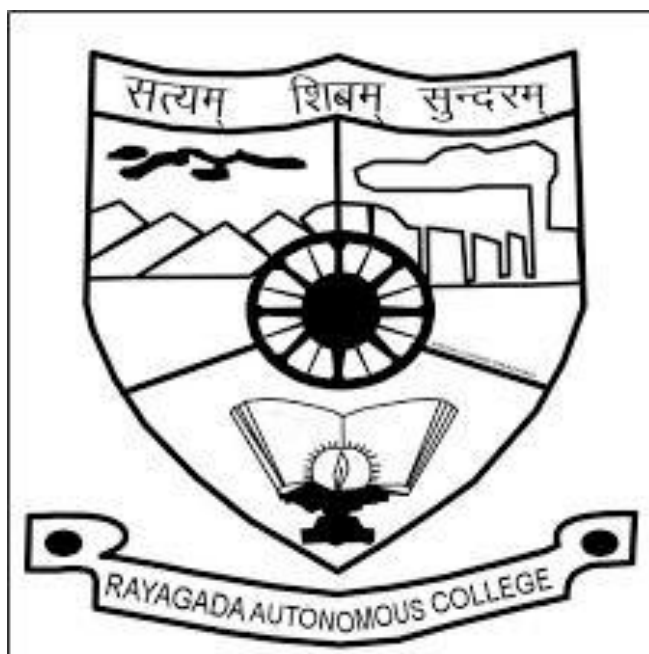
Text Books

- Basu, Rumki (2014) 'United Nations: Structure and Functions of an international organization', New Delhi, Sterling Publishers
- Baylis, J. and Smith, S. (2008) (eds.) 'The Globalization of World Politics: An Introduction to International Relations'. 4th edn. Oxford, Oxford University Press.
- Gareis, S.B. and Varwick, J. (2005) 'The United Nations: an introduction'. Basingstoke, Palgrave.
- Goldstein, J. and Pevehouse, J.C. (2006) 'International Relations'. 6th edn. New Delhi, Pearson.
- Saxena, J.N. (1986) et.al. 'United Nations for a Better Worl', New Delhi, Lancers.
- White, B. et al. (eds.) (2005) 'Issues in World Politics', 3rd edn. New York, Macmillan.
- Whittaker, D.J. (1997) 'United Nations in the Contemporary World', London, Routledge.

Reference Books

- Armstrong, D., Lloyd, L. and Redmond, J. (2004) 'International Organisations in World Politics'. 3rd edn. New York, Palgrave, Macmillan.
- Calvocoressi, P. (2001) 'World Politics: 1945-2000', 3rd edn. Harlow, Pearson Education.
- Moore, J.A. Jr. and Pubantz, J. (2008) 'The new United Nations', Delhi, Pearson Education.
- United Nations Department of Public Information. (2008) 'The United Nations Today'. New York, UN.

RAYAGADA AUTONOMOUS COLLEGE, RAYAGADA
DEPARTMENT OF SOCIOLOGY
+3 B.A. Sociology (Honours)



SYLLABUS
For
Three Year Degree Course
First and Second Semester: 2019-20
Third and Fourth Semester: 2020-21
Fifth and Sixth Semester: 2021-22
Under
CHOICE BASED CREDIT SYSTEM (CBCS)

B.A SOCIOLOGY SYLLABUS

SCHEME OF B.A SOCIOLOGY (HON) SYLLABUS

1st SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-1	INTRODUCTION TO SOCIOLOGY-1	06	*100 20 Marks Internal 80 Marks Semester
CORE-2	INTRODUCTION TO SOCIOLOGY-II	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	ENVIRONMENTAL STUDIES	04	*100 20 Marks Internal 80 Marks Semester

2nd SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-3	INDIAN SOCIETY	06	*100 20 Marks Internal 80 Marks Semester
CORE-4	SOCIOLOGY OF ENVIRONMENT	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	ODIA/HINDI/AE/TELUGU	04	*100 20 Marks Internal 80 Marks Semester

3rd SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-5	CLASSICAL SOCIOLOGICAL THINKERS	06	*100 20 Marks Internal 80 Marks Semester
CORE-6	SOCIAL CHANGE AND DEVELOPMENT	06	*100 20 Marks Internal 80 Marks Semester
CORE-7	SOCIOLOGY OF GENDER	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	04	*100 20 Marks Internal 80 Marks Semester

4th SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-8	RURAL SOCIOLOGY	06	*100 20 Marks Internal 80 Marks Semester
CORE-9	GLOBALIZATION AND SOCIETY	06	*100 20 Marks Internal 80 Marks Semester
CORE-10	MARRIAGE, FAMILY AND KINSHIP	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	04	*100 20 Marks Internal 80 Marks Semester

5th SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-11	RESEARCH METHODOLOGY	06	*100 20 Marks Internal 80 Marks Semester
CORE-12	SOCIAL MOVEMENTS IN INDIA	06	*100 20 Marks Internal 80 Marks Semester
DSE-1	SOCIOLOGY OF HEALTH	06	*100 20 Marks Internal 80 Marks Semester
DSE-2	SOCIOLOGY OF EDUCATION	06	*100 20 Marks Internal 80 Marks Semester

6th SEMESTER

Paper	Subjects	Credit	Full Marks
CORE-13	POPULATION AND SOCIETY	06	*100 20 Marks Internal 80 Marks Semester
CORE-14	SOCIAL DISORGANIZATION AND DEVIANCE	06	*100 20 Marks Internal 80 Marks Semester
DSE-3	URBAN SOCIOLOGY	06	*100 20 Marks Internal 80 Marks Semester
DSE-4	FIELD WORK & DISSERTATION/ TRIBES OF INDIA	06	*100 20 Marks Viva Voce 80 Marks Project Report

SOCIOLOGY HONOURS

SEMESTER-I

CORE PAPER-I (DSC-H-SOC-1)

INTRODUCTION TO SOCIOLOGY-I

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: Discipline and Perspective

- 1.1 Meaning, Definition and Subject Matter
- 1.2 Emergence of Sociology
- 1.3 Nature and Scope of Sociology
- 1.4 Importance of Sociology

Unit-2: Sociology and other Social Sciences

- 2.1 Sociology, Anthropology and History
- 2.2 Sociology and Psychology
- 2.3 Sociology and Political Science
- 2.4 Sociology and Economics

Unit-3: Basic Concepts

- 3.1 Society and Community, Associations and Institutions
- 3.2 Social Groups and Culture
- 3.3 Role and Status.
- 3.4 Power and Social Norms

Unit-4: Social Stratification

- 4.1 Meaning, Definition, Characteristics
- 4.2 Forms of Stratification-Caste, class & gender
- 4.3 Functionalist Theories of stratification (Parsons, Davis & Moore) Marxian & Weberian Theories of stratification
- 4.4 Elite Theory: Pareto, C Wright Mills.

Suggested Text Book:

1. Haralambos, M. & Holborn, J., *Sociology: Themes and Perspectives*, Harper Collins; Eighth edition, 2014

Essential Readings:

2. C. N. Shankar Rao, *Principles of Sociology: With an Introduction to Social Thought*, S. Chand & Co. Pvt. Ltd. (Revised ed.), 2006
3. Schaefer, Richard T. and Robert P. Lamm. 1999 *Sociology*. Tata-Mac Graw Hill, New Delhi.
4. Giddens, Anthony., *Introduction to Sociology*, Polity Press 1991
5. Inkeles, Alex, 1987. *What is Sociology?* New Delhi: Prentice-Hall of India
6. Paul B. Horton, Chester L. Hunt. *Sociology*, McGraw-Hill., 1984
7. Bottomore, T. B. 1972. *Sociology: A guide to problems and literature*. Bombay: George Allen and Unwin (India)

SOCIOLOGY HONOURS

SEMESTER-I

CORE PAPER-II (DSC-H-SOC-2)

INTRODUCTION TO SOCIOLOGY-II

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

This part two introductory paper intends to provide some additional knowledge on the interrelationship between individual and society, the types of societies and the various social processes that contribute to sustain the society over a period of time.

Unit-1: Individual, Society and Culture:

- 1.1 Social Structure
- 1.2 Types of Society – Primitive, Agrarian and Industrial
- 1.3 Relationship between individual and society
- 1.4 Culture and Personality, Theories of Self: Cooley and Mead

Unit-2: Socialization

- 2.1 Meaning, Definitions& types
- 2.2 Stages of Socialization Process.
- 2.3 Agencies of Socialization
- 2.4 Theories of Socialization- G H Mead, C.H Cooley

Unit-3: Social Control

- 3.1 Meaning, Definitions& Nature
- 3.2 Importance of social Control
- 3.3 Types of Social Control: Formal and Informal
- 3.4 Agencies of Social Control

Unit-4: Social Processes

- 4.1 Meaning and Definition
- 4.2 Associative Social Processes- Cooperation, Accommodation, Assimilation
- 4.3 Dissociative Social Processes- Competition and Conflict
- 4.4 Cooperation, Conflict and Competition: Interrelations and relevance

Suggested Text book:

1. Haralambos & Holborn, *Sociology: Themes and Perspectives* Harper Collins; Eighth edition, 2014
2. Rao, C. N. Shankar, *Principles of Sociology: With an Introduction to Social Thought*, S. Chand & Co. Pvt. Ltd.(Revised ed.), 2006

Essential Readings:

1. Dasgupta, Samir and Saha, Paulomi. *An Introduction to Sociology*, Pearson, 2014
2. Rawat, H.K. *Contemporary Sociology*, Rawat Publication, Jaipur, 2013
3. Smelser Neil J. *Hand Book of Sociology*, Sage Publications, Inc. 1998
4. Johnson, Harry M. *Sociology: A Systematic Introduction*, New Delhi, Allied Publishers, 1995
5. Giddens, Anthony, *Introduction to Sociology*, 1991
6. Mills, C. W. *The Sociological Imagination*, Oxford: Oxford University Press, 1959.

SOCIOLOGY HONOURS
SEMESTER-II
CORE PAPER -III (DSC-H-SOC-3)
INDIAN SOCIETY

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

Every society has its own peculiar structure and there are some institutions universal to every society, but with their unique manifestations in each society. There are some change agents and initiatives that enable the society to change with the passage of time. This paper focuses on the structure of the Indian society and the changing aspects with the processes operating change agents and initiatives.

Unit-1: Composition of Indian Society and Approaches to the study of Indian society:

- 1.1 Religious composition, Linguistic composition & Racial composition
- 1.2 Unity in diversity
- 1.3 National Integration--Meaning & Threats (Communalism, linguism, regionalism)
- 1.4 Approaches to the study of Indian society: Structural-Functional, Marxian and Subaltern

Unit-2: Historical Moorings and Bases of Hindu Social Organization

- 2.1 Varna Vyavastha and relevance
- 2.2 Ashrama and relevance
- 2.3 Purusartha and relationship with Ashramas
- 2.4 Doctrine of Karma

Unit-3: Marriage and Family in India

- 3.1 Hindu Marriage as Sacrament, Aims of Hindu marriage, Forms of Hindu Marriage.
- 3.2 Hindu Joint Family-Meaning & disintegration
- 3.3 Marriage among the Muslims & Tribes
- 3.4 Changes in Marriage and Family in India

Unit-4: The Caste System in India

- 4.1 Meaning, Definitions & features of Caste
- 4.2 Functions & Dysfunctions of Caste
- 4.3 Factors affecting caste system
- 4.4 Recent Changes in Caste System

Suggested Text Book:

- 1. Rao, C. N. Shankar, *Sociology of Indian Society*, S. Chand & Co. Pvt. Ltd. (Revised ed.), 2004

Essential Readings:

- 1. Sharma, K.L. *Indian Social Structure and Change*, Rawat Publication, 2008
- 2. Ram Ahuja, *Indian Social System*, Rawat Publications, 1993
- 1. Uberoi, P. (ed.), *Family, Kinship and Marriage in India*, New Delhi: Oxford University Press, 1993.
- 2. Dube, S.C. 1990, *Society in India*. (New Delhi: National Book Trust.)
- 3. Y. Singh, *Modernization of Indian Tradition*, Jaipur: Rawat Publications, 1986
- 4. Srinivas, M.N. *India: Social Structure*. New Delhi: Hindustan Publishing Corporation, 1980
- 5. Srinivas, M.N. 1963: *Social Change in Modern India* (California, Berkeley: University of California Press).

SOCIOLOGY HONOURS

SEMESTER-II

CORE PAPER-IV (DSC-H-SOC-4)

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-1: Basics of Sociology of Environment

- 1.1 Sociology of Environment: Meaning, emergence and scope
- 1.2 Environment and Society – their inter-relations, Ecology and Environment.
- 1.3 Eco-system.
- 1.4 Sustainable Development

Unit-2: Environmental Movements-

- 2.1 Narmada Bachao Andolan,
- 2.2 Ganga Bachao Abhiyan,
- 2.3 Silent valley movements,
- 2.4 Eco-feminist movement

Unit-3: Major Environmental Issues:

- 3.1 Global Warming& Climate Change.
- 3.2 Loss of Biodiversity (water & air)
- 3.3 Deforestation.
- 3.4 Urban Wastes, Industrial wastes

Unit-4: Environmental Protection:

- 4.1 Environment protection efforts at the global level
- 4.2 Efforts at national level
- 4.3 Role of Civil Society Organizations
- 4.4 Role of Corporate Social Responsibility in environmental protection

Suggested Text Book:

- 1. Biswas, Anupama Environment & Society, Wisdom Press (ISBN) (CBCS).
- 2. Giddens, Anthony "Global Problems and Ecological Crisis": 2nd edition New York. W. W. Norton and Co.,1996

Essential Readings:

- 1. Baviskar, A., *In the Belly of the River: Tribal Conflicts Over Development in the Narmada Vally*, New Delhi: Oxford University Press, 2005.
- 2. Dharam Ghai, (ed) *Development and Environment: Sustaining People and Nature* UNRISD Blackwell Publication, 1994.
- 3. Schumacher, E. F., *Small is Beautiful: A Study of Economics as if People Mattered*, London: Blond and Briggs, 1973.

SOCIOLOGY HONOURS

SEMESTER-III

CORE PAPER -V (DSC-H-SOC-5)

CLASSICAL SOCIOLOGICAL THINKERS

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

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: Auguste Comte & Herbert Spencer:

- 1.1 Law of the Three Stages,
- 1.2 Hierarchy of Sciences & Positivism
- 1.3 Organismic Analogy,
- 1.4 Theory of Social Evolution

Unit-2: Karl Marx

- 2.1 Dialectical Materialism,
- 2.2 Class struggle,
- 2.3 Alienation,
- 2.4 Theory of Capitalism

Unit-3: Emile Durkheim

- 3.1 Division of Labour in Society,
- 3.2 Rules of Sociological Method,
- 3.3 Theory of Suicide
- 3.4 Theory of Religion

Unit-4: Max Weber

- 4.1 Social Action,
- 4.2 Protestant ethic and the spirit of capitalism
- 4.3 Ideal type,
- 4.4 Bureaucracy, Authority

Suggested Text Books:

1. Morrison, Ken. 1995. *Marx, Durkheim, Weber: Formation of Modern Social Thought* London, Sage.
2. Lewis A. Coser, *Masters of Sociological Thought*, New York, Harcourt Brace Jovanovich, 1977

Essential readings:

1. Aron, Raymond. 1967 (1982 reprint). *Main currents in sociological thoughts Vol. 1 & Vol. 2.* Harmondsworth, Middlesex: Penguin Books
2. Ritzer, George. 1996. *Sociological Theory*. New Delhi. Tata-McGraw Hill
3. F. Abraham & J. H. Morgan, *Sociological Thought*, Wyndham Hall Press, 1989.
4. Kenneth, A., *The Social Lens: An Invitation to Social and Sociological Theory*, London: Sage. 2011.
5. Coser, Lewis A. 1979. *Masters of Sociological Thought*. New York: Harcourt Brace Jovanovich
6. Fletcher, Ronald. 1972. *The Making of Sociology: A Study of Sociological Theory*, Vol-1 & 2 Jaipur-Rawat

SOCIOLOGY HONOURS

SEMESTER-III

CORE PAPER -VI (DSC-H-SOC-6)

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:

- 1.1 Meaning and Nature.
- 1.2 Social Evolution & Social Progress: Meaning and features
- 1.3 Social Development: Meaning and Features
- 1.4 Factors of Change: Cultural, Technological, Demographic

Unit-2: Theories of Social Change:

- 2.1 Evolutionary theory,
- 2.2 Functionalist theory
- 2.3 Conflict Theory
- 2.4 Cyclical Theory

Unit-3: Models of development:

- 3.1 Indicators of Social Development
- 3.2 Capitalist,
- 3.3 Socialist
- 3.4 Gandhian

Unit-4: Processes of Social Change in Indian Context:

- 4.1 Sanskritization
- 4.2 Westernization
- 4.3 Modernization
- 4.4 Secularization

Suggested text book

1. Steven, Vago, *Social Change*, Pearson Prentice Hall, 2003 5th Rev. Edt

Essential readings:

1. Mishra, A. K. *Main Currents of Development Studies*, Serial Publications, New Delhi, 2018.
2. Jairam Kansal, *Social Change & Development*, Wisdom Press (ISBN) (CBCS), 2004
3. Singh, Y., *Modernization of Indian Tradition: A Systematic Study of Social Change*, Faridabad: Thompson Press Limited, 1973.
4. Rudolf, L and Rudolf, S. H., *Modernity of Tradition: Political Development in India*, Chicago: University of Chicago Press, 1984.
5. Moore, W.E *Social Change*, Prentice Hall of India, New Delhi, 1965.
6. Mishra, B *Capitalism, Socialism and Planning*, South Asia Books, 1998
7. Escobar, A., *Encountering Development*, London: Zed Books, 2012

SOCIOLOGY HONOURS

SEMESTER-III

CORE PAPER-VII (DSC-H-SOC-7)

SOCIOLOGY OF GENDER

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

- 1.1 Gender as a Social Construct
- 1.2 Gender Vs. Sex
- 1.3 Gender Stereotyping and Socialization
- 1.4 Gender Role and Identity

Unit-2: Feminism

- 2.1 Meaning and Definitions
- 2.2 Origin, Growth of Feminism, Waves of Feminism
- 2.3 Patriarchy
- 2.4 Theories of Feminism-Liberal, Radical, Socialist, Marxist, Materialist

Unit-3: Gender and Development

- 3.2 Approaches -WAD, WID and GAD.
- 3.3 Gender Mainstreaming: Meaning, Policies and Programmes
- 3.3 Gender Development Index
- 3.4 Women Empowerment: Meaning and Dimensions: Political, Economic and Social.

Unit-4: Women in India through ages

- 4.1 Status of Women in Ancient Period
- 4.2 Medieval Period
- 4.3 Women in Pre- independence India
- 4.4 Women in Contemporary Indian Society

Suggested Readings

1. Bhasin, Kamla, 2003. *Understanding Gender, Kali for Women.*

Essential Readings:

2. Prabhakar, Vani, 2012. *Gender and Society, Wisdom Press (ISBN) (CBCS)*
3. John, M. E. (ed.), *Women's Studies: A Reader, New Delhi: Penguin India, 2008.*
4. Choudhury, Maitry *Feminism in India: Issues in Contemporary Indian Feminism, Kali for Women, New Delhi, 2004.*
5. Kabeer, Naila. *Reversed Realities: Gender Hierarchies in Development Thought: Gender Hierarchies in Development, 1994.*
6. Walby, S., *Theorizing Patriarchy, John Wiley and Sons, 1990.*

SOCIOLOGY HONOURS

SEMESTER-IV

CORE PAPER-VIII (DSC-H-SOC-8)

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: Introduction to Rural Sociology

- 1.1 Meaning, Definition & Nature
- 1.2 Origin & Subject Matter of Rural Sociology
- 1.3 Importance of Rural Sociology
- 1.4 Evolution and Growth of Village Community

Unit- 2: Rural Social Structure

- 2.1 Village Community-Meaning & Types
- 2.2 Rural-Urban Contrast & Continuum
- 2.3 Agrarian Economy
- 2.4 Dominant Caste, Emerging class structure in rural India

Unit- 3: Rural Social Problems

- 3.1 Poverty
- 3.2 Unemployment
- 3.3 Indebtedness
- 3.4 Rural factionalism

Unit- 4: Rural Development Programmes

- 4.1 Community development Programmmes, Cooperative Movements and Panchayati Raj System
- 4.2 Swarnajayanti Gram Swarozgar Yojana (SGSY), Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS)
- 4.3 National Rural Livelihood Mission (NRLM)
- 4.4 National Rural Health Mission (NRHM)

Suggested Text Books:

- 1. Singh, Kartar. *Rural Development: Principle Policies and Management*, Sage, New Delhi, 1995.

Essential Readings:

- 1. Choudhury, Anjana *Rural Sciology*, Wisdom Press ,2004
- 2. S. L. Doshi, S. L & P. C. Jain, *Rural Sociology*, Jaipur, Rawat, 2002.
- 3. Maheswari, S.R *Rural Development in India*, Sage Publication, New Delhi, 1985.
- 4. Ahuja, Ram *Rural Sociology*, Popular Prakashan Ltd; New edition 2011
- 5. .Desai, A.R. *Rural Sociology in India*, Popular Prakashn, Bombay, 1997
- 6. Ray E. Pahl "The Rural-Urban Continuum." *Sociologia Ruralis* 6(3-4):299-327. Reprinted in R. E. Pahl, ed. *Readings in Urban Sociology*. Oxford: Pergamon, 1970

SOCIOLOGY HONOURS

SEMESTER-IV

CORE PAPER-IX (DSC-H-SOC-9)

GLOBALIZATION AND SOCIETY

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

- 1.1 Meaning, characteristics of Globalization
- 1.2 Emergence of Globalization
- 1.3 Liberalization- Meaning & characteristics
- 1.4 Privatization- Meaning & characteristics

Unit-2: Dimensions of Globalization

- 2.1 Economic
- 2.2 Technological
- 2.3 Political
- 2.4 Cultural

Unit-3: Consequences of Globalization

- 3.1 Rising Inequality
- 3.2 Environmental Degradation
- 3.3 Consumerism
- 3.4 Health and Security

Unit-4: Impact of Globalization in Indian Context:

- 4.1 Cultural Impacts
- 4.2 Impact on Education
- 4.3 Impact on Religion
- 4.4 Impact on Women

Suggested Text Book:

1. Biswas, Anupama *Globalization and Society*, Wisdom Press (ISBN) (CBCS)
2. Bhagawati, Jagdis, *In Defence of Globalization*, Oxford Univ. Press, Delhi 2004.

Essential Readings:

1. Pathak, A., *Modernity, Globalization and Identity: A Reflexive Quest*, Delhi: Aakar Books, 2006
2. Singh, Y. *Culture Change in India: Identity and Globalization*. Jaipur: Rawat, 2006.
3. Sengupta, A., *Reforms, Equity and the IMF: An Economist's World*, Delhi: Har-Anand Publications PVT limited, 2001
4. Jha, Avinash, *Background to Globalisation*, Centre for education and documentation. Mumbai., 2000
5. Arjun Appadurai, *Modernity at large: Cultural Dimensions of Globalization*, Delhi, OUP, 1997.

SOCIOLOGY HONOURS

SEMESTER-IV

CORE PAPER-X (SOC-10)

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

- 1.1 Marriage as a social institution
- 1.2 Functions of marriage
- 1.3 Rules of marriage, Types of marriage
- 1.4 Changes in the institution of marriage

Unit-2: Family

- 2.1 Family as a social institution
- 2.2 Rules of Marriage and Types of family
- 2.3 Functions of family
- 2.4 Contemporary Changes in family

Unit-3: Kinship System

- 3.1 Meaning, Definition & Types
- 3.2 Kinship Terminologies & usages
- 3.3 Kinship system in North India & South India
- 3.4 Clan, Lineage

Unit-4: Contemporary Issues

- 4.1 Migration and its impact on family
- 4.2 Domestic Violence
- 4.3 Dowry
- 4.4 Divorce

Suggested Text Book:

- 1. Kapadia, K. M. *Marriage and family in India*: London, Oxford Univ. Press, 1966

Essential Readings:

- 1. Ahuja, Ram, 2000, *Social Problems in India*, New Delhi: Rawat Publications.
- 2. Maya Majumdar, *Maya Marriage, Family & Kinship*, Wisdom Press (ISBN), (CBCS), 2005
- 3. Shankar Rao, C. N. *Principles of Sociology: With an Introduction to Social Thought*, S. Chand & Co. Pvt. Ltd. (Revised ed.), 2006
- 4. Karve, Irawati *Kinship Organisation in India*, Poona, Deccan college, 1953
- 5. Robin Fox, *Kinship and Marriage: An Anthropological Perspective*, Pelican, 1967
- 6. Prabhu, P.N. 1963, *Hindu Social Organisation*, Bombay: Popular Parkashan Publishers.
- 7. Mandelbaum, D.G. 1972, *Society in India*, Bombay: Popular Prakashan.

SOCIOLOGY HONOURS

SEMESTER-V

CORE PAPER-XI (DSC-H-SOC-11)

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. 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 & Significance of Social Research

- 1.1 Meaning, Definitions & Utility of Social Research
- 1.2 Major Steps in Social Research
- 1.3 Scientific Method-Characteristics
- 1.4 Applicability of Scientific Method

Unit-2: Hypothesis & Sampling

- 2.1 Meaning, definitions and Characteristics of Hypothesis
- 2.2 Types of and sources of Hypothesis
- 2.3 Sampling-Meaning & Characteristics
- 2.4 Types of sampling-probability & non-probability

Unit-3: Tools and Techniques of Data Collection

- 3.1 Qualitative methods and Quantitative methods
- 3.2 Observation
- 3.3 Interview Schedule, Questionnaire
- 3.4 Case study

Unit-4: Data Analysis & Report Writing

- 4.1 Significance of Measures of Central Tendency
- 4.2 Mean, Median, Mode
- 4.3 Tabulation and Data Analysis
- 4.4 Report Writing

Suggested Readings:

- 1. Goode William J and Paul K. Hatt. *Methods in Social Research*. New York: McGraw-Hill Book Co, 1952
- 2. Wilkinson T. S & P. L. Bhandarkar, *Methodology & Techniques of Social Research*, Himalaya Publishing House, 2010

Essential Readings:

- 1. Seale, C. (ed), *Researching Society and Culture*, London: Sage, 2014.
- 2. Jayram, N.1989. *Sociology: Methods and Theory*. Madras: MacMillan, Madras.
- 3. Kothari, C. R. *Research Methodology: Methods and Techniques*, Bangalore, Wiley Eastern.
- 4. Young, P.V. 1988 *Scientific Social Survey and Research* Prentice Hall, New Delhi
- 5. Beteille, A. and Madan, T.N. 1975 *Encounter and experience: Personal Accounts of Fieldwork*. Vikas Publishing House, New Delhi:
- 6. Bajaj and Gupta. 1972 *Elements of Statistics*. New Delhi: R.Chand and Co., New Delhi:

SOCIOLOGY HONOURS

SEMESTER-V

CORE PAPER-XII (DSC-H-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 Movement

- 1.1 Meaning, definitions
- 1.2 Nature and Characteristics of Social Movement
- 1.3 Causes of Social Movement
- 1.4 Types of Social Movement- Revolutionary, Reforms, Revival

Unit-2: Peasant Movements in India

- 2.1 Champaran Satyagraha
- 2.2 The Bardoli Movement in Gujarat
- 2.3 The Peasant Revolt in Telengana
- 2.4 The Tebhaga Movement in Bengal

Unit-3: Backward Castes & Tribal Movement in India

- 3.1 Mahar Movement in Maharashtra
- 3.2 Dalit & Non-Brahmin Movement in Tamilnadu, SNDP movement in Kerala
- 3.3 Santhal Insurrection
- 3.4 Jharkhand Movement

Unit-4: Women's Movement in India

- 4.1 The Social Reform Movement and Women
- 4.2 Women in the Indian National Movement
- 4.3 Women in Chipko Movement
- 4.4 Contemporary Women's Movement

Suggested Text Book:

- 1. Shah, Ghanashyam *Social Movements in India*, Sage Publication, New Delhi, 1990
- 2. Rao, M. S. A. ed., *Social Movements in India 1920-1950*, OUP Delhi, 1983

Essential readings:

- 1. Singh, K.S. *Tribal Movements in India*, Foundation Pub. New Delhi, 1982
- 2. Agnihotri, I. and Mazumdar, V., *Changing Terms of Political Discourse: Women's Movement in India*, in T. K. Oomen (ed.), *Social Movements II: Concerns of Equity and Security*, New Delhi: OUP, 2010.
- 3. Rao, M.S.A. ed. 1979. *Social Movements in India Vol. I and II*, Manohar, New Delhi.
- 4. Dhanagare, D. N. 1983. *Peasant Movements in India 1920-1950*, OUP, Delhi.

SOCIOLOGY HONOURS
SEMESTER-VI
CORE PAPER-XIII (SOC-13)
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

- 1.1 Meaning & Scope of Population Studies
- 1.2 Population & Society-Relationship
- 1.3 Importance of Population Studies
- 1.4 Causes and effects of Population Growth

Unit: 2 Population Theories

- 2.1 Malthusian Theory
- 2.2 Optimum Theory of Population
- 2.4 The Theory of Demographic Transition
- 2.4 Applicability of Population Theories in Contemporary Scenario

Unit: 3 Determinants of Population Growth

- 3.1 Fertility
- 3.2 Migration
- 3.3 Mortality
- 3.4 Measures to control population growth

Unit: 4 Population Compositions in India

- 4.1 Sex Composition
- 4.2 Age Compositions
- 4.3 Literacy Composition
- 4.4 Rural & Urban Composition

Suggested Text Book:

- 1. Hans, Raj. *Population Studies with special reference to India*, Sujeet Publication, New Delhi, 1978

Essential Readings:

- 1. Srivastava, O.S. *Demography and Population Studies*, Vikas Pub. House, New Delhi, 1998
- 2. Jain, R.K *A Textbook of Population Studies*, Neha Publishers & Distributors, 2013
- 3. Agarwal, S.N. 1989: *Population Studies with Special Reference to India*, New Delhi: Lok Surjeet Publication.
- 4. Bose, Ashish 1991: *Demographic Diversity in India*, Delhi: B. R. Publishing Corporation.
- 5. Malthus, T.R. (1986): *An Essay on the Principle of Population*, London: William Pickering.
- 5. Dubey, Surendra Nath 2001: *Population of India*, Delhi: Authors Press.

SOCIOLOGY HONOURS

SEMESTER-VI

CORE PAPER-XIV (SOC-14)

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:

- 1.1 Meaning and Nature
- 1.2 Causes and Consequences of Social Disorganization
- 1.3 Family Disorganization - Causes and Consequences
- 1.4 Personality Disorganization- Causes and Consequences

Unit- 2: Theories of Deviant Behaviour

- 2.1 Durkheim's Theory
- 2.2 Merton's Theory
- 2.3 Differential Association theory,
- 2.4 Delinquent Sub-Culture theory

Unit- 3: Crime and Punishment:

- 3.1 Crime-Definitions and types
- 3.2 Causes & Consequences of Crime
- 3.3 Juvenile Delinquency-Causes and consequences
- 3.4 Theories of Punishment (Retributive, Deterrant, Reformative)

Unit-4: Social Problems:

- 4.1 Alcoholism,
- 4.2 Terrorism
- 4.3 Human Trafficking
- 4.4 Drug Addiction

Suggested Text Book

1. Memoria, C. B. *Social Problems and Social Disorganization in India*, Kitab Mahal, Allahabad, 1980.

Essential Readings.

1. Prabhakar, Vani *Social Disorganization & Deviance*, Wisdom Press (ISBN) (CBCS), 2012
2. Ahuja, Ram, 2014, *Social Problems in India*, New Delhi: Rawat Publications
3. Ahuja, Ram. 2001. *Criminology*. New Delhi: Rawat Publications.
4. Sharma, R. N. *Criminology & Penology*, Surjit Publication, New Delhi, 2008
5. Sharma, P. D. *Criminal Justice Administration*, Rawat, 1998

SOCIOLOGY HONOURS

DISCIPLINE SPECIFIC ELECTIVE COURSES (SEMESTER-V)

DSE -I: 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 – 1: Sociology of Health

- 1.1 Meaning & Perspectives
- 1.2 Emergence of Health Sociology
- 1.3 Scope of Sociology of Health
- 1.4 Social Determinants of Health

Unit – 2: Sociological Perspectives of Health

- 2.1 Functionalist
- 2.2 Marxist
- 2.3 Post structuralist
- 2.4 Feminist

Unit-3: Health Programs in India

- 3.1 Pradhan Mantri Swasthya Suraksha Yojana (PMSSY)
- 3.2 Janani Suraksha Yojana (JSY)
- 3.3 National Urban Health Mission
- 3.4 National AIDS Control Programme

Unit-4: Health Sector Reforms of the Government of India:

- 4.1 Health Policies of the Government of India
- 4.2 Role of ICDS
- 4.3 Protective & Preventive measures
- 4.4 Promotive measures (modern & indigenous)

Suggested Text Book:

- 1. Cockerham, William C. Medical Sociology Englewood, Cliffs, Prentice Hall 1978.

Reference Readings:

- 1. Prasad, Purendra and Amar Jesani ed. Equity and Access Health Care Studies, Oxford University Press, 2018
- 2. White, K. An Introduction to Sociology of Health and Illness, London: Sage, 2016, third edition
- 3. Dak, T.M. Sociology of Health in India, Kaveri Printers, New Delhi, 1991.
- 4. Blaxter, M., Health, Cambridge: Polity Press, 2004.

SOCIOLOGY HONOURS

DISCIPLINE SPECIFIC ELECTIVE COURSES

(SEMESTER-V)

DSE- II: 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: Sociology of Education

- 1.1 Meaning & Concept of Sociology of Education
- 1.2 Interrelationship between Education and Society
- 1.3 Literacy & Education
- 1.4 Education as Social Construct

Unit-2: Perspectives on Sociology of Education

- 2.1 Dominant Perspectives on Sociology of Education
- 2.2 Functionalist
- 2.3 Conflict
- 2.4 Critical Perspectives

Unit-3: Education, Social Process

- 3.1 Education and Socialization
- 3.2 Education and Social Change
- 3.3 Education and Social Mobility
- 3.4 Education and Development

Unit-4: Educational Programs, Policies & Issues in India

- 4.1 Educational Policies in India
- 4.2 Universalisation of Primary Education
- 4.3 Privatisation of Education
- 4.4 Right to Education in Contemporary India

Suggested Text Book:

- 1. Jayram, N.. *Sociology of Education in India*. Rawat. Jaipur., 2015

Reference Readings:

- 2. Morish, I. *The Sociology of Education. An Introduction*. London. Unwin Publication, 1972.
- 3. Freire, P., *Pedagogy of the Oppressed*, New York: Seabury Press, 1970.
- 4. Hooks, B. *Teaching to Transgress*, New York: Routledge, 1994
- 5. Aggarwal, J.C *Yearbook of Indian Education*. New Delhi, 1992
- 6. Dwivedi, Ramnath. *Education and Society*, Kalyani Publisher, New Delhi 2016.
- 7. Kilpatrick, M.O.. *Philosophy of Education*. McMillan Company 1963

SOCIOLOGY HONOURS

DISCIPLINE SPECIFIC ELECTIVE COURSES

(SEMESTER-VI)

DSE- III: 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: Introduction to Urban Sociology

- 1.1 Meaning, and Subject matter of Urban Sociology
- 1.2 Importance of Urban Sociology
- 1.3 Specific traits of Urban Community
- 1.4 Urbanism as a way of life

Unit-2 Theories of patterns of city growth:

1. Concentric zone theory
2. Sector model
3. Multiple nuclei theory
4. Exploitative Model & symbolic approach theory

Unit-3: Urban Social Problems

- 4.1 Urban Crime
- 4.2 Problem of Slums
- 4.3 Problem in Urban Basic Services
- 4.4 Urban Pollution

Unit -4: Urban Development Programmes in India

- 4.1 Smart City Mission (SCM)
- 4.2 Jawaharlal Nehru National Urban Renewal Mission (JNNURM)
- 4.3 Atal Mission for Rejuvenation and Urban Transformation (AMRUT)
- 4.4 National Urban Livelihoods Mission (NULM)

Suggested Text Book:

1. Sharma, R.N. *Urban Sociology*, Atlantic Publishers & Distributors Pvt Ltd, 2014

Essential Readings

1. M. S. A. *Urban Sociology in India: Reader and Source book*, Sangam Books Limited; New edition, 1992
2. Satish Sharma, *Urban Sociology*, Wisdom Press (ISBN) (CBCS)
3. Jayapalan, N. *Urban Sociology*, Atlantic Publishers, 2002,
4. Dhandeva, M.S. *Sociology & Slum*, Archives Books, New Delhi, 1989.
5. Sandhu, R.S *Urbanization in India: Sociological Contributions*, Sage Publication, New Delhi, 2003

SOCIOLOGY HONOURS

DISCIPLINE SPECIFIC ELECTIVE COURSES

(SEMESTER-VI)

DSE -IV- FIELD WORK AND DISSERTATION

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 are required to bear all the expenses related to collection of data, tabulation, typing and binding of their project work.

- Dissertation may be written on any social institution, problem or may be an evaluative study.
- It should be based on empirical study.
- Size of the dissertation should be around 5000 words.
- Dissertation paper will be examined jointly by one Internal and one External Examiner to be appointed by the University. Marks will be awarded jointly by the Internal and External Examiners on the basis of the written Dissertation and Viva-voce.

SOCIOLOGY HONOURS

DISCIPLINE SPECIFIC ELECTIVE COURSES

(SEMESTER-VI)

DSE –IV: TRIBES OF INDIA

FULL MARK 100 (INTERNAL ASSESSMENT: 20 MARK, SEMESTER: 80 MARK)

After going through this paper it is expected that the students will gain fair idea about the Indian tribes, their demography and distribution. They will be sensitized about tribal situations and the challenges faced by them today. Finally, they can get an account of the safeguards created for them through the Constitution, legislations and programmes and the changes noted in the tribal society of the country today.

Unit-1: Tribes: Their Distribution and Demography

- 1.1 Tribe: definitions, characteristics and demography
- 1.2 Geographic distribution of the tribes
- 1.3 N.K.Guha's Classification on Tribes
- 1.4 Cast and Tribe

Unit-2: Social Organization of the Tribes

- 2.1 Tribal economic system
- 2.2 Tribal political system
- 2.3 Tribal religion
- 2.4 Women in Tribal Society

Unit-3 Challenges Faced by the Tribes

- 3.1 Land alienation, Migration
- 3.2 Alcoholism and Indebtedness
- 3.3 Tribal Displacement
- 3.4 Tribal health and Sanitation

Unit-4: Changes and Upliftment of the Tribes

- 4.1 Constitutional safeguards for the tribes
- 4.2 Legal provisions for the tribes
- 4.3 Flagship programmes of the Government for the tribes
- 4.4 Recent Changes in Tribal Life

Suggested Text Books:

1. Hasnain, Nadeem, *Indian Anthropology*, New Royal Book Co 2011
2. Majumdar, D. N. and T. N. Madan, *An Introduction to Social Anthropology*, Asia Pub. House, 2010

Reference Text Books

1. Hasnain Nadeem *Tribal India*, New Royal Book Company, 2017 edition
2. Joshi Vidyut and Chandrakant Upadhyaya (eds), *Tribal Situation in India: Issues and Development*, Rawat Publications, 2017
3. Rath Govind Chandra, ed. *Tribal Development in India: The Contemporary Debate*, Sage Publications, 2006
4. Paul Mitra, *Kakali Development Programmes And Tribals Some Emerging Issues*, Kalpaz Publications 2004
5. Munshi, Indra *The Adivasi Question*, Orient Blackswan Private Limited, 2018
6. Mohanty, P. K. *Development of Primitive Tribal Groups in India*, Kalpaz Publications, 2003

SOCIOLOGY (GENERIC ELECTIVE COURSES)

SEMESTER-1

GENERIC ELECTIVE-1 (GE-SOC-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: Discipline and Perspective

- 1.1 Meaning, Emergence of Sociology,
- 1.2 Definition, Subject Matter,
- 1.3 Nature and Scope of Sociology
- 1.4 Relationship of Sociology with Anthropology, Political Science, History and Economics

Unit-2: Basic Concepts

- 2.1 Society and Community
- 2.2 Associations and Institutions
- 2.3 Social Groups and Culture
- 2.4 Role and Status,

Unit-3: Social Stratification

- 3.1 Meaning, Definition, Characteristics
- 3.2 Forms of Stratification-Caste, class & gender
- 3.3 Functionalist Theories of stratification (Parsons, Davis & Moore)
- 3.4 Marxian & Weberian Theories of stratification

Unit-4: Socialization and Social Control

- 4.1 Meaning, Definitions, Stages of Socialization Process.
- 4.2 Agencies of Socialization
- 4.3 Social Control: Meaning, Definitions, importance of social control
- 4.4 Agencies of Social Control: Formal and Informal

Suggested Text book:

1. Rao, C.N. Shankar, *Principles of Sociology: With an Introduction to Social Thought*, S.Chand & Co. Pvt. Ltd. (Revised ed.), 2006
2. Haralambos & Holborn, *Sociology: Themes and Perspectives* Harper Collins; Eighth edition, 2014

Reference Readings:

1. Giddens, Anthony, *Introduction to Sociology*, 1991
2. Rawat, H.K. *Contemporary Sociology*, Rawat Publication, Jaipur, 2013
3. Johnson, Harry M. *Sociology: A Systematic Introduction*, New Delhi, Allied Publishers, 1995
4. Dasgupta, Samir and Saha, Paulomi *An Introduction to Sociology*, Pearson, 2014

SOCIOLOGY (GENERIC ELECTIVE COURSES)

SEMESTER-II

GENERIC ELECTIVE-II (GE-H-SOC-2)

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 and Approaches to the study of Indian society:

- 1.1 Religious composition, Linguistic composition & Racial composition
- 1.2 Unity in diversity
- 1.3 National Integration--Meaning & Threats (Communalism, linguism, regionalism)
- 1.4 Approaches to the study of Indian society: Structural-Functional, Marxian and Subaltern

Unit-2: Historical Moorings and Bases of Hindu Social Organization

- 2.1 Varna Vyavastha and relevance
- 2.2 Ashrama and relevance
- 2.3 Purusartha and relationship with Ashramas
- 2.4 Doctrine of Karma

Unit-3: Marriage and Family in India

- 3.1 Hindu Marriage as Sacrament, Aims of Hindu marriage, Forms of Hindu Marriage.
- 3.2 Hindu Joint Family-Meaning & disintegration
- 3.3 Marriage among the Muslims& Tribes
- 3.4 Changes in Marriage and Family in India

Unit-4: The Caste System in India

- 4.1 Meaning, Definitions & features of Caste
- 4.2 Functions & Dysfunctions of Caste
- 4.3 Factors affecting caste system
- 4.4 Recent Changes in Caste System

Suggested Text Book:

- 1. Rao, C. N. Shankar, *Sociology of Indian Society*, S. Chand & Co. Pvt. Ltd. (Revised ed.), 2004

Reference Readings:

- 1. Shah, A.M., *The Household Dimension of the Family in India: A Field Study in a Gujarat Village and a Review of Other Studies*, Delhi: Orient Longman, 1973.
- 2. Uberoi, P. (ed.), *Family, Kinship and Marriage in India*, New Delhi: Oxford University Press, 1993.

SOCIOLOGY (GENERIC ELECTIVE COURSES)

SEMESTER-III

GENERIC ELECTIVE-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:

- 1.1 Meaning and Nature.
- 1.2 Social Evolution & Social Progress: Meaning and features
- 1.3 Social Development: Meaning and Features
- 1.4 Factors of Change: Cultural, Technological, Demographic

Unit-2: Theories of Social Change:

- 2.1 Evolutionary theory,
- 2.2 Functionalist theory
- 2.3 Conflict Theory
- 2.4 Cyclical Theory

Unit-3: Models of development:

- 3.1 Indicators of Social Development
- 3.2 Capitalist,
- 3.3 Socialist
- 3.4 Gandhian

Unit-4: Processes of Social Change in Indian Context:

- 4.1 Sanskritization
- 4.2 Westernization
- 4.3 Modernization
- 4.4 Secularization

Suggested text book

- 1. Steven, Vago, *Social Change*, Pearson Prentice Hall, 2003 5th Rev. Edt

Essential readings:

- 1. Mishra, A. K. *Main Currents of Development Studies*, Serial Publications, New Delhi, 2018.
- 2. Jairam Kansal, *Social Change & Development*, Wisdom Press (ISBN) (CBCS), 2004
- 3. Singh, Y., *Modernization of Indian Tradition: A Systematic Study of Social Change*, Faridabad: Thompson Press Limited, 1973.
- 4. Rudolf, L and Rudolf, S. H., *Modernity of Tradition: Political Development in India*, Chicago: University of Chicago Press, 1984.
- 5. Moore, W.E *Social Change*, Prentice Hall of India, New Delhi, 1965.
- 6. Mishra, B *Capitalism, Socialism and Planning*, South Asia Books, 1998
- 7. Escobar, A., *Encountering Development*, London: Zed Books, 2012

SOCIOLOGY (GENERIC ELECTIVE COURSES)

SEMESTER-IV GENERIC ELECTIVE-IV RURAL 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

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: Introduction to Rural Sociology

- 1.1 Meaning, Definition & Nature
- 1.2 Origin & Subject Matter of Rural Sociology
- 1.3 Importance of Rural Sociology
- 1.4 Evolution and Growth of Village Community

Unit- 2: Rural Social Structure

- 2.1 Village Community-Meaning & Types
- 2.2 Rural-Urban Contrast & Continuum
- 2.3 Agrarian Economy
- 2.4 Dominant Caste, Emerging class structure in rural India

Unit- 3: Rural Social Problems

- 3.1 Poverty
- 3.2 Unemployment
- 3.3 Indebtedness
- 3.4 Rural factionalism

Unit- 4: Rural Development Programmes

- 4.1 Community development Programmmes, Cooperative Movements and Panchayati Raj System
- 4.2 Swarnajayanti Gram Swarozgar Yojana (SGSY), Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS)
- 4.3 National Rural Livelihood Mission (NRLM)
- 4.4 National Rural Health Mission (NRHM)

Suggested Text Books:

- 1. Singh, Kartar *Rural Development: Principle Policies and Management*, Sage, New Delhi, 1995

Essential Readings:

- 1. Choudhury, Anjana *Rural Sciology*, Wisdom Press, 2004
- 2. S.L. Doshi, S.L. & P.C. Jain, *Rural Sociology*, Jajpur, Rawat, 2002.
- 3. Maheswari, S.R *Rural Development in India*, Sage Publication, New Delhi, 1985.
- 4. Ahuja, Ram *Rural Sociology*, Popular Prakashan Ltd; New edition 2011