

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

**2017-20**

**FIRST & SECOND SEMESTER-2017-18  
THIRD & FOURTH SEMESTER-2018-19  
FIFTH & SIXTH SEMESTER-2019-20**

**Approved by**

**The Board of Studies in Economics on 17.07.17**



**RAYAGADA AUTONOMOUS COLLEGE  
RAYGADA**

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

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

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

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

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

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

#### **Semester I (20 credit )**

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

#### **Semester III(26 credit)**

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

#### **Semester II(20 credit)**

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

#### **Semester IV( 26 credit)**

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

**Semester V(24 credits)**

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

**Group I**

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

**Generic Elective Paper:**

- Indian Economy-I
- Indian Economy-II

**Skill Enhancement Courses**

Environmental Economics

**Semester VI(24 Credit)**

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

**Group II**

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

# **Core Economics Course 1: INTRODUCTORY MICROECONOMICS**

## **Course Description**

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

### **Module I: Exploring the Subject Matter of Economics**

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

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

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

### **Module III: The Firm and Market Structures**

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

### **Module IV: Input Markets**

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

## **Readings**

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

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

### **Course Description**

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

### **Module I: Preliminaries**

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

### **Module II: Derivative and integration of a function**

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

### **Module III: Functions of two or more independent variables**

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

### **Module IV: Matrices and Determinants**

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

### **Readings:**

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

## **Core Economics Course 3: INTRODUCTORY MACROECONOMICS**

### **Course Description**

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

### **Module I: Basic Concepts and Measurement of Macroeconomic Variables**

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

### **Module II: Money**

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

### **Module III: Inflation, Deflation, Depression and Stagflation**

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

### **Module IV: Determination of National Income**

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

### **Readings:**

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

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

### **Course Description**

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

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

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

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

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

### **Module III: Single and multivariable optimisation:**

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

### **Module IV: Optimisation with Equality Constraints:**

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

### **Readings:**

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

## **Core Economics Course 5: MICROECONOMICS I**

### **Course Description**

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

### **Module I: Consumer Theory I**

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

### **Module II: Consumer Theory II**

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

### **Module III: Production Theory**

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

### **Module IV: Profit Maximization**

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

### **Readings:**

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



## **Core Economics Course 6: MACROECONOMICS I**

### **Course Description**

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

### **Module I: Consumption and Investment Functions**

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

### **Module II: Demand for and Supply of Money**

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

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

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

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

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

### **Readings:**

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

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

**Course Description**

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

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

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

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

**Module II: Correlation and Regression Analysis**

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

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

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

**Module IV: Probability and Theoretical Distribution**

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

**Recommended books:**

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

## **Core Economics Course 8: MICROECONOMICS II**

### **Course Description**

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

### **Module I: The Partial Equilibrium Competitive Model**

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

### **Module II: General Equilibrium and Welfare**

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

### **Module III: Monopoly and Imperfect Competition**

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

### **Module IV: Labour Markets**

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

### **Readings:**

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

## **Core Economics Course 9: MACROECONOMICS II**

### **Course Description**

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

### **Module I: Financial Markets and Reforms**

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

### **Module II: Open Economy Macroeconomics**

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

### **Module III: Macroeconomic Policy**

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

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

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

### **Readings:**

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

## **Core Economics Course 10: PUBLIC ECONOMICS**

### **Course Description**

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

### **Module I: Introduction to Public Finance**

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

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

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

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

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

### **Module IV: Public Budget and Public Debt**

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

### **Readings:**

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

## **Core Economics Course 11: INDIAN ECONOMY I**

### **Course Description**

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

### **Module I: Introduction to Indian Economy**

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

### **Module II: Population, Human Development and National Income**

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

### **Module III: Economic Planning in India**

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

### **Module IV: Current Challenges**

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

### **Readings:**

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

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

### **Course Description**

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

### **Module I: Conceptions of Development**

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

### **Module II: Theories of Economic Development & Growth**

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

### **Module III Poverty and Inequality: Definitions, Measures and Mechanisms**

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

### **Module IV: Political Institutions and the Functioning of the State**

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

### **Readings:**

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

## **Core Economics Course 13: INDIAN ECONOMY II**

### **Course Description**

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

### **Model I: Agricultural Development in India**

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

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

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

### **Module III: Tertiary Sector and HRD**

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

### **Module IV: External Sector**

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

### **Readings:**

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



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

### **Course Description**

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

### **Module I: Demography and Development**

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

### **Module II: Land, Labour and Credit Markets**

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

### **Module III: Individuals, Communities and Collective Outcomes**

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

### **Module IV: Environment, Sustainable Development and Globalisation**

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

### **Readings**

1. Debraj Ray (2009): *Development Economics*, Oxford University Press.
2. ParthaDasgupta (2007): *Economics, A Very Short Introduction*, Oxford University Press.
3. Abhijit Banerjee, Roland Benabou and DilipMookerjee (2006): *Understanding Poverty*, Oxford University Press.
4. Thomas Schelling (1978): *Micromotives and Macrobbehavior*, W. W. Norton.
5. Albert O. Hirschman (1970): *Exit, Voice and Loyalty: Responses to Decline in Firms, Organizations and States*, Harvard University Press.
6. ElinorOstrom (1990): *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press.
7. DaniRodrik (2011): *The Globalization Paradox: Why Global Markets, States and Democracy Can't Coexist*, Oxford University Press.
8. Michael D. Bordo, Alan M. Taylor and Jeffrey G. Williamson (ed.) (2003): *Globalization in Historical Perspective*, University of Chicago Press.

## **SKILL ENHANCEMENT COURSE**

**ENVIRONMENTAL ECONOMICS(IVth SEM)**

**TOTAL MARKS-50**

### **Course Outline**

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

### **UNIT-I**

#### **a) Introduction**

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

#### **b) The Theory of Externalities**

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

### **UNIT-II**

#### **Environmental Problems and Issues:-**

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

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

### **UNIT-III**

#### **Sustainable Development**

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

### **Reading:**

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

## **Discipline Specific Electives (DSE) :**

### **Group--I** ((Any two from List of Group I)

#### **1. ODISHA ECONOMY**

##### **Module-I: Basics of Odisha Economy:**

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

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

##### **Module-II: Agriculture**

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

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

##### **Module-III: Industry**

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

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

##### **Module-IV : Planning in Odisha**

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

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

##### **Readings**

1. Government of Odisha – Five year Plans
2. Odisha Economic Survey - 2014-15
3. Power Sector reform in Odisha – “A case study in Restructuring Planning commission of India”. – Planning Commission of India
4. “Odisha Budget (2015-16) at a Glance” (PDF) Finance Department, Govt. of Odisha
5. Vipin Sharma (24, January, 2013) “State of India”s Livelihood report, 2012. SAGE publication. Retrieved , 25 May, 2015
6. Odisha Economy, R.K. Pany & K.K.Pani, Kitab Mahal

## **2. AGRICULTURAL ECONOMICS**

### **Course Objective**

The course aims to deepen student's understanding of how economic theory can be applied to problems of agricultural sector.

### **Module-I: Introduction**

Definition, scope and nature of agricultural economics; Need for a separate study of agricultural economics. Agricultural Linkages with other sectors, Role of agriculture in economic development, Declining importance of agriculture in Economic development.

### **Module-II: Production Function Analysis**

Factor-Product, Factor-Factor and Product-Product relationships. Types of farm organisations and their comparative production efficiency.

### **Module-III: Transformation of Agriculture**

Schultz thesis of transformation of traditional agriculture, Green Revolution and its Impact on Indian Agriculture. Need for second green revolution. New Agriculture Policy, WTO and Indian Agriculture.

### **Module-IV: Agricultural Credit and Agriculture Price Policy**

Importance of credit, Need for Government intervention, agricultural credit system in India, Co-operative credit: NABARD, Land Development Bank, Regional Rural Banks, commercial banks. Problems of small and medium farmers in getting agricultural finance Need, Objectives, and instruments of agricultural price policy; Shortcomings of price policy, Suggestions for improvement in price policy, Agricultural price policy in India.

### **Readings:**

1. Soni R.N. (2005) : Leading Issues in Agricultural Economics
2. Heady, E O (1964): Economics of Agricultural Production and Resource use. Prentice-Hall of India Pvt. Ltd., New Delhi.
3. Metacalf, D (1969) : The Economics of Agriculture, Penguin
4. Sadhu and Singh : Agricultural Economics.

### 3. INTERNATIONAL ECONOMICS

#### Course Description

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

#### Module I: Introduction

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

#### Module II: Trade Policy

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

#### Module III: International Macroeconomic Policy

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

#### Module IV: Balance Of Payment

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

#### Readings:

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

## **Discipline Specific Elective (DSE) :**

### **Group-II (Any two from List of Group II)**

#### **1. DATA ANALYSIS AND COMPUTER APPLICATION IN ECONOMICS**

**Theory-60 Marks**

**Practical-40 Marks**

#### **Course objective**

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

#### **Module I: Basic of Computer**

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

#### **Module II: Use of computer Office Automation:**

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

#### **Module III: Data Analysis and Trend forecasting:**

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

#### **Readings**

1. Kerny(1993) – Essential of Microsoft, Words Excel, Prentice Hall of India, New India
2. Rajaraman, V. (1996) – Fundamentals of Computers, Prentice Hall (India) New Delhi
3. Schied, F(1983)- Theory and Problems of Computer and Programming, Schaum"s outline series, McGraw Hill, New Dehil
4. Ron Mansfield(1994) – Compact guide to Microsoft office, BPH publication, New Delhi
5. B. Ram(1994)- Computer Fundamentals, New Age international New Delhi
6. V.P.Jagi & S Jain (1996) – Computer for Beginners, Academic publisher, New Delhi
7. Suresh. K. Basandra (1993) - Computer to-day,

## **2. POLITICAL ECONOMY OF THOUGHT**

### **Module I: Early Period**

Mercantilism: Main characteristics; Thomas Mun – Physiocracy: natural order, primary of agriculture, social classes, Tabacan, Economique, taxation, Turgot – Economic ideas of Petto, Locke & Hume.

### **Module II: Classical and Marginalists**

Adam Smith – division of labour, theory of value, capital accumulation distribution, views on trade, economic progress; David Ricardo-value, theory of rent, distribution, ideas on economic development and international trade; Thomas R. Matus – theory of population, theory of gluts; Socialist critics – Sismondi, Karl Marx – dynamics of social change, theory of value, surplus value, profit and crisis of capitalism Economic ideas of J.B. Say, J.S. Mill Historical school – senior, list.

The precursors of marginalism – Gossen.The marginalist revolution; Jevons.Walras& Merger-Marshall as a great synthesizer; role of time, in price determination, economic methods, ideas on consumer's surplus; elasticities, prime and supplementary costs, representative firm, external and internal economies, quasi-rent, Pigou; Welfare, economics, Schumpeter: role of entrepreneur and innovations.

### **Module III: Keynesian Ideas**

The aggregate economy; liquidity preference theory and liquidity trap, marginal Efficiency of capital and Marginal Efficiency of Investment, wage rigidities, under-employment equilibrium, role of fiscal policy; deficit spending and public works; multiplier principle, cyclical behavior of the economy, uncertainty and role of expectations, impetus to economic modeling.

### **Module IV: Indian Economic thought**

Early economic ideas; Kautilya, Modern economic ideas; Naroji, Ranade; Economic ideas of Gandhi, Village Swadeshi, place of machine & Labour, cottage industries, trusteeship, Early approaches to planning (The national planning committee) Gadgil Co-operation as a way of life & strategy of development; J.K. Mehta Wantlessness.

### **Readings**

1. Ganguli B.N. (1997) – Indian Economic Thought: A 19<sup>th</sup> Century, Perspective, Tata McGraw Hill, New Delhi
2. Gide, C. & G.Rist (1956) – A. History of Economic Doctrines George Harrop & O. London
3. Grey A. & A.E. Thomson (1980) The Development of Economic Doctrine, Longman Group, London
4. Schumpeter, J.A. (1954) – History of economic analysis, Oxford University Press, New York
5. Scsshadri, G.B. (1997) – Economic Doctrine B.Publishing Corporation Del

### **3. PROJECT WORK**

**Full Marks-80+20Viva-voce**

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

#### **GUIDELINES FOR CHAPTER WISE PREPARATION OF PROJECT WORK**

##### **CHAPTER-1**

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

##### **CHAPTER-II**

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

##### **CHAPTER-III**

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

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

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

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



# **Generic Elective Papers For ARTS**

## **INDIAN ECONOMY:PAPER - I**

### **Module- I**

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

### **Module- II**

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

### **Module- III**

Planning process in India:

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

### **Module- IV**

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

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

### **Readings :**

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

## INDIAN ECONOMY:PAPER - II

### Module- I

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

### Module- II

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

### Module- III

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

### Module- IV

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

### Readings :

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

# GENERIC ELECTIVE FOR COMMERCE STREAM

## First Semester

### 1.MICRO ECONOMICS

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

#### Unit - 1:

##### **Demand and Consumer Behaviour**

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

#### Unit - 2:

##### **Production and Cost**

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

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

#### Unit 3:

##### **Perfect Competition**

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

#### Unit 4:

##### **Monopoly**

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

#### **Suggested Readings:**

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

## **2.MACRO ECONOMICS**

### **Second Semester**

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

#### **Unit 1: Introduction**

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

#### **Unit 2: Economy in the short run**

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

#### **Unit 3: Inflation, Unemployment and Labour market**

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

#### **Unit 4:**

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

#### **Suggested Readings**

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

### **3. INDIAN ECONOMY**

#### **Fourth Semester**

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

#### **Unit 1: Basic Issues in Economic Development**

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

#### **Unit 2: Policy Regimes**

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

#### **Unit 3: Growth, Development and Structural Change**

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

#### **Unit 4: Sectoral Trends and Issues**

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

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

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

#### **Suggested Readings:**

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

10. Rangarajan, C. and N. Jadhav. *Issues in Financial Sector Reform*. Bimal Jalan. (ed). *The Indian Economy*. Oxford University Press, New Delhi.

## **QUESTION PATTERN FOR THE TERM END SEMESTER EXAMINATIONS**

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

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

### **QUESTION PATTERN OF 80 MARKS TERM END SEMESTER EXAMINATION**

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

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

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

### **QUESTION DISTRIBUTION OF 40 MARKS TERM END SEMESTER EXAMINATION**

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

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

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

### **QUESTION DISTRIBUTION OF 48 MARKS TERM END SEMESTER EXAMINATION-**

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

IV. QUESTION PATTERN FOR THE 100 MARK PAPER ON PROJECT WORK( RESEARCH METHODS AND PROJECT WORK)

**THEORY-50 MARKS**  
INTERNAL-10 MARKS  
TERM END SEMESTER EXAMINATION-40 MARKS  
PROJECT WORK-50 MARKS

### **QUESTION DISTRIBUTION OF 40 MARK TERM END SEMESTER EXAMINATION-**

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

**ENGLISH  
FIRST SEMESTER**

**Core Paper-1**

**(British Poetry and Drama: 14th -17th Century)**

Full Mark: 100 (80 + 20)

Time: 3 hours

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

**Unit 1: A historical overview:**

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

**Unit 2:**

Thomas Campion: "Follow Thy Fair Sun, Unhappy Shadow"

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

Edmund Waller: "Go, lovely Rose"

Ben Jonson: "Song: To Celia"

William Shakespeare: "Shall I compare thee to a summer's day?"

"When to the seasons of sweet silent thought",

"Let me not to the marriage of true minds."

**Unit 3: William Shakespeare: *King Lear***

**Unit 4: Marlowe: *The Jew of Malta***

**Suggested Readings:**

Weller Series (OBS): *King Lear*

Edward Albert: *A History of English Literature.*

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

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

### **Pattern of Examinations:**

1. Internal Assessment Test- 20 marks

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

2. Semester Examination- 80 marks

- a) four short notes/ short questions/ objective questions one each from the prescribed units of studies, with suitable alternatives and carrying 4marks each.  $4 \times 4 = 16$  marks
- b) Four long questions/ Descriptive questions, one each from the four units of studies and carrying 16 marks each.  $16 \times 4 = 64$  marks



**ENGLISH**  
**FIRST SEMESTER**  
**Core Paper-2**

**British Poetry and Drama: 17th -18th Century**

Full Mark – 100(80+20)

Time: 3 hours

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

**Unit1**

**A historical overview:**

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

**Unit 2**

John Milton: *Lycidas*

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

Andrew Marvell: "To His Coy Mistress"

**Unit 3**

Pope: "Ode on Solitude,"

"The Dying Christian to his Soul"

Robert Burns: "A Red Red Rose"

"A Fond Kiss"

**Unit 4**

Dryden: *All for Love*

**Suggested readings:**

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

### **Pattern of Examinations:**

#### **1. Internal Assessment Test- 20 marks**

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

#### **2. Semester Examination- 80 marks**

- a) four short notes/ short questions/ objective questions one each from the prescribed units of studies, with suitable alternatives and carrying 4 marks each.  $4 \times 4 = 16$  marks
- b) Four long questions/ Descriptive questions, one each from the four units of studies and carrying 16 marks each.  $16 \times 4 = 64$  marks

## ENGLISH SECOND SEMESTER

### Core Paper-3 British Literature: 18th Century

Full Mark – 100(80+20)

Time: 3 hours

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

**Unit -1:** A historical overview:

Restoration, Glorious Revolution, Neo-classicism, Enlightenment.

**Unit-2** Daniel Defoe: *Robinson Crusoe*

**Unit-3** Oliver Goldsmith: "A City Night-Piece"

"Man in Black"

Samuel Johnson: "Mischiefs of Good Company"

"The Decay of Friendship"

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

#### Suggested Readings:

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

#### Pattern of Examinations:

1. Internal Assessment Test- 20 marks

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

2. Semester Examination- 80 marks

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

$4 \times 4 = 16$  marks

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

$16 \times 4 = 64$  marks



## ENGLISH SECOND SEMESTER

### Core Paper-4 (Indian Writing in English)

Full Mark – 100(80+20)

Time: 3 hours

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

#### Unit – 1:

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

#### Unit 2:

Mulk Raj Anand, *Untouchable*

#### Unit 3:

Ten Twentieth Century Indian Poets

The following poets and their poems are to be studied.

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

#### Unit 4

Raja Rao: *The Serpent and the Rope*

### Suggested Readings:

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

### Pattern of Examinations:

#### 1. Internal Assessment Test- 20 marks

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

#### 2. Semester Examination- 80 marks

- a) four short notes/ short questions/ objective questions one each from the prescribed units of studies, with suitable alternatives and carrying 4 marks each.  $4 \times 4 = 16$  marks
- b) Four long questions/ Descriptive questions, one each from the four units of studies and carrying 16 marks each.  $16 \times 4 = 64$  marks

**ENGLISH**  
**THIRD SEMESTER**  
**Core Paper- 5**  
**(Indian Classical literature)**

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

Full Marks 100( 20+80)

Time : 3 hours

- Unit – 1:** Kalidasa: *Abhijanana Shakuntalam* tr. Chandra Ranjan : The Loom of Time(New Delhi: Penguin, 1989)
- Unit- 2:** Vyasa “The Dicing and The Sequel to Dicing, “The book of the Assembly Hall,” “ The Temptation of Karna”, Book v ‘ The Book of Effort’, in *The Mahabharata*: tr.and ed. J. A.B. Van Buitenen(Chicago: Brill, 1975) pp. 106- 69.
- Unit- 3.** Sudraka, *Mrchhakatika*, tr. M. M. Ramachandra Kale, New Delhi: Motilal Banarasidass, 1962.
- Unit -4:** Ilango Adigal ‘The Book of Banci’, in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) Book-3.

**Suggested Topics for background reading:-**

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



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

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

**2. Semester Examination- 80 marks**

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

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

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

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

ENGLISH  
THIRD SEMESTER

**Core Paper- 6**  
**(European Classical Literature)**

Full Mark – 100(80+20)

Time: 3 hours

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

**Unit- 1. Background Reading**

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

**Unit- 2.** Homer: *The Iliad*

**Unit- 3.** Euripides: *Hippolytus*

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

**Suggested Readings**

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

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



### **Pattern of Examinations:**

#### **1. Internal Assessment Test- 20 marks**

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

#### **2. Semester Examination- 80 marks**

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

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

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

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

**ENGLISH**  
**THIRD SEMESTER**  
**Core Paper-7**  
**(American Literature)**

Full Mark – 100(80+20)

Time: 3 hours

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

**Unit-1 Back ground Reading**

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

**Unit-2**

Arthur Miller: *All My Sons*

**Unit-3**

Ernest Hemingway: *The Old Man and the Sea*

**Unit-4**

Walt Whitman Selections from "Leaves of Grass"

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

**Suggested Reading:**

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

**Pattern of Examination:**

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

**ENGLISH**  
**FOURTH SEMESTER**

**Core Paper-8**  
**(Popular Literature)**

Full Marks: 100 (80+20)

Time: 3 hours

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

**Unit-1 Background Reading.**

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

**Unit-2**

Lewis Carroll : *Alice in Wonderland*

**Unit-3**

Arthur Conan Doyle : *A Study in Scarlet*

**Unit-4**

Yann Martel: *Life of Pi*

**Suggested Readings**

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

**Web Resources:**

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

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

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



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

### **Pattern of Examinations:**

#### **1. Internal Assessment Test- 20 marks**

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

#### **2. Semester Examination- 80 marks**

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

$4 \times 4 = 16$  marks

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

$16 \times 4 = 64$  marks

## ENGLISH FOURTH SEMESTER

### Core Paper-9 (British Romantic Literature)

Full Mark – 100(80+20)

Time: 3 hours

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

#### **Unit-1 Background Reading**

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

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

**Unit-3:** Wordsworth: 'Tintern Abbey'  
Coleridge: "Kubla Khan"

**Unit-4:** Shelly "Ode to West Wind"  
Keats: "La Belle Dame sans Mercy"

#### **Suggested Readings**

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

#### **Pattern of Examinations:**

##### **1. Internal Assessment Test- 20 marks**

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

##### **2. Semester Examination- 80 marks**

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

4 × 4 = 16 marks

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

16 × 4 = 64 marks

## ENGLISH FOURTH SEMESTER

### Core Paper-10 (British Literature: 19th Century)

Full Mark – 100(80+20)

Time: 3 hours

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

#### **Unit-1: Background Reading**

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

#### **Unit-2:**

**Charlotte Bronte:** *Wuthering Heights*

#### **Unit-3:**

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

#### **Unit -4:**

George Eliot: *Silas Marner*

#### **Suggested Readings:**

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

#### **Pattern of Examinations:**

##### **1.Internal Assessment Test- 20 marks**

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

##### **2.Semester Examination- 80 marks**

- a)four short notes/ short questions/ objective questions one each from the prescribed units of studies, with suitable alternatives and carrying 4marks each.
- b)Four long questions/ Descriptive questions, one each from the four units of studies and carrying 16 marks each. 16 x 4 = 64 marks



## ENGLISH FIFTH SEMESTER

### Core Paper-11 (Women's Writing)

Full Mark – 100(80+20)

Time: 3 hours

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

#### Unit-1 Background Reading.

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

#### Unit-2:

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

#### Unit-3:

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

#### Unit-4:

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

#### Web Resources:

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

[https://monoskop.org/images/2/27/Plath\\_Sylvia\\_The\\_Collected\\_Poems\\_1981.pdf](https://monoskop.org/images/2/27/Plath_Sylvia_The_Collected_Poems_1981.pdf)

- Simone de Beauvoir *The Second Sex*

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

### **Suggested Readings:**

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

### **Pattern of Examinations:**

#### **1.Internal Assessment Test- 20 marks**

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

#### **2.Semester Examination- 80 marks**

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

$4 \times 4 = 16$  marks

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



## ENGLISH FIFTH SEMESTER

### Core Paper-12 (British Literature: Early Twentieth Century)

Full Mark – 100(80+20)

Time: 3 hours

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

#### Unit-1

##### Background reading:

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

#### Unit-2. Joseph Conrad: *Nostromo*

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

#### Unit-4.

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

#### Suggested Readings

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

**Pattern of Examinations:**

1. Internal Assessment Test- 20 marks

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

2. Semester Examination- 80 marks

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

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

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

ENGLISH  
SIXTH SEMESTER

**Core Paper-13**  
**(Modern European Drama)**

Full Mark – 100(80+20)

Time: 3 hours

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

**Unit-1: Background Reading**

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

**Unit-2:**

Henrik Ibsen: *Pillars of Society*

**Unit-3:**

Samuel Beckett: *End Game*

**Unit-4:**

Bertolt Brecht: *The Caucasian Chalk Circle*

**Suggested Readings**

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

George Steiner, *The Death of Tragedy*, London: Faber, 1995), pp. 303-324

**Pattern of Examinations:**

1. Internal Assessment Test- 20 marks

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

2. Semester Examination- 80 marks

- a) four short notes/ short questions/ objective questions one each from the prescribed units of studies, with suitable alternatives and carrying 4marks each. 4x 4 = 16 marks
- b) Four long questions/ Descriptive questions, one each from the four units of studies and carrying 16 marks each. 16 x 4 = 64 marks



## ENGLISH SIXTH SEMESTER

### Core Paper-14 (Postcolonial Literature)

Full Mark – 100(80+20)

Time: 3 hours

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

#### Unit-1

##### Background Reading

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

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

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

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

#### Web Resources

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

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

### **Suggested Readings:**

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

### **Pattern of Examinations:**

#### **1. Internal Assessment Test- 20 marks**

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

#### **2. Semester Examination- 80 marks**

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

$4 \times 4 = 16$  marks

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

## **English Hons. DSE 1-4**

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

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

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

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



## ENGLISH FIFTH SEMESTER

### Discipline Specific Elective (DSE) -1 Literary Theory

Full Mark – 100(80+20)

Time: 3 hours

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

#### Unit -1. Background Reading

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

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

#### Unit 3- Feminism.

- i. Elaine Showalter, "Twenty years on : A Literature of their own" Revised' in *A Literature of their own: British women Novelists from Bronte to Lessing* (1977. Rpt. London: Vintage,2003) pp xi-xxxiii.
- ii. Luce Irigaray, "When the Goods Get Together" (From *This Sex Which is not One*) in *New French Feminisms*, ed.Elaine Marks and Isebelle de. Curtivron (New York, Schocken Books, 1981), 107-110.

#### Unit-4. Postcolonial studies

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

Suggested Readings:-

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

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

- \*Gerard Genette, "Introduction" to *Narrative Discourse*

([https://archive.org/stream/NarrativeDiscourseAnEssayInMethod/NarrativeDiscourse-AnEssayInMethod\\_djvu.txt](https://archive.org/stream/NarrativeDiscourseAnEssayInMethod/NarrativeDiscourse-AnEssayInMethod_djvu.txt)) Or Roland Barthes, “Face of Garbo” and “French Fries” (from *Mythologies*)

- Jacques Derrida, “On the Idea of the Supplement” (from *Of Grammatology*) Or Michel Foucault, “What is an Author?” (<http://artsites.ucsc.edu/faculty/Gustafson/FILM%20162.W10/readings/foucault.author.pdf>) (Either of the two essays can be taught depending on availability)

#### **.. Pattern of Examination:**

1. Internal Assessment Test- 20 marks
  - i) One long question with suitable alternatives from unit 1 and unit 2 and carrying 10 marks.
  - ii) One long question with suitable alternatives from unit 3 and unit 4 and carrying 10 marks.
2. Semester Examination- 80 marks
  - a) Four short notes/ short questions/ objective questions with suitable alternatives from each of the four units and carrying four marks each.
$$4 \times 4 = 16$$
  - b) Four long questions ,one each from the four units of studies and carrying 16marks each.
$$16 \times 4 = 64\text{marks}$$



**ENGLISH  
FIFTH SEMESTER**

**Discipline Specific Elective (DSE) -2  
Literary Criticism**

Full Mark – 100(80+20)

Time: 3 hours

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

**Unit-1:**

Wordsworth: Preface to Lyrical Ballads.

**Unit-2:**

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

**Unit 3:**

Matthew Arnold: "The Study of Poetry."

**Unit- 4:**

Cleanth Brooks: "The Language of Paradox."

**Suggested Readings:**

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

**Pattern of Examination:**

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

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

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

**ENGLISH**  
**SIXTH SEMESTER**  
**Discipline Specific Elective (DSE) -3**

**(Autobiography)**

Full Mark – 100(80+20)

Time: 3 hours

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

**Unit-1: Background Reading**

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

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

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

**Unit -4:**

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

**Suggested Readings**

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

**Pattern of Examination:**

1. Internal Assessment Test- 20 marks
  - i) One long question with suitable alternatives from unit 1 and unit 2 and carrying 10 marks.
  - ii) One long question with suitable alternatives from unit 3 and unit 4 and carrying 10 marks.
  
2. Semester Examination- 80 marks
  - a) Four short notes/ short questions/ objective questions with suitable alternatives from each of the four units and carrying four marks each.  
 $4 \times 4 = 16$
  - b) Four long questions ,one each from the four units of studies and carrying 16marks each.  
 $16 \times 4 = 64\text{marks}$

**ENGLISH**  
**SIXTH SEMESTER**  
**Discipline Specific Elective (DSE)- 4**  
Full marks 100 (80+20)

**Project**

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



**ENGLISH: GENERIC ELECTIVES**  
**(for other Hons. Students)**

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

**ENGLISH**  
**SECOND SEMESTER**  
(For the students of other Departments/Hons. courses)  
**Generic Elective 1**  
**English-Paper 1**

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

**Language, Literature, and Culture**

Full Mark – 100(80+20) Time: 3 hours

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

**Unit1: British and American Poetry:**

William Shakespeare: "All the World's a Stage" William Wordsworth: "The Solitary Reaper"

W.B. Yeats: "The Second Coming"

Walt Whitman: "O Captain, My Captain"

Robert Frost: "Stopping by Woods on a Snowy Evening"

**Unit 2: Indian Poetry**

R.N. Tagore: "Where the Mind is Without Fear"

Nissim Ezekiel: "Night of the Scorpion"

Kamala Das: "Punishment in Kindergarten"

A.K. Ramanujan: "A River"

**Unit 3: Non-fictional Prose**

G.B. Shaw: "Spoken English and Broken English"

Mahatma Gandhi: "Speech on Indian Civilization"

**Unit 4: Short story**

Saadat Hasan Manto: "The Dog of Titwal"

Narayan: "A Snake in the Grass"

**Texts prescribed:**

1. *Magic Casements: Anthology of Poetry*. Ed. Ram Narayan Panda, 2007. New Delhi: Trinity Press, 2014.
2. Macmillan Anthology of Modern English Prose. Ed. Dilip K. Das, A.

**Pattern of Examination:**

1. Internal Assessment Test- 20 marks
  - a) One long question with suitable alternatives from unit I and unit II and carrying 10 marks.
  - b) One long question with suitable alternatives from unit III and unit IV and carrying 10 marks.
  
2. Semester Examination- 80 marks
  - a) Four short / objective questions one each from the four units with suitable alternatives and each carrying four marks.

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

$16 \times 4 = 64$ marks

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

**Generic Elective 2**

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

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

Full Mark – 100(80+20)

Time: 3 hours

**No. of credits: 06**

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

**Unit-1:**

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

(1 × 20= 20)

**Unit 2:**

The students will write a publication-worthy feature on a place of national/international tourist attraction of their choice or a national/internal celebrity of their choice.

(1 × 20= 20)

**Unit -3:**

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

(1 × 20= 20)

- i. Literature and Morality
- ii. Literature and Society
- iii. Literature and Life
- iv. Literature and Culture
- v. Literature and History
- vi. Literature and Biography
- vii. Women in Literature
- viii. Literature and Psychology
- ix. Literature and Philosophy
- x. Marxism and Literature



#### **Unit -4:**

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

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

#### **Suggested Reading:**

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

#### **Pattern of Examination:**

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



**Ability Enhancement Compulsory Course: AECC MIL/(ENGLISH)**  
**FIRST SEMESTER**

**Ability Enhancement Compulsory Course: AECC MIL/Communication**

**(ENGLISH)**

**FIRST SEMESTER**

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

**Paper code: Sem I-AECC-ENG**

**Marks: 50 (40+10)**

**Credits: 02**

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

**Unit 1:**

**Prose**

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

**Poetry**

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

## **Unit-2. Writing**

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

## **Unit 3:**

### **Grammar and Usage**

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

### **Examination pattern**

Midterm test [10 marks] with extensive alternative from the three units of studies.  
Final Semester Examination 40 marks

**Unit 1:** 3 prose questions (out of six set) and two poetry questions (out of four set) each carrying 03 marks: [ 03x 05 = 15 marks]

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

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

Total 40 marks

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

### **Prescribed Texts**

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



## **THIRD SEMESTER**

### **ENGLISH**

**For the students of**

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

**Skill Enhancement Course –I No. of credits: 02**

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

### **COMMUNICATIVE ENGLISH**

#### **Preamble:**

The purpose of this course is to introduce students to the concept, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced.

The present course hopes to address some of these aspects through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills.

While, to an extent, the art of communication is natural to all living beings, in today's world of complexities, it has also acquired some elements of science. It is hoped that after studying this course, students will understand the difference in their personal and professional interactions and hone their skills accordingly.



The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics given below. Similarly, the questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books.

1. **Introduction:** What is Communication, Types and modes of Communication, Barriers, Information Gap Principle
2. **Language of Communication:**  
Factors influencing  
communication Functions of  
Language
3. **Speaking Skills:**  
Pronunciation: individual  
words  
Pronunciation: Speaking using correct  
intonation Effective Communication/ Mis-  
Communication
4. **Writing:**  
Technique of Writing  
Types of Letters: Routine, Good Will, Bad News,  
Persuasive Reports, Minutes  
Proposals, Advertisements, Brochures

Prescribed Text Books:

1. *Contemporary Communicative English.* by Dr Shruti Das. S. Chand Co, 2014
2. *Form and Finesse: Business Communication and Soft Skills.* by Dr Shruti Das. Blackswan, 2016.
3. *Business English*, Pearson, 2008.

### Pattern of Examination:

1. Internal Assessment Test- 10 marks

a) Students shall answer 10 objective/short questions from 15, each carrying 1 mark covering all the four units of studies.

2. Semester Examination- 40 marks

a) Students shall answer two short questions covering the entire four units out of the four questions.

$$4 \times 2 = 8$$

b) Four long answer type questions carrying 8 mark each covering the prescribed four unit.

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Pongkheh San Pak  
21/8/18



# ARTS

Skill Enhancement Elective course

English +3 2<sup>nd</sup> year arts 4<sup>th</sup> Semester

Paper-II

Full Marks- 50

Time- 2Hours

Midterm Test- 10Marks

Term End Examination- 40 Marks

The Course comprises the following units-

## Unit-I

4×5= 20 Marks

1) An Anthology of Prose

'Macmillan Anthology of Modern English Prose' Editors-  
Dilip K Das, Anusuya Kumari, Kshirod K Padhi

## Pieces to be studied-

- Spoken English and Broken English- G.B. Shaw
- Speech on Indian Civilization- M.K. Gandhi
- A Snake In The Grass- R.K. Narayan
- The Fly- Katherine Mansfield.

\*) Students shall answer four questions from alternatives each carrying five marks .



## Unit-II

1×10=10 Marks

### 2) Developing Writing Skills- 'A'

Report Writing

Or

Paragraph Writing

**\*) Students need to answer one question carrying ten marks from alternatives**

## Unit-III

1×10=10 Marks

### 3) Developing Writing Skills- 'B'

Writing Resume, Curriculum vitae and Bio-Data

(chronological and functional) with application for a job.

Or

Writing Personal/Official Letter

**\*) Students shall have to write answer from the alternative carrying ten marks.**

### Books Prescribed for Unit-II and Unit-III:

1) Mastering Basic Skills of Communicative English and Business communication By- Dr. Mahajiteswar Das (New Age Publication)

2) A communicative Grammar of English By-Geoffery Leich

Jan Svartvik

3) Contemporary Communicative English By-Dr.S.Dash (Sultan and Chand Publication)





**RAYAGADA, ODISHA, 765001**

**AFFILIATED TO BERHAMPUR UNIVERSITY**

**NAAC ACCREDITED**

**REVISED CBCS SYLLABUS FOR**

**DEPARTMENT OF HINDI**

1 <sup>st</sup>	SEMESTER	2017
2 <sup>nd</sup>	SEMESTER	2018
3 <sup>rd</sup>	SEMESTER	2018
4 <sup>th</sup>	SEMESTER	2019
5 <sup>th</sup>	SEMESTER	2019
6 <sup>th</sup>	SEMESTER	2020

**DEPARTMENT OF HINDI**

**RAYAGADA AUTONOMOUS COLLEGE**

**RAYAGADA, ODISHA, 765001**



# RAYAGADA AUTONOMOUS COLLEGE



## CBCS SYLLABUS FOR HINDI SESSION : 2017-2020

Semester	Subject	Paper	Credits	Marks	Year of the Exams
<b>Core Course (Honours )</b>					
1 <sup>st</sup> Semester	Core Course (Honours)	I & II	6 Credits each Paper	20+80=100	2017
2 <sup>nd</sup> Semester	Core Course (Honours)	III & IV	6 Credits each Paper	20+80=100	2018
3 <sup>rd</sup> Semester	Core Course (Honours)	V, VI & VII	6 Credits each Paper	20+80=100	2018
4 <sup>th</sup> Semester	Core Course (Honours)	VIII, IX & X	6 Credits each Paper	20+80=100	2019
5 <sup>th</sup> Semester	Core Course (Honours)	XI & XII	6 Credits each Paper	20+80=100	2019
6 <sup>th</sup> Semester	Core Course (Honours)	XIII & XIV	6 Credits each Paper	20+80=100	2020
<b>Ability Enhancement Compulsory Course</b>					
1 <sup>st</sup> Semester	A.E.C.C	I	2 Credits	10+40=50	2017
<b>Skill Enhancement Course</b>					
4 <sup>th</sup> Semester	S.E.C	I	2 Credits	10+40=50	2019
<b>Generic Elective Course</b>					
1 <sup>st</sup> Semester	G.E.	I	6 Credits	20+80=100	2017
4 <sup>th</sup> Semester	G.E.	II	6 Credits	20+80=100	2019
<b>Discipline Specific Elective Course</b>					
5 <sup>th</sup> Semester	D.S.E.C	I & II	6 Credits each Paper	20+80=100	2019
6 <sup>th</sup> Semester	D.S.E.C	III & IV	6 Credits each Paper	20+80=100	2020

- 1- Ê½pxnùò °ÉÉÊ½píÆ EòÈ <ÊÍÊ½pÉ°Ê - +ÉSÉÉªÉÇ ®ÚÊ°ÉSÉExpù ¶ÉÖC±Æ
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- 3- Ê½pxnùò °ÉÉÊ½píÆ EòÈ +ÊÒÈ - +ÉSÉÉªÉÇ Ê´Ê¶ÉxÉÍÉ ¡É°ÉÉnù Ê°Ê
- 4- Ê½pxnùò °ÉÉÊ½píÆ +Êè®ú °Æ´ÉänùxÉ EòÈ Ê´ÉOÈ°Ê - ®ÚÊ°Ê°´Ê°Ê´Ê SÉÍÖ´Æænùò
- 5- Ê½pxnùò °ÉÉÊ½píÆ : =nÂùÍÊ´Ê +Êè®ú Ê´ÉOÈ°Ê - +ÉSÉÉªÉÇ ½pVÉÉ®úò¡É°ÉÉnù Êuù´Éänùò
- 6- Ê½pxnùò °ÉÉÊ½píÆ EòÈ <ÊÍÊ½pÉ°Ê - °Æ¡ÉÊ C÷Ê¡ xÉMÉäxpù
- 7- Ê½pxnùò °ÉÉÊ½píÆ EòÈ <ÊÍÊ½pÉ°Ê - +ÉSÉÉªÉÇ ½pVÉÉ®úò¡É°ÉÉb÷ Êuù´Éänùò
- 8- °ÉÉÊ½píÆ EòÈ <ÊÍÊ½pÉ°Ê nù¶ÉÇxÉ - xÉÊ±xÉ Ê´ÊÉÆSáxÉ ¶É´ÉÉÇ
- 9- °ÉÉÊ½píÆ +Êè®ú <ÊÍÊ½bÉ°Ê ouí°ò - ´ÈxÉäVÉú®¡ ¡ÉÆcä÷

## CC HINDI

1<sup>st</sup> SEMESTER - 2017

Paper - II : Ê½pxnùÒ °ÉÊÊ½pi°É ΕòÉ &lt;ÊiÊ½pÉ°É (+ÉvÉÖÊxÉEò ΕòÉ±É)

6 Credits, Exam Time : 3 Hourss

(20 Marks for Assessment Examination &amp; 80 Marks for Term End Examination.)

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## &lt;ΕòÉ&lt;Ç - 2

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ΕòÉ =nÂú:É´É +É@@ú Ê´ÉΕòÉ°É \*

+ÆΕò Ê´ÉiÉÉvÉxÉ : °É|Éi°ÉäΕò <ΕòÉ<Ç °Éä BEò-BEò +É±ÉÉäSÉxÉÉi´´ÉΕò |É¶xÉ(700 °Éä 1000 ¶ÉññÉä´´Éä) 4 X 16= 64 <sup>+ÆΕò</sup>

|Éi°ÉäΕò <ΕòÉ<Ç °Éä °ÉÆÊiÉ|iÉ |É¶xÉ 4 X 4 = 16 <sup>+ÆΕò</sup>

°É½pÉ°ÉΕò ΟÉxiÉ :

- 1- +ÉvÉÖÊxÉEò °ÉÊÊ½pi°É ΕòÒ |É´ÉpÊkÉ°ÉÉÆ - xÉÉ´´É´É@ú Ê°É½p
- 2- |ÉÊ@úíÉäxnÖù +É@@ú Ê½pxnùÒ xÉ´ÉvÉÉΜÉ@úhÉ ΕòÒ °É´´É°ÉÉBÆ - @úÉ´´É´É±ÉÉ°É ¶É´´ÉÇ
- 3- +ÉvÉÖÊxÉEò °ÉÊÊ½pi°É - xÉxnùnÖù±ÉÉ@äú ´ÉÉvÉ{Éä°ÉÖ
- 4- Ê½pxnùÒ ΜÉt : Ê´Éx°ÉÉ°É +É@@ú Ê´ÉΕòÉ°É - @úÉ´´É´´É´´É{É SÉiÖÖ´ÉäñùÒ
- 5- Ê½pxnùÒ xÉ´ÉΜÉÖiÉ : =nÂú:É´É +É@@ú Ê´ÉΕòÉ°É - @úÉvÉäxpù ΜÉÉèiÉ´É
- 6- iÉÉ@ú°É{iÉΕò - °ÉÆ{ÉÉ +YÉä°É
- 7- °É´ÉΕòÉ±ÉÖxÉ Ê½pxnùÒ ΕòÉ´ÉiÉÉ - Ê´É·ÉxÉÉiÉ |É°ÉÉñú ÊiÉ´ÉÉ@úÖ
- 8- Ê½pxnùÒ °ÉÊÊ½pi°É ΕòÉ <ÊiÊ½pÉ°É - °ÉÆ{ÉÉ xÉΜÉäxpù
- 9- Ê½pxnùÒ xÉÉ]òΕò : xÉ<Ç {É@úJÉ - °ÉÆ{ÉÉ @ú´´Éä¶É ΜÉÉèiÉ´É

# CC HINDII

## 2<sup>nd</sup> Semester - 2018

### PAPER – III

±ÉÊñùÈò±Éò×É B´ÉÆ ´ÉvªÉÈò±Éò×É Ê½pxnùÒ ÈòÊ´ÉiÉÉ

6 Credits, Ex Time : 3 Hours

20 Marks For Assessment Exam & 80 Marks For Term End Examination.

{ÉÉ`ò- {ÉÖªiÉÈò :- Ê½pxnùÒ ÈòÉªÉ °ÉÆÖÊ½p - °ÉÆ{ÉÉ. ®úÉ´É´ÉÒ®ú Ê°Ê½p, ´ÉÒ®úÉ

°É®úÒ×É, ½äp´ÉÉ =ijÉäiÉÒ (EäðxpùÒªÉ Ê½pxnùÒ °ÉÆªiÉÉ×É, +ÉMÉ®úÉ)

### <ÈòÉ<Ç - 1

Èò±ÉÒ®úñùÉ°É - °ÉÉJÉÒ 1 °Éä 21

{Éñù - °ÉÉvÉÉä, ¶É±ñù-°ÉÉvÉ×ÉÉ ÈòÖVÉè, ®ú½pxÉÉ xÉ½pÓ nã¶É Ê±É®úÉ×ÉÉ ½èp, ´ÉÉªÉÉ ´É½pÉ `òÈMÉÉ×É ½p´É vÉÉ×ÉÒ,

°ÉÉvÉÉä, nãJÉÉ vÉMÉ ±ÉÉè®úÉ×ÉÉ, ´É×É jÚò±ÉÉ jÚò±ÉÉ Êjòèú vÉMÉiÉ ´Éä Èè°ÉÉ xÉÉiÉÉ ®äú \*

VÉÉªÉ°ÉÒ - xÉÉMÉ´ÉiÉÒ Ê´ÉªÉÉäMÉ ´ÉhÉÇ×É

### <ÈòÉ<Ç- 2

°ÉÚ®úñùÉ°É - Ê´É×ÉªÉ, §É´É®ú MÉÒiÉ - 6 -

10 iÉÉ iÉÖ±É°ÉÒñùÉ°É - jÉ®úiÉ ´ÉÊ½p´ÉÉ

### <ÈòÉ<Ç- 3

®ú°ÉJÉÉ×É - 1 - 13

®ú½pÒ´É - ±ÉÉäÈò×ÉÒÊiÉ

### <ÈòÉ<Ç - 4

Ê±É½pÉ®úÒ - nùÉä½äp 1 °Éä 32 iÉÉÒ

PÉxÉÉ×Éxnù - jÉä´É-°ÉÉvÉ×ÉÉ, jÉä´É ÈòÒ +xÉªÉiÉÉ, =(ÉÉ±É´iÉ, Ê´É®ú½p, Ê´ÉÊ´ÉvÉ \*

+ÆÈò Ê´ÉiÉÉvÉ×É: jÉªÉäÈò <ÈòÉ<Ç °Éä BEò-BEò +É±ÉÉäSÉxÉÉi´ÉÈò jÉ¶×É (700 °Éä 1000 ¶É±ñùÉä ´Éä) 4 X 16= 64 <sup>+ÆÈò</sup>

jÉªÉäÈò <ÈòÉ<Ç °Éä °ÉÆÊiÉjÉ jÉ¶×É 4 X 4 = 16 <sup>+ÆÈò</sup>

°É½pªÉÈò òÉxiÉ :

- 1- Èò±ÉÒ®ú - ½pVÉÉ®úÒ jÉ°ÉÉñù Êuù´ÉänùÒ
- 2- °ÉÚ®úñùÉ°É - ®úÉ´É´ÉSÉxpù ¶ÉÖÇ±É
- 3- MÉÉä´ÉÉ´ÉÒ iÉÖ±É°ÉÒñùÉ°É - ®úÉ´É´ÉSÉxpù ¶ÉÖÇ±É
- 4- °ÉÚ®ú +Éè®ú =xÉÈò°É °ÉÉÊ½piªÉ - ½p®ú´ÉÆjÉ±É±É jÉ´ÉÉÇ
- 5- °ÉÚjòÈ ÈòÊ´ÉiÉÉ ÈòÒ {É½pSÉÉ×É - ªÉ¶É MÉÖ±ÉÉjòÈ
- 6- iÉÖ±É°ÉÒ ÈòÉªÉ ´ÉÒ´ÉÉÆ°ÉÉ - =nùªÉiÉÉ×ÉÖ Ê°Ê½p

## CC HINDI 2nd SEMESTER – 2018

### Paper - IV +ÉvÖÊxÉEò Ê½pxnúÒ EòÊ´ÉiÉE (UôÊªÉE´ÉEñù iÉEò)

6 Credits, Ex. Time : 3 Hours  
20 Marks For Assessment Exam & 80 Marks for Term End Examination.

{ÉE´ò- {ÉÖªiÉEò :- Ê½pxnúÒ EòÊ´ªÉ ªÉÆOÊ½p - ªÉÆ{ÉE. ®úÊ´É´ÉÒ®ú Êª½p, ´ÉÒ®úÊ

ªÉ®úÒxÉ, ½äp´ÉE =||ÉäiÉEò (EäòxpùÒªÉ Ê½pxnúÒ ªÉÆªiÉEExÉ, +ÉMÉ®úÊ)

### <EòÉ<Ç - 1

´ÉèÊiÉ±ÉÒªiÉ®úhÉ MÉÖ{iÉ - ªÉÒiÉE EòÊ =]òVÉ MÉÖiÉ

+ªÉÊävªÉEªÉÒ½p =({ÉÉvªÉEªÉ´½pÊ®ú+ÉèVÉ´ - {É´ÉxÉ-núÜÊiÉEòÊ

### <EòE<Ç - 2

VÉªÉªiÉÆEò®ú |ÉªÉÉñù - ÊSÉxiÉE

ªÉÖÊ´ÉjÉÊxÉxnúxÉ {ÉÆiÉ - |ÉiÉ´É ®úªiÉ´É, iÉEÉVÉ

### <EòÉ<Ç -3

ªÉÖªÉÇEòÉxiÉ ÊjÉ{ÉE´òò ´ÉxÉ®úÉ±ÉE´ - VÉÖ½pÒ EòÒ Eò±ÉÒ, ªÉÆvªÉE ªÉÖxnú®úÜ, iÉEäc-iÉÒ {ÉiÉ®ú

´É½pÊnäÜÊ´É´ÉÉEÇ - ´Éé xÉÒ®ú |É®úÜ nÖÜÊ EòÒ ªÉñÜ±ÉÒ, ´ÉvÉÖ®ú-´ÉvÉÖ®ú´Éä®äü núÖ{ÉEò VÉ±É, ½äp ÊSÉ®ú´É½pÉxÉ,

{ÉÆiÉ ½pÊäxÉä núÊä +{ÉÉ®úÊSÉiÉ \*

### <EòÉ<Ç – 4

®úÊ´ÉvÉÉ®úÜ Êª½p ´ÉñÜxÉEò®ú´ - VÉxÉiÉxjÉ EòÊ

VÉx´É ½pÊ®ú´ÉÆªiÉ ®úªÉ´É´ªÉSSÉxÉ´ - VÉÖMÉxÉÜ

+ÆEò Ê´ÉiÉÉVÉxÉ: |ÉiªÉäEò <EòÉ<Ç ªÉä BEò-BEò +É±ÉÉäSÉxÉÉi´ÉEò |ÉªxÉ (700 ªÉä 1000 ªiÉñnúÊä´Éä) 4 X 16= 64 <sup>+ÆEò</sup>  
|ÉiªÉäEò <EòÉ<Ç ªÉä ªÉÆÊiÉ{É |ÉªxÉ 4 X 4 = 16 <sup>+ÆEò</sup>

### ªÉ½pªÉÉEò **OÉxiÉ :**

- 1- VÉªÉªiÉÆEò®ú |ÉªÉÉñù - xÉxnúñÖü±ÉÉ®äü ´ÉÉVÉ{ÉäªÉÒ
- 2- ´ÉèÊiÉ±ÉÒªiÉ®úhÉ MÉÖ{iÉ : {ÉÖxÉ´ÉÚÇªÉÆEòxÉ - c÷Éi xÉMÉäxpù
- 3- ÊxÉ®úÉ±ÉE EòÒ ªÉÉE½pªÉ ªÉÉvÉxÉÉ - c÷Éi ®úÊ´É´ÉªÉªÉªÉªÉªÉªÉ
- 4- Ê½pxnúÒ ªÉSUòxnúiÉE´ÉÉñÜÒ EòÊ´ªÉvÉÉ®úÉ - |Éä´ÉªiÉÆEò®ú
- 5- VÉªÉªiÉÆEò®ú |ÉªÉÉñù - |Éä´ÉªiÉÆEò®ú
- 6- ÊxÉ®úÉ±ÉE : +Éi´É½ªpiÉE +ÉªiÉE - nÖÜvÉxÉÉiÉ Êª½p
- 7- UôÊªÉE´ÉÉñù - xÉÉ´É´É®ú Êª½p



# CC HINDI

## 3<sup>rd</sup> Semester - 2018

### Paper - V

#### UòÉªÉÉ´ÉÉñùÉäKÉ®ú Ê½pxnùÒ EòÊ´ÉiÉÉ

6 Credits, Ex Time : 3 Hours  
(20 Marks For Assessment Exam & 80 Marks For Term End Examination)

{ÉÉ`ö- {ÉÖªÉÉÈ :- Ê½pxnùÒ EòÊ´É ªÉÆOÉ½p - ªÉÆ{ÉÉ. ®úÉ´É´ÉÒ®ú ÊºÉ½p, ´ÉÒ®úÉ

ºÉ®úÒxÉ, ½äp´ÉÉ =ijÉäiÉÒ (EäðxpùÒªÉ Ê½pxnùÒ ªÉÆªÉÉxÉ, +ÉMÉ®úÉ)

### <EòÉ<Ç - 1

MÉVÉÉxÉxÉ ´ÉÉvÉ´É´´ÉÖÊHòªÉÉävÉ´ - {ÉÚÄVÉÒ´ÉÉñù ªÉ´ÉÉVÉ Eäò

jÉÉiÉ vÉ´ÉÇ´ÉÒ®ú iÉÉ®úíÉÒ - jÚòjòÉ {ÉÉ½pªÉÉ, Eòª´Éä EòÒ jÉÉ´É

### <EòÉ<Ç - 2

+YÉäªÉ - EòªÉMÉÒ ªÉÉVÉ®äú EòÒ, Ê½p®úÉäÊjÉ´ÉÉ, ªÉ½p nùÒ{É +EäòªÉÉ

xÉÉMÉÉVÉÖÇxÉ - jÉäiÉ EòÉ ªÉªÉÉxÉ, ªÉ½ÖpiÉ ÊñùxÉÉä Eäò ªÉÉñù

### <EòÉ<Ç - 3

ÊMÉÉ®úVÉÉÉÖò´ÉÉ®ú´´ÉiÉÚ®ú - ªÉªÉxiÉ EòÒ ®úíiÉ, EòÉèxÉ iÉEòÉxÉ

½p®äú VÉÒ´ÉxÉ EòÒ EäðnùÉ®úxÉÉiÉ +OÉ´ÉÉªÉ - ªÉªÉxiÉÒ ½p´ÉÉ

### <EòÉ<Ç - 4

iÉ´ÉÉxÉÒ jÉªÉÉñù Ê´É,É - MÉÒiÉ jò®úÉäjÉ

®úPÉÖ´ÉÒ®ú ªÉ½pªÉÉ - ®úÉ´ÉñùÉºÉ

+ÆEò Ê´ÉiÉÉVÉxÉ: jÉªÉäEò <EòÉ<Ç ªÉä BEò-BEò +ÉªÉäSÉxÉÉ´´ÉÉÒ jÉjxÉ (700 ªÉä 1000 jÉ®ñùÉä´Éä) 4 X 16= 64 <sup>+ÆEò</sup>  
jÉªÉäEò <EòÉ<Ç ªÉä ªÉÆÊiÉ{É jÉjxÉ 4 X 4 = 16 <sup>+ÆEò</sup>

### ªÉ½pªÉÉÈ OÉxiÉ :

- 1- EòÊ´ÉiÉÉ Eäò xÉB jÉÊiÉ´´ÉÉxÉ - xÉÉ´´É´ÉÆ®ú ÊºÉ½p
- 2- xÉ<Ç EòÊ´ÉiÉÉ +Éè®ú +jªiÉ´´ÉÉñù - ®ú´´É´ÉªÉªÉªÉ´ÉÉÇ
- 3- +ÉvÉÖÊxÉÉÈ Ê½pxnùÒ EòÊ´ÉiÉÉ - Ê´É·ÉxÉÉiÉ jÉªÉÉñù ÊiÉ´ÉÉ®úÒ
- 4- ªÉ´´ÉÉòÉªÉÒxÉ EòÊ´ÉiÉÉ EòÉ ªÉiÉÉiÉÇ - {É®ú´´ÉÉxÉñù, Eò´ÉÉªiÉ´É
- 5- EòÊ´ÉiÉÉ EòÒ VÉ´ÉÒxÉ +Éè®ú VÉ´ÉÒxÉ EòÒ EòÊ´ÉiÉÉ - xÉÉ´´É´É®ú ÊºÉ½p
- 6- ªÉ´´ÉÉòÉªÉÒxÉ Ê½pxnùÒ EòÊ´ÉiÉÉ - ®ú´ÉÒxpù §É´´É®ú

- 1- EòÉ´ªÉ nù{ÉÇhÉ - ®úÉ´´ÉnùÊ½pxÉ Ê´É É
- 2- ®úÉ´´ÉÒ´´ÉÆºÉÉ - +ÉSÉÉªÉÇ ®úÉ´´ÉSÉxpù ¶ÉÖÇ±É
- 3- ®úºÉ-ÊºÉRùÉxiÉ - b÷Èì xÉMÉäxpù
- 4- ºÉÉÊ½piªÉ-ÊºÉRùÉxiÉ - ®úÉ´´É+´ÉvÉ Êuù´ÉänùÖ
- 5- EòÉ´ªÉ Eào iÉi´É - nàù´ÉäxpùxÉiÉ ¶É´´ÉÉÇ
- 6- EòÉ´ªÉ¶ÉÉºjÉ - ¡ÉMÉÖ®úiÉ Ê´É É
- 7- EòÉ´ªÉiÉk´É Ê´É´É¶ÉÇ - ®úÉ´´É´ÉÚiÉkÉ EjÉ{ÉÉ`öÖ
- 8- ÊºÉRùÉxiÉ +Éè®ú +vªÉªÉxÉ - ¢ÉÉ¢ÉÚ MÉÖ±ÉÉ¢É®úªÉ
- 9- ºÉÉÊ½piªÉ EòÉ´ºÉ´ÉüjÉ - ÊxÉªÉÉxÉxnù ÊiÉ´ÉÉ®úÖ

# CC HINDI 3<sup>rd</sup> SEMESTER – 2018

## Paper - VII {ÉÉ¶SÉÉiªÉ EòÉªÉ¶ÉÉ°jÉ

6 Credits, Ex Time : 3 Hours  
(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

### <EòÉ<Ç - 1

{±Éä}öä - EòÉªÉ °ÉÆªÉÆvÉÖ °ÉÉxªÉiÉÉBÆ

+@ú°iÉÖ - +xÉÖEò@úhÉ °ÉÆªÉxvÉÖ °ÉÉxªÉiÉÉ

±ÉÉäVÉ<xÉ°É - =qùÉiÉ °ÉÆªÉÆÉvÉ °ÉÉxªÉiÉÉ

### <EòÉ<Ç - 2

°ÉbÄª°ÉÇ°iÉÇ - EòÉªÉiÉÉ°iÉÉ EòÉ Ê°ÉrùÉxiÉ

EòÉi±ÉÊ@úVÉ - Eò±{ÉxÉÉ +Éè@ú jèòxjãð°ÉÖ

### <EòÉ<Ç - 3

GòÉäSÉä - +ÊiÉªÉÆVÉxÉÉ°ÉÉnù

jðÖ B°É BÊ±ÉªÉjð - {É@Æú{É@úÉ +Éè@ú °ÉèªÉÊHòEò jÉÉiÉiÉÉ,

ÊxÉ°ÉèÊHòEòiÉÉ EòÉ Ê°ÉrùÉxiÉ +É<Ç B Ê@úSÉb÷°ÉÇ - °Éú±ªÉ Ê°ÉrùÉxiÉ

### <EòÉ<Ç - 4

°ÉSUòxnùiÉÉ°ÉÉnù, ªÉiÉiÉiÉÇ°ÉÉnù, +i°iÉi°É°ÉÉnù, +ÉvÉÖÊxÉEòiÉÉ,

=kÉ@ú +ÉvÉÖÊxÉEòiÉÉ °ÉÉC°ÉÇ°ÉÉnù°É°ÉÖiÉÉ

+ÆEò Ê°ÉiÉÉvÉxÉ : jÉiªÉäEò <EòÉ<Ç °Éä BEò-BEò +É±ÉÉäSÉxÉÉ°ÉÉEò jÉ¶xÉ (700 °Éä 1000 ¶ÉxnùÉä °Éä) 4 X 16= 64 +ÆEò  
jÉiªÉäEò <EòÉ<Ç °Éä °ÉÆÉiÉiÉjÉ jÉ¶xÉ 4 X 4 = 16 +ÆEò

°É½ªÉÉEò OÉxiÉ :

- 1- °ÉÉÊ½ªiªÉ Ê°ÉrùÉxiÉ - @úÉ°É+°ÉvÉ Êuù°ÉänùÖ
- 2- {ÉÉ¶SÉÉiªÉ EòÉªÉ¶ÉÉ°jÉ - näù°ÉäxpùxÉiÉ ¶É°ÉÉÇ
- 3- Ê½pxnùÖ °ÉÉÊ½ªiªÉ EòÉä¶É - °ÉÆ{ÉÉ vÉÖ@äúxpù °É°ÉÉÇ
- 4- +É°iÉÉ Eäò SÉ@úhÉ - b÷Éi xÉMÉäxpù
- 5- {ÉÉ¶SÉÉiªÉ °ÉÉÊ½ªiªÉ-ÉSÉiÉxÉ - ÊxÉ°ÉÇ±ÉÉ VÉèxÉ
- 6- {ÉÉ¶SÉÉiªÉ EòÉªÉ ¶ÉÉ°jÉ +vÉÖxÉÉiÉxÉ °ÉÆnùiÉÇ - °ÉiªÉnäù°ÉÊ°ÉjÉ
- 7- {ÉÉ¶SÉÉiªÉ EòÉªÉ ¶ÉÉ°jÉ - ¶ÉÉiÉxiÉ·Éü{É MÉÖjÉ



CC HINDI  
4<sup>th</sup> SEMESTER – 2019

Paper - IX  
Ê½pxnùÒ = {ÉxªÉÉ°É

6 Credits, Ex Time : 3 Hours

(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

**<EòÉ<Ç -1**  
MÉªÉxÉ - |Éä"ÉSÉxnù

**<EòÉ<Ç - 2**

ªÉÉMÉ(ÉÉ " VÉèÉäxpù EÒªÉÉú

**<EòÉ<Ç - 3**

ÉSÉjÉªÉäJÉÉ - !ÉMÉ'ÉiÉÒ SÉ®úhÉ 'É"ÉÉÇ

**<EòÉ<Ç - 4**

+É{ÉÉòÉ 'ÉÆ]Öò - "ÉzÉÚ !ÉÆb÷É®úÒ

+ÆEò Ê'ÉiÉÉVÉxÉ : |ÉªÉäEò <EòÉ<Ç °Éä BEò-BEò +ÉªÉÉäSÉxÉÉi"ÉÉò |É]xÉ (700 °Éä 1000 ¶ÉªnùÉä "Éä) 4 X 16= 64 +ÆEò  
|ÉªÉäEò <EòÉ<Ç °Éä °ÉÆÉiÉ(iÉ |É]xÉ 4 X 4 = 16 +ÆEò

°É½pÉªÉÉò OÉxiÉ :

- 1- |Éä"ÉSÉxnù +Éè®ú =xÉÉòÉ ªÉÖMÉ - ®ú"ÉÊ'ÉªÉÉ°É ¶É"ÉÉÇ
- 2- |Éä"ÉSÉxnù : BEò Ê'É'ÉäSÉxÉ - <xpùxÉÉiÉ "ÉnùÉxÉ
- 3- Ê½pxnùÒ = {ÉxªÉÉ°É - °ÉÆ{ÉÉ iÉÒ"É °ÉÉ½pxÉÒ, !ÉMÉ'ÉiÉÒ |É°ÉÉnù ÊxÉnùÉÉ®úªÉÉ
- 4- = {ÉxªÉÉ°É EòÉ =nùªÉ - <ªÉÉxÉ 'ÉÉi]õ
- 5- +É°iÉÉ +Éè®ú °ÉÉèxnùªÉÇ - ®úÉ"ÉÊ'ÉªÉÉ°É ¶É"ÉÉÇ
- 6- °ÉÞVÉxÉ¶ÉÒªÉiÉÉ EòÉ °ÉÆEò]õ - ÊxÉªÉÉxÉxnù ÊiÉ'ÉÉ®úÒ
- 7- Ê½pxnùÒ = {ÉxªÉÉ°É - °ÉÆ{ÉÉ xÉÉ"É'É®ú Ê°É½p



CC HINDI  
4<sup>th</sup> SEMESTER - 2019  
**Paper - X**  
**Ê½pxnùÒ Èò½pÉxÉÒ**

6 Credits, Ex Time : 3 Hours

(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

{ÉÉ`ò- {ÉÒ½ÉÈÒ :- Èò½ÉxiÉÒú - {ÉÒú`ÉÉxÉxnù ,ÉÒ`ÉÉ½É`É, ÈMÉÒúÒ½ÉÒú½ÉÉäMÉÒ -ÒúÉVÉÈò`É±É |ÉÈòÉ½ÉxÉ, xÉ<Ç Ènù±±ÉÒ

**<ÈòÉ<Ç - 1**

=°ÉxÉä Èò½pÉ |ÉÉ - SÉxpùnVÉÒú ½É`ÉÉÇ MÉÒ±ÉäÒúÒ

Èò½xÉ - |Éä`ÉSÉxnù

+ÉÈòÉ½ÉnùÒ{Éú - VÉ°É½ÉÈòÒú |É°ÉÈnù

**<ÈòÉ<Ç - 2**

{ÉixÉÒ - VÉèxÉäxpù ÈÒò`ÉÉÒú

MÉäOÉÒxÉú - °ÉÎSSÉnùÉxÉxnù ½pÒÒúÉxÉxnù ¢ÉÉ½ÉäÉäxÉ 'YÉäaÉ'

ÉÉ{É°ÉÒ - =½ÉÉ È½Éä`¢ÉÈnùÉ

**<ÈòÉ<Ç- 3**

±É±É {ÉÉxÉ Èò ¢ÉäMÉ`É - ½hÉÒ·ÉÒú xÉÉÍÉ @äuhÉÒ

MÉú±ÉÈò ¢ÉzÉÉä - vÉ`ÉÇ`ÉÒÒú |ÉÉÒúÍÉÒ

nùä{É½pÒú ÈòÉ |ÉÉäVÉxÉ - +`ÉÒúÈòÉxiÉ

**<ÈòÉ<Ç- 4**

°Éä¢É -ÒúPÉÒ`ÉÒÒú °É½pÉ°É

{É½pÉc÷ - ÈxÉ`ÉÇ±É`ÉÉÉÇ

Ènù±±ÉÒ `Éä BEò `ÉÉèÍÉ - Èò`É±Éä·ÉÒú

+ÆÈò È`ÉÍÉVÉxÉ : |É½ÉäÈò <ÈòÉ<Ç`Éä BEò-BEò +É±ÉäSÉxÉÉÍ`ÉÈò |É½xÉ (700 °Éä 1000 ½ÉxnùÉä `Éä) 4 X 16= 64 +ÆÈò  
|É½ÉäÈò <ÈòÉ<Ç`Éä °ÉÆÉÍÉ{É |É½xÉ 4 X 4 = 16 +ÆÈò

°É½pÉ°ÉÈò OÉxiÉ :

- 1- Èò½pÉxÉÒ : xÉ<Ç Èò½pÉxÉÒ - xÉÉ`É`ÉÒú È°É½p
- 2- xÉ<Ç Èò½pÉxÉÒ ÈòÒ |ÉúÈ`ÉÈòÉ - Èò`É±Éä·ÉÒú
- 3- Ê½pxnùÒ Èò½pÉxÉÒ ÈòÉ <È½pÉ°É - MÉä{ÉÉ±ÉÒúÉä
- 4- BEò nÖùÈxÉaÉÉ °É`ÉÉxÉxiÉÒú -ÒúÉVÉäxpù aÉÈnù`É
- 5- Ê½pxnùÒ Èò½pÉxÉÒ : +xiÉÒÆúMÉ {É½pSÉÉxÉ -ÒúÉ`ÈnùÒ½ÉÈ`É`É
- 6- Ê½pxnùÒ Èò½pÉxÉÒ ÈòÒÒúSÉxÉÉ-|ÉÈGò°ÉÉ - {ÉÒú`ÉÉxÉxnù ,ÉÒ`ÉÉ½É`É
- 7- +{ÉxÉÒ ¢ÉÉÍÉ - |ÉÒ¹`É °ÉÉ½pxÉÒ
- 8- xÉ<Ç Èò½pÉxÉÒ : °ÉÆnùÍÉÇ +ÉèÒú |ÉÈòÈÍÉ - năù`ÉÒ½ÉÆÈòÒú +`É°ÉÒ
- 9- °É`ÉaÉ +ÉèÒú °ÉÉÊ½p½É - È`ÉVÉaÉ `Éä½pxÉ È°É½p
- 10- Ê½pxnùÒ Èò½pÉxÉÒ : |ÉÈGò°ÉÉ +ÉèÒú {ÉÉ`ò - °ÉÒÒäüxpù SÉÈèVÉÒúÒ
- 11- Ê½pxnùÒ Èò½pÉxÉÒ ÈòÉ È`ÉÈòÉ°É - `ÉVÉÒÒäü½É

CC HINDI  
5<sup>th</sup> Semester – 2019

**Paper - XI**  
**Ê½pxnùÒ xÉÉ]ðEò B´ÉÆ BEðÉÆEòÒ**

6 Credits, Exam Time : 3 Hours  
(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

**<EòÉ<Ç - 1**

+ÆvÉä®ú xÉMÉ®úÒ - |ÉÉ®úíÉäxnÖù ½pÊ®ú¶SÉxpù

**<EòÉ<Ç - 2**

°EòxnùMÉÖ{iÉ - VÉªÉ¶ÉÆEò®ú |É°ÉÉnù

**<EòÉ<Ç - 3**

+É¹ÉÉgø EòÉ BEò nùÒxÉ - ¨ÉÉä½pxÉ ®úÉEäò¶É

**<EòÉ<Ç - 4**

®úÖgø EòÒ ½pbÄ-c-zÖ - VÉMÉnùÖ¶SÉxpù ¨ÉíÉÜ®ú

°É´É®áÜJÉÉ-É´É´É´É®áÜJÉÉ - É´É´hÉÖ |ÉíÉÉEò®ú

¨É¨¨ÉÖ-¨EÖÖ®úÉ<xÉ - ±Éí´ÉÖxÉÉ®úÉªÉhÉ ±ÉÉ±É

SÉÉ´úÉ´ÉÉÉ - ®úÉ´ÉEÖò´ÉÉ®ú ´É´ÉÉÇ

(ÉÉ´ö- (ÉÖªíÉEò : ,Éä¹ ö BEðÉÆEòÒ - b÷Èì Ê´ÉVÉªÉ(ÉÉ±É Ê°É½p, xÉä¶ÉxÉ±É (Éí±ÉÉ¶ÉÉMÉ ½pÉ=°É, xÉ<Ç Ênù±±ÉÖ)

+ÆEò Ê´íÉÉVÉxÉ : |ÉªÉäEò <EòÉ<Ç °Éä BEò-BEò +É±ÉÉäSÉxÉÉí´ÉEò |É¶xÉ (700 °Éä 1000 ¶ÉpnùÉä ¨Éä) 4 X 16= 64 <sup>+ÆEò</sup>  
|ÉªÉäEò <EòÉ<Ç °Éä °ÉÆÉíÉ{iÉ |É¶xÉ 4 X 4 = 16 <sup>+ÆEò</sup>

°É½pÉªÉEò OÉxíÉ :

- 1- xÉÉ]ðEòEòÉ®ú |ÉÉ®úíÉäxnÖù EòÒ ®ÆúMÉ-{ÉÉ®úEò±{ÉxÉÉ - °ÉªÉäxpù íÉxÉäVÉÉ
- 2- +ÉvÉÖÉxÉEò Ê½pxnùÒ xÉÉ]ðEò +Éè®ú ®ÆúMÉ´ÉÆSÉ - °ÉÆ(ÉÉ xÉäÊ´ÉSÉxnù VÉèxÉ
- 3- Ê½pxnùÒ BEðÉÆEòÒ EòÒ Ê¶±{ÉÉ´ÉÉvÉ EòÉ Ê´ÉEòÉ°É - Ê°ÉrùxÉíÉ EÖò´ÉÉ®ú
- 4- Ê½pxnùÒ xÉÉ]ðEò : =nÄù!É´É +Éè®ú Ê´ÉEòÉ°É - nù¶É®úíÉ +ÉäZÉÉ
- 5- Ê½pxnùÒ Eäò |ÉíÉÖEò xÉÉ]ðEò - ®ú´Éä¶É MÉÉèíÉ´É
- 6- Ê½pxnùÒ xÉÉ]ðEòÉä ¨Éä Ê´ÉpùÉä½p EòÒ {É®Æú{É®úÉ - ÊEò®úhÉSÉxnù |ÉÉ´ÉÉÇ
- 7- |É°ÉÉnù Eäò xÉÉ]ðEò : °´É°ü{É +Éè®ú °ÉÆ®úSÉxÉÉ - MÉÉäÊªÉxnù SÉÉíÉEò
- 8- Ê½pxnùÒ xÉÉ]ðEò EòÉ +Éí´É°ÉÆPÉ¹ÉÇ - ÊMÉ®úÖ¶É ®úªíÉÉäMÉÖ
- 9- BEðÉÆEòÒ +Éè®ú BEðÉÆEòÖEòÉ®ú - ®úÉ´ÉSÉ®úhÉ ¨É¹äpxpù
- 10- xÉ<Ç ®ÆúMÉ SÉäíÉxÉÉ +Éè®ú Ê½pxnùÒ xÉÉ]ðEòEòÉ®ú - VÉªÉnù´É íÉxÉäVÉÉ

CC HINDI  
5<sup>th</sup> Semester – 2019

**Paper - XII**  
**Ê½pxnùÖ ÊxÉªÉxvÉ B´ÉÆ +xªÉ MÉt Ê´ÉvÉÉBÆ**

6 Credits, Ex Time : 3 Hours  
(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

**<EòÉ<Ç - 1**

ÊxÉªÉxvÉ : {ÊÉ`ö- {ÉÖªÍÉÉö - ÊxÉªÉxvÉªÉxÉ - °ÉÆ{ÊÉnùEò - b÷Êì xÉÉNÉäxpùxÉÍÉ = (ÊÉvªÉÉªÉ, Ê´É·ÉÉÊ´ÉtÉ±ÉªÉ |ÊÉöÉ¶ÊxÉ, ´ÉÉ®úÉhÉ°ÉÖ

´Éä®úÖ - ù´ÉÉ±É JÉÉä MÉ<Ç - b÷Êì Ê´ÉtÉxÉ´ÉÉ°É Ê´É  
nùÖ{ÊÉ´É±ÉÖ - b÷Êì ½pVÉÉ®úÖ|É°ÉÉnù Êuù´ÉänùÖ  
=i°ÉÉ½p - +ÉSÉÉªÉÇ ®úÉ´ÉSÉxpù ¶ÉÖC±É  
iÉÖxÉ EòªÉä - b÷Êì ®úPÉÖ´ÉÖ®ú Ê°É½p

**<EòÉ<Ç - 2**

**°ÉÆ°´É®úhÉ :**

{ÊÉ`ö- {ÉÖªÍÉÉö - ®äúJÉÉBÆ +Éè®ú ®äúJÉÉBÆ - °ÉÖvÉÉEò®ú {ÊÉhcªÉ, +xÉÖ®úÉMÉ |ÊÉöÉ¶ÊxÉ, ´ÉÉ®úÉhÉ°ÉÖ  
´É½pÉÉöÊ´É vÉªÉ¶ÉÆEò®ú |ÊÉÉnù - Ê¶É´ÉÉÚVÉxÉ °É½pÉªÉ  
ÊxÉ®úÉ±ÉÉ - ´É½pÉänù´ÉÖ ´É´ÉÉÇ

**<EòÉ<Ç - 3**

**®äúJÉÉÉÉÉ :**

{ÊÉ`ö- {ÉÖªÍÉÉö - ®äúJÉÉBÆ +Éè®ú ®äúJÉÉBÆ - °ÉÖvÉÉEò®ú {ÊÉhcªÉ, +xÉÖ®úÉMÉ |ÊÉöÉ¶ÊxÉ, ´ÉÉ®úÉhÉ°ÉÖ  
+´°É´ÉGò - Ê´ÉhÉÖ |ÊÉÉEò®ú  
®úÉvÉªÉ - ®úÉ´ÉÉpÉ ªÉäxÉÖ{ÉÖ®úÖ

**<EòÉ<Ç - 4**

**vÉÖ´ÉxÉÖ/ªÉ´ÉÉöÍÉÉ :**

{ÊÉ`ö- {ÉÖªÍÉÉö - ®äúJÉÉBÆ +Éè®ú ®äúJÉÉBÆ - °ÉÖvÉÉEò®ú {ÊÉhcªÉ, +xÉÖ®úÉMÉ |ÊÉöÉ¶ÊxÉ, ´ÉÉ®úÉhÉ°ÉÖ  
iÉÖ´½pÉ®úÖ °´ÉpÉiÉ - ´ÉÉJÉxÉ±É±É SÉiÉÖ´ÉænùÖ  
|ÊÉpòÉiÉ EòÉ +ÉÄSÉ±É - °ÉÖÊ´ÉJÉÉxÉxnùxÉ {ÊÉiÉ

+ÆEò Ê´ÉiÉÉvÉxÉ : |ÊiªÉäEò <EòÉ<Ç °Éä BEò-BEò +É±ÉÉäSÉxÉÉi´ÉÉö |Ê¶xÉ (700 °Éä 1000 ¶ÉænùÉä´Éä) 4 X 16= 64 +ÆEò  
|ÊiªÉäEò <EòÉ<Ç °Éä °ÉÆÊiÉ{Ê |Ê¶xÉ 4 X 4 = 16 +ÆEò

**°ÉªÉ½pEò OÉxÍÉ :**

1- Ê½pxnùÖ EòÉ MÉt °ÉÉÉ½pªÉ - ®úÉ´ÉSÉxpù **ÊiÉ´ÉÉ®úÖ**

2- Ê½pxnùÖ °ÉÉÉ½pªÉ +Éè®ú °ÉÆ´ÉänùxÉÉ EòÉ Ê´ÉÉöÉ°É - ®úÉ´É°´É°ü{É SÉiÉÖ´ÉænùÖ

3- Ê½pxnùÖ +É´ÉÉöÍÉÉ : Ê°ÉrùÉxÍÉ +Éè®ú °´Éü{Ê-Ê´É¶ä´ÉhÉ - **Ê´ÉxÉÖiÉÉ +OÉ´ÉÉ±É**

4- Ê½pxnùÖ MÉt : Ê´ÉªÉÉ°É +Éè®ú Ê´ÉöÉ°É - ®úÉ´É°´É°ü{É SÉiÉÖ´ÉænùÖ

CC HINDI  
6<sup>th</sup> Semester – 2020

**Paper - XIII**  
**Ê½pxnùÒ EòÒ °ÉÊÊ½pîªÉEò {ÉjÉEòÉÊ®úiÉE**

6 Credits, Ex Time : 3 Hours

(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

**<EòÉ<Ç - 1**

°ÉÊÊ½pîªÉEò {ÉjÉEòÉÊ®úiÉE : +IÉÇ, + ´ÉvÉE®úhÉE +Éè®ú ´É½pî´É \*

**<EòÉ<Ç - 2**

!ÉÊ®úiÉäxnùª°ÉÖMÉÖxÉ °ÉÊÊ½pîªÉEò {ÉjÉEòÉÊ®úiÉE : {ÉÊ®úSÉªÉ +Éè®ú !É´ÉpÊkÉªÉEÆ

\* Êuù´Éanùª°ÉÖMÉÖxÉ °ÉÊÊ½pîªÉEò {ÉjÉEòÉÊ®úiÉE : {ÉÊ®úSÉªÉ +Éè®ú !É´ÉpÊkÉªÉEÆ \*

**<EòÉ<Ç - 3**

UòÉªÉE´ÉÉnùª°ÉÖMÉÖxÉ °ÉÊÊ½pîªÉEò {ÉjÉEòÉÊ®úiÉE : {ÉÊ®úSÉªÉ +Éè®ú !É´ÉpÊkÉªÉEÆ \*

UòÉªÉE´ÉÉnùÉäKÉ®ú °ÉÊÊ½pîªÉEò {ÉjÉEòÉÊ®úiÉE : {ÉÊ®úSÉªÉ +Éè®ú !É´ÉpÊkÉªÉEÆ \*

**<EòÉ<Ç-4**

°ÉÊÍÉÆjÉäKÉ®ú °ÉÊÊ½pîªÉEò {ÉjÉEòÉÊ®úiÉE : {ÉÊ®úSÉªÉ +Éè®ú !É´ÉpÊkÉªÉEÆ \*

°É´ÉEòÉ±ÉÖxÉ °ÉÊÊ½pîªÉEò {ÉjÉEòÉÊ®úiÉE : {ÉÊ®úSÉªÉ +Éè®ú !É´ÉpÊkÉªÉEÆ \*

+ÆEò Ê´ÉjÉÉvÉxÉ : !ÉªÉäEò <EòÉ<Ç °Éä BEò-BEò +É±ÉäSÉxÉÉi´ÉEò !É¶xÉ (700 °Éä 1000 ¶ÉanùÉä ´Éä) 4 X 16= 64 <sup>+ÆEò</sup>  
!ÉªÉäEò <EòÉ<Ç °Éä °ÉÆÊiÉ{iÉ !É¶xÉ 4 X 4 = 16 <sup>+ÆEò</sup>

°É½pªÉEò OÉxiÉ :

- 1- Ê½pxnùÒ °ÉÊÊ½pîªÉE EòÉ <ÊiÉ½pÉ°É - b÷Éi xÉMÉäxpù
- 2- +ÉvÉÖÉxÉEò Ê½pxnùÒ °ÉÊ½pîªÉE EòÒ !É´ÉpÊkÉªÉEÆ - xÉE´É´É®ú Ê°É½p
- 3- Ê½pxnùÒ EòÉ MÊt °ÉÊÊ½pîªÉE - ®úÉ´ÉSÉxnù ÊiÉ´ÉÊ®úO
- 4- VÉxÉ°ÉÆ{ÉEÇò, !ÉSÉÉ®ú B´ÉÆ Ê´ÉYÉÉxÉ - Ê´ÉVÉªÉ EÖò±É, Éä´ö
- 5- VÉxÉ°ÉÆSÉÉ®ú ´ÉÉvªÉ´É : !ÉÉ´ÉÉ +Éè®ú °ÉÊÊ½pîªÉE - ¶ÉÖvÉÒ¶É {ÉSÉÉè®úO
- 6- ´ÉÖÊb÷ªÉÉ EòÒ !ÉÉ´ÉÉ - ´É°ÉÖvÉE MÉEñùÊMÉ±É
- 7- °ÉÆSÉÉ®ú GòÉixiÉ +Éè®ú MÉEñù±ÉiÉE °É´ÉÉÉvÉEò °ÉÊäxnùª°ÉÇ MÉEävÉ - EòhÉ EÖò´ÉÉ®ú ®úKÉU
- 8- {ÉjÉEòÉÊ®úiÉE °Éä ´ÉÖÊb÷ªÉÉ iÉEò - ´ÉxÉäVÉ EÖò´ÉÉ®ú
- 9- xÉB VÉ´ÉÉxä EòÒ {ÉjÉEòÉÊ®úiÉE - °ÉÊè®ú!É ¶ÉÖC±ÉE
- 10- !ÉÉ´ÉÉ Ê¶ÉiÉhÉ - ®ú´ÉÖxpùxÉiÉ, ÉÒ´ÉÉ°iÉ´É
- 11- °ÉpVÉxÉÉi´ÉEò °ÉÊÊ½pîªÉE - ®ú´ÉÖxpùxÉiÉ, ÉÒ´ÉÉ°iÉ´É
- 12- ´ªÉÉ´É°ÉÊªÉEò Ê½pxnùÒ - Êñù±ÉÖ{É Ê°É½p

- 13- |ÉªÉÉäVÉxÉ"ÉÚ±ÉΕò Ê½pxnùÒ - nÆùMÉ±É ZÉÉ±]äð
- 14- +ÉvÉÖÊxÉΕò {ÉjÉΕòÉÊ®úiÉÉ - b÷Éì +xÉÖVÉ ÊiÉ´ÉÉ®úÒ
- 15- ºÉÉÉ´É½pÉÉ®úΕò Ê½pxnùÒ B´ÉÆ |ÉªÉÉäMÉ - b÷Éì +Éä"É |ÉΕòÉ¶É
- 16- VÉxÉ"ÉÉvªÉ"ÉÉä ΕòÉ ´ÉèSÉÉÉ®úΕò {ÉÊ®újÉäIªÉ - VÉªÉ®úÒ"É±±É {ÉÉÉ®újÉ
- 17- VÉxÉ"ÉÉvªÉ"É |ÉÉètÉäÊMÉΕò +Éè®ú Ê´SÉÉÉ®úvÉÉ®úÉ - VÉMÉnùÒ·É®ú SÉiÉÒ´ÉænùÒ
- 18- ºÉÉÉ½biªÉ ΕòÉ ºÉÉénùªÉÇÈSÉiÉxÉ - ®ú´ÉÒxpùxÉiÉÉ ,ÉÒ´ÉÉºiÉ´É
- 19- ºÉbVÉxÉ¶ÉÉÒ±ÉiÉÉ +Éè®ú ºÉÉénùªÉÇªÉÉävÉ - ÊxÉ¶ÉÉ +OÉ´ÉÉ±É
- 20- BEò ΕòÊ´É ΕòÒ xÉÉä]ÂðªÉÚΕò- ®úÉvÉä¶É VÉÉä¶ÉÉÒ
- 21- ®äúb÷ªÉÉä ±ÉäJÉxÉ - "ÉvÉÖΕò®ú MÉÆMÉÉvÉ®ú
- 22- {ÉjÉΕòÉ®úÒ ±ÉäJÉxÉ Εäò +ÉªÉÉ"É - "ÉxÉÉä½p®ú |ÉiÉÉΕò®ú
- 23- ºÉVÉÇΕò ΕòÉ "ÉxÉ - xÉxnùÊΕò¶ÉÉä®ú +ÉSÉÉªÉÇ
- 24- ®úÉ<Ë]ðMÉ ÊGòBÊ]ð´É ÊjòC¶ÉxÉ - BSÉ +É®ú Bjò ΕòÒË]ðMÉ

CC HINDI  
6<sup>th</sup> Semester – 2020

**Paper - XIV**  
**।ÉªÉäVÉxÉ"ÉÚ±ÉEò Ê½pxnùÒ**

6 Credits, Ex Time : 3 Hours

(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

**<EòÉ<Ç - 1**  
Ê½pxnùÒ ।ÉÉ¹ÉÉ EòÉ =nÂù।É´É +Éè®ú Ê´ÉEòÉ°É \*

Ê½pxnùÒ EòÉ "ÉÉxÉEòÒEò®úhÉ

**<EòÉ<Ç - 2**

´ÉÉ।Éª।ÉÉ¹ÉÉ B´ÉÆ +xªÉ ।ÉÉ¹ÉÉ Eäò °ü{É´Éä Ê½pxnùÒ, °Æ{ÉÉÇò ।ÉÉ¹ÉÉ, ®úÉVÉ।ÉÉ¹ÉÉ Eäò °ü{É´Éä Ê½pxnùÒ, °ÉÉä±ÉSÉÉ±É Eòò °ÉÉ´ÉÉxªÉ Ê½pxnùÒ, "ÉÉxÉEò Ê½pxnùÒ +Éè®ú °ÉÉÊ½p।ªÉEò Ê½pxnùÒ, °ÉÆÊ´ÉVÉÉxÉ "Éä Ê½pxnùÒ \*

**<EòÉ<Ç - 3**

´ÉèYÉÉxÉEò Ê½pxnùÒ +Éè®ú =°ÉEäò ।É´ÉÖJÉ ±É।ÉhÉ, ´ªÉÉ´É°ÉÉªÉEò Ê½pxnùÒ +Éè®ú =°ÉEäò ±É।ÉhÉ .  
+xÉÖ´ÉÉnù : °ÉÉ´´ÉÉxªÉ Ê°ÉrùÉxiÉ +Éè®ú °É´´ÉªÉÉ - °ÉÉÊ½p।ªÉEò +xÉÖ´ÉÉnù,  
°ÉÉÊ½p।ªÉäiÉ®ú +xÉÖ´ÉÉnù, +xÉÖ´ÉÉnù : °É´´ÉªÉÉBÄ B´ÉÆ °É´´ÉÉVÉÉxÉ

**<EòÉ<Ç - 4**

।ÉÉ¹ÉÉ ´ªÉ´É½pÉ®ú : °É®úEòÉ®úò {É}ÉÉSÉÉ®ú, Ê½{ÉhÉò ।É।ÉÉ´´É°ÉènùÉ±ÉäJÉxÉ, °É®úEòÉ®úò +।É´ÉÉ´ªÉÉ´ÉÉªÉEò {É}É-

±ÉäJÉxÉ \* ।ÉªÉäVÉxÉ"ÉÚ±ÉEò Ê½pxnùÒ Eäò ।É´ÉÖJÉ ।ÉEòÉ®ú : EòÉ°ÉÉÇ±ÉªÉò Ê½pxnùÒ +Éè®ú =°ÉEäò ।É´ÉÖJÉ ±É।ÉhÉ \*

+ÆEò Ê´É।ÉÉVÉxÉ : ।ÉªÉäEò <EòÉ<Ç °Éä BEò-BEò +É±ÉäSÉxÉÉÉ"ÉÉò ।É¶xÉ (700 °Éä 1000 ¶É®nùÉä´Éä) 4 X 16= 64 <sup>+ÆEò</sup>  
।ÉªÉäEò <EòÉ<Ç °Éä °ÉÆÉ।É{।É ।É¶xÉ 4 X 4 = 16 <sup>+ÆEò</sup>

°É½pÉªÉEò OÉxiÉ :

- 1- Ê½pxnùÒ ।ÉÉ¹ÉÉ EòÉ <ÊiÉ½pÉ°É - vÉÒ®äúxpù ´É´ÉÉÇ
- 2- Ê½pxnùÒ ।ÉÉ¹ÉÉ EòÉ =nÂùMÉ´É +Éè®ú Ê´ÉEòÉ°É - =nùªÉxÉÉ®úªÉhÉ ÊiÉ´ÉÉ®úò
- 3- Ê½pxnùÒ ।ÉÉ¹ÉÉ Eòò {É½pSÉÉxÉ °Éä ।ÉÉiÉ¹´óÉ iÉEò - b÷Éi ½pxÉÖ´ÉÉxÉ।ÉÉÉnù ¶ÉÖÇ±É
- 4- ´ªÉÉ´É½pÉÉ®úEò Ê½pxnùÒ +Éè®ú +É±ÉäSÉxÉÉ - E½hÉ EÖò´ÉÉ®ú MÉÉä°´ÉÉ´Eò
- 5- ।ÉªÉäVÉxÉ "ÉÚ±ÉEò Ê½pxnùÒ - "ÉÉVÉ´É °ÉÉäxÉ]õCEäò
- 6- ।ÉÉ¹ÉÉ Ê´ÉYÉÉxÉ - b÷Éi ।ÉÉä±ÉÉxÉÉ।É ÊiÉ´ÉÉ®úò
- 7- °ÉÉ´´ÉÉxªÉ Ê½pxnùÒ - b÷Éi °ÉÖVÉÉ¶ÉÖ EÖò´ÉÉ®ú xÉªÉEò
- 8- ।ÉÉ´ü{ÉhÉ ¶ÉÉ°EòªÉ {É}ÉÉSÉÉ®ú +Éè®ú Ê½{ÉhÉ ±ÉäJÉpxÉ Ê´ÉÉVÉ - ®úÉVÉäxpù ।ÉÉÉnù Ê´É´É°É´É
- 9- ।ÉªÉäVÉxÉ"ÉÚ±ÉEò Ê½pxnùÒ Eòò xÉ<Ç ।ÉÚ´´ÉEòÉ - Eòò±ÉÉ´ÉxÉÉ।É {ÉÉhª÷ªÉ
- 10- ।ÉªÉäVÉxÉ"ÉÚ±ÉEò ।ÉÉ¹ÉÉ +Éè®ú EòÉ°ÉÉÇ±ÉªÉò Ê½pxnùÒ - E½hÉ EÖò´ÉÉ®ú MÉÉä°´ÉÉ´Eò
- 11- ।ÉªÉäVÉxÉ"ÉÚ±ÉEò Ê½pxnùÒ : Ê°ÉrùÉxiÉ +Éè®ú ।ÉªÉäMÉ - nÆùMÉ±É ZÉÉ±äö
- 12- ।ÉªÉäVÉxÉ"ÉÚ±ÉEò Ê½pxnùÒ - b÷Éi Ê´ÉxÉÉänù MÉÉänù®äú



9- 9ÉÖrù Ê½bxrùÒ ÈèºÉä ÊºÉ.Íä - ÑúÉVÉäxrù xÉÉÑúÉªÉhÉ ÊºÉx½hÉ

**SKILL ENHANCEMENT COURSE HINDI (SEC)**  
**4<sup>th</sup> SEMESTER – 2019**

**PAPER - I**

**Ê½pxnùÒ !ÉÉ'ÉÉ Ê¶ÉÍÉhÉ**

2 Credits, 50 Marks, Exam Time : 2 Hours

(10 Marks for Assessment Exam & 40 Marks for Term End Examination)

**<EòÉ<Ç - 1**

!ÉÉ'ÉÉ Ê¶ÉÍÉhÉ Eäò °ÉÆnù!ÉÇ :

!ÉÉ'ÉÉ Ê¶ÉÍÉhÉ EòÒ +ÉvÉÉ®ú!ÉÚ!É °ÉÆEò±{ÉxÉÉBÆ :

|ÉÍÉ"É !ÉÉ'ÉÉ, "ÉÉ!ÉB!ÉÉ'ÉÉ !ÉÍÉÉ +x<sup>a</sup>É !ÉÉ'ÉÉ EòÒ °ÉÆEò±{ÉxÉÉ \*  
 +x<sup>a</sup>É !ÉÉ'ÉÉ Eäò +xiMÉÇ!É Êuù!ÉÒ<sup>a</sup>É !ÉÍÉÉ Ê'Énàù¶ÉÒ !ÉÉ'ÉÉ °ÉÆEò±{ÉxÉÉ \*  
 "ÉÉ!ÉB!ÉÉ'ÉÉ, Êuù!ÉÒ<sup>a</sup>É !ÉÉ'ÉÉ +Éè®ú Ê'Énàù¶ÉÒ !ÉÉ'ÉÉ Eäò Ê¶ÉÍÉhÉ "Éä +xiÉ®ú \*

**<EòÉ<Ç - 2**

!ÉÉ'ÉÉ Ê¶ÉÍÉhÉ EòÒ Ê'ÉÊvÉ<sup>a</sup>ÉÉÆ :

!ÉÉ'ÉÉ EòÉè¶É±É - ,É'ÉhÉ, !ÉÉ'ÉhÉ, 'ÉÉSÉxÉ, ±ÉäJÉxÉ \*

!ÉÉ'ÉÉ EòÉè¶É±É Eäò °ü{É "Éä Ê¶ÉÍÉhÉ, !ÉÉ'ÉÉ EòÉè¶É±ÉÉä Eäò Ê'ÉEòÉ°É EòÒ !ÉEòxÉÖEò +Éè®ú +!ÉÉ°É \*

**<EòÉ<Ç - 3**

Ê½pxnùÒ Ê¶ÉÍÉhÉ :

Ê½pxnùÒ EòÒ "ÉÉ!ÉB!ÉÉ'ÉÉ Eäò °ü{É "Éä Ê¶ÉÍÉhÉ : °ÉÚò±ÉÒ Ê¶ÉÍÉÉ, =SSÉ Ê¶ÉÍÉÉ, nÚù®ú!É Ê¶ÉÍÉÉ, !ÉEòxÉÖEò !ÉÍÉÉ

Ê'ÉÊ¶É' ö |É<sup>a</sup>ÉÉäVÉxÉ °ÉÆnù!É!É Ê¶ÉÍÉÉ \*

Êuù!ÉÒ<sup>a</sup>É !ÉÉ'ÉÉ Eäò °ü{É "Éä °ÉvÉÉ!ÉÒ<sup>a</sup>É +Éè®ú Ê'ÉvÉÉ!ÉÒ<sup>a</sup>É !ÉÉ'ÉÉ 'ÉMÉÇ Eäò °ÉÆnù!ÉÇ "Éä Ê½pxnùÒ Ê¶ÉÍÉhÉ \*

Ê'Énàù¶ÉÒ !ÉÉ'ÉÉ Eäò °ü{É "Éä Ê'Énàù¶ÉÉä "Éä Ê½pxnùÒ Ê¶ÉÍÉhÉ \*

**<EòÉ<Ç - 4**

!ÉÉ'ÉÉ +Éè®ú "ÉÚ±<sup>a</sup>ÉÉÆEòxÉ :

!ÉÉ'ÉÉ {É®úÒ!ÉhÉ +Éè®ú "ÉÚ±<sup>a</sup>ÉÉÆEòxÉ EòÒ °ÉÆEò±{ÉxÉÉ \*

!ÉÉ'ÉÉ-{É®úÒ!ÉhÉ Eäò |ÉEòÉ®ú \*

"ÉÚ±<sup>a</sup>ÉÉÆEòxÉ Eäò |ÉEòÉ®ú \*

+ÆEò Ê'É!ÉÉvÉxÉ : |É!ÉäEò BEòÉ<Ç °Éä BEò-BEò +É±ÉÉäSÉxÉÉ"ÉEò |É¶xÉ 2 X 15 = 30 +ÆEò

|É!ÉäEò <EòÉ<Ç °Éä °ÉÆÉ!É{iÉ |É¶xÉ 2 X 5 = 10 +ÆEò

**°É½pÉ<sup>a</sup>ÉEò OÉxiÉ :**

1- Ê½pxnùÒ Ê¶ÉÍÉhÉ Ê°ÉrùÉxiÉ - "ÉxÉÉä®ú"ÉÉ MÉÖ{iÉÉ

2- !ÉÉ'ÉÉ Ê¶ÉÍÉhÉ - ®ú'ÉÒxpùxÉÉ!É ,ÉÒ'ÉÉ°iÉ'É

3- +x<sup>a</sup>É !ÉÉ'ÉÉ-Ê¶ÉÍÉhÉ Eäò EÖòUò {É!É - °ÉÆ{ÉÉ + "É®ú ¶É½pÉnÖù®ú Ê°É½p

4- !ÉÉ'ÉÉ-Ê¶ÉÍÉhÉ - ±É! "ÉÒxÉÉ®úÉ<sup>a</sup>ÉhÉ ¶É"ÉÉÇ

5- !ÉÉ'ÉÉ-Ê¶ÉÍÉhÉ !ÉÍÉÉ !ÉÉ'ÉÉÊ'ÉYÉÉxÉ - °ÉÆ{ÉÉ ¥ÉvÉä-É®ú 'É"ÉÉÇ

6- Ê½pxnùÒ !ÉÉ'ÉÉ-Ê¶ÉÍÉhÉ - !ÉÉä±ÉÉxÉÉ!É Ê!É'ÉÉ®úÒ

7- +xÉ!ÉÉÖHò !ÉÉ'ÉÉÊ'ÉYÉÉxÉ - °ÉÆ{ÉÉ ®ú'ÉÒxpùxÉÉ!É ,ÉÒ'ÉÉ°iÉ'É, !ÉÉä±ÉÉxÉÉ!É Ê!É'ÉÉ®úÒ, Eò'hEÖò"ÉÉ®ú MÉÉä"ÉÉ'ÉÒ

# DISCIPLINE SPECIFIC ELECTIVE COURSE HINDI (DSEC)

5<sup>th</sup> SEMESTER – 2019

PAPER – I

हिंदी-भाषा-परीक्षा

6 Credits, Ex Time : 3 Hours

(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

## <EòÉ<Ç - 1

भारतीय-साहित्य-परिचय : भारतीय-साहित्य-परिचय (नव-साहित्य-परिचय 67 भाषा 185 भाषा) भारतीय-साहित्य-परिचय, भारतीय-साहित्य-परिचय \*

## <EòÉ<Ç - 2

भारतीय-साहित्य-परिचय - (भारतीय-साहित्य-परिचय 10 भाषा, भाषा 10 भाषा 29,35,37,44,45,60,67,73,74,84) भारतीय-साहित्य-परिचय, भारतीय-साहित्य-परिचय \*

## <EòÉ<Ç - 3

भारतीय-साहित्य-परिचय - (भारतीय-साहित्य-परिचय 10 भाषा, भाषा 10 भाषा 7,10,18,24,26,31,33,36,44,73) भारतीय-साहित्य-परिचय, भारतीय-साहित्य-परिचय \*

## <EòÉ<Ç - 4

भारतीय-साहित्य-परिचय (10 भाषा, भाषा 10 भाषा 1,5,17,30,36,41,45,72,78,79) भारतीय-साहित्य-परिचय, भारतीय-साहित्य-परिचय \*

भारतीय-साहित्य-परिचय : भारतीय-साहित्य-परिचय 700 भाषा 1000 भाषा 4 X 16 = 64 भाषा  
भारतीय-साहित्य-परिचय 700 भाषा 1000 भाषा 4 X 4 = 16 भाषा

भारतीय-साहित्य-परिचय :

1- भारतीय-साहित्य-परिचय 700 भाषा 1000 भाषा

2- भारतीय-साहित्य-परिचय 700 भाषा 1000 भाषा

3- भारतीय-साहित्य-परिचय 700 भाषा 1000 भाषा

4- भारतीय-साहित्य-परिचय 700 भाषा 1000 भाषा

5- भारतीय-साहित्य-परिचय 700 भाषा 1000 भाषा

6- भारतीय-साहित्य-परिचय 700 भाषा 1000 भाषा

# DSEC HINDI

## 5<sup>th</sup> SEMESTER – 2019

### PAPER – II

#### UôÉªÉÉ´ÉÉnù

6 Credits, Ex Time : 3 Hours

(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

#### <EòÉ<Ç - 1

VÉªÉ¶ÉÆEò®ú |ÉºÉÉnù :

+ÉÃºÉÚ : |ÉÍÉ´É 30 Uòxnù (Ê½pxnùÒ EòÉªÉ ºÉÆOÉ½p - ºÉÆ(|ÉÉ- ®úÉ´É´ÉÒ®ú ÉºÉ½p (EäòxpùÒªÉ Ê½pxnùÒ ºÉÆºÉÉxÉ, +ÉMÉ®úÉ))

#### <EòÉ<Ç-2

ºÉÚªÉÇEòÉxiÉ ÊjÉ(ÉÉ`òÒ´ ÊxÉ®úÉ±ÉÉ : (Ê½pxnùÒ EòÉªÉ ºÉÆOÉ½p - ºÉÆ(|ÉÉ- ®úÉ´É´ÉÒ®ú ÉºÉ½p (EäòxpùÒªÉ Ê½pxnùÒ

ºÉÆºÉÉxÉ, +ÉMÉ®úÉ)) ÊÍÉÍÖEò, ¢ÉÉnù±É ®úÉMÉ, iÉÖ´É +É®ú´Éó, ¢ÉÉÆvÉÉä xÉ xÉÉ´É, ´Éé +Eäò±ÉÉ

#### <EòÉ<Ç - 3

ºÉÖÊ´ÉjÉÉxÉxnùxÉ (ÉÆiÉ :

+ÉvÉÖÊxÉEò EòÉ´É- 1 (|ÉEòÉ¶ÉEò - Ê½pxnùÒ ºÉÉÊ½piªÉ ºÉ´´Éä±ÉxÉ, |ÉªÉÉMÉ)

EòÉ´ÉiÉÉ : ´Éä½p, {É´ÇiÉ |Énà®jÉ´Éä {ÉÉ´ÉºÉ, +ÉÃºÉÚ EòÒ ¢ÉÉÊ±ÉEòÉ, ´ÉÉxÉ´É, OÉÉ´É EòÉ´É, |ÉÉ®úÉ´É´ÉiÉÉ, {ÉÊiÉiÉÉ

#### <EòÉ<Ç - 4

´É½pÉnàù´ÉÒ´É´ÉÉÇ :

+ÉvÉÖÊxÉEò EòÉ´É-1- (|ÉEòÉ¶ÉEò - Ê½pxnùÒ ºÉÉÊ½piªÉ ºÉ´´Éä±ÉxÉ, |ÉªÉÉMÉ)

EòÉ´ÉiÉÉ ºÉÆjªÉÉ : 1- ÊxÉ¶ÉÉ EòÒ, vÉÉä nàuiÉÉ ®úÉEäò¶É, 3- ÊxÉ´ÉÉºÉÉä EòÉ xÉÒc- ÊxÉ¶ÉÉ EòÉ, 9- |ÉEòÒ (É±ÉEäò ºÉ{ÉxÉÉä {É®ú c-É±É, 11- ºÉÉMÉÇ EòÉ |ÉÉ xÉÒ®ú´É =SUÂò´ÉºÉ, 23- ÊnªÉÉ CªÉÉä VÉÖ´ÉxÉ EòÉ´É´úñúÉxÉ?, 28- vÉÖ®äú vÉÖ®äú =kÉ®ú ÊiÉiÉvÉ´Éä, 32- Ê´É®ú½p EòÉ vÉ±ÉvÉÉiÉ vÉÖ´ÉxÉ, Ê´É®ú½p EòÉ vÉ±ÉvÉÉiÉ !

+ÆEò Ê´ÉiÉÉvÉxÉ : |ÉªÉäEò <EòÉ<Ç ºÉä BEò-BEò +É±ÉÉäSÉxÉÉ´É´ÉEò |É¶xÉ (700 ºÉä 1000 ¶ÉnùÉä´Éä) 4 X 16= 64 +ÆEò  
|ÉªÉäEò <EòÉ<Ç ºÉä ºÉÆÊiÉ{ÍÉ |É¶xÉ 4 X 4 = 16 +ÆEò

ºÉ½pªÉEò OÉxiÉ :

- 1- VÉªÉ¶ÉÆEò®ú |ÉºÉÉnù - xÉxnùnÖù±ÉÉ®äú´ÉÉvÉ{ÉäªÉÖ
- 2- ÊxÉ®úÉ±ÉÉ EòÒ ºÉÉÊ½piªÉ ºÉÉvÉxÉÉ - ®úÉ´É´É±ÉÉºÉ ¶É´ÉÉÇ
- 3- Ê½pxnùÒ ºÉSUòxnùiÉÉ´ÉÉnùÒ EòÉªÉvÉÉ®úÉ - |Éä´É¶ÉÆEò®ú
- 4- VÉªÉ¶ÉÆEò®ú |ÉºÉÉnù - |Éä´É¶ÉÆEò®ú
- 5- ÊxÉ®úÉ±ÉÉ : +É´´É½ÆpiÉÉ +ÉºiÉÉ - nÚùvÉxÉÉiÉ ÉºÉ½p
- 6- ÊxÉ®úÉ±ÉÉ EòÉªÉ EòÒ UôÉ´ÉªÉÄ - xÉxnùÊEò¶ÉÉä®ú xÉ´É±É
- 7- jÉªÉÖ (|ÉºÉÉnù, ÊxÉ®úÉ±ÉÉ +É®ú´ÉÆiÉ) - +ÉSÉªÉÇ vÉÉxÉEò´É±ÉiÉ ¶ÉÉºÉÖ
- 8- +xÉEò½pÉ ÊxÉ®úÉ±ÉÉ - +ÉSÉªÉÇ vÉÉxÉEò´É±ÉiÉ ¶ÉÉºÉÖ
- 9- UôÉªÉÉ´ÉÉnù - xÉÉ´É´É®ú ÉºÉ½p
- 10- +ÉvÉÖÊxÉEò Ê½pxnùÒ EòÉ´ÉiÉÉ´Éä ÊªÉ´É Ê´ÉvÉÉxÉ - EäònùÉ®úxÉÉiÉ ÉºÉ½p
- 11- +ÉvÉÖÊxÉEò ºÉÉÊ½piªÉ - xÉxnùnÖù±ÉÉ®äú´ÉÉvÉ{ÉäªÉÖ
- 12- Ê½pxnùÒ xÉ´ÉMÉÖiÉ : =nÂù´É´É +É®ú´É´ÉEòºÉ - ®úÉvÉäxpù MÉÉèiÉ´É

4 - b=Êï vÊ'ÉC'ÉÒÙ: +ÊïÉ¶ÉïÉ ÆSÉïÉxÉ °Éä <ÊïÉ½bÉ°É ÆSÉïÉxÉ ÈòÒ +ÉäÒÙ

- 1- Ê°Ê´ÊÊäxÊ nù ¢ÊÊä=´ÊÊ - °ÿÊÒ = {ÊäÊÎÊÎÊÊ
- 2- MÉÖ±ÊÊ´ÊMÉÒ®úÒ - VªÊÊäÊÎÊ¢ÊÊ ÿÒò±Êä
- 3- +ÆªÊäbÂ÷Êò®ú ®úSÊxÊÊ´Ê±ÊÒ - !ÊÊMÊ-1
- 4- |Ê!ÊÊ JÊäiÊÊxÊ - = {ÊÊxÊ´Êä¶Ê Êä °ÿÊÒ
- 5- °ÿÊÒ +Î°ÊÎÊÊ °ÊÊÊ½þªÊ +Êä®ú Ê´ÊSÊÊ®úvÊÊ®úÊ - °ÊÖvÊÊ Ê°Ê½þ
- 6- ´ÊÚÊò xÊÊªÊÊò, ¢ÊÊ½þ¹ÊþòîÊ !ÊÊ®úîÊ - +ÆªÊäbÂ÷Êò®ú
- 7- Ê¶ÊÊÊÆòVÊä ÊòÊ nùnÇù - ¶ÊÖ¶ÊÊò±ÊÊ ðÊÆÊò!ÊÊ®úäú
- 8- vÊÚ òxÊ - +Êä´´Ê|ÊÊòÊ¶ÊªÊ ¢ÊÊ±´´ÊÖÊÊò
- 9- nùÊ±ÊÎÊ °ÊÊÊ½þªÊ ÊòÊ °ÊÊxnùªÊÇ¶ÊÊ°ÿÊ - ¶Ê®úhÊ ÊÖò´ÊÊ®ú Ê±ÊªÊÊ±Êä
- 10- nùÊ±ÊÎÊ °ÊÊÊ½þªÊ ÊòÊ °ÊÊèxnùªÊÇ¶ÊÊ°ÿÊ - +Êä´Ê|ÊÊòÊ¶ÊªÊ ¢ÊÊ±´´ÊÖÊÊò
- 11- nùÊ±ÊÎÊ +ÊxnùÊä±ÊxÊ ÊòÊ <ÊÎÊ½þÊ°Ê - ´ÊÊä½þxÊnùÊ°Ê xÊäÊ´Ê¶Ê®úÊªÊ
- 12- xÊÊ®úÒ ÊÊnùÒ ®úÊvÊxÊòÊÊÎÊ - ÊvÊxÊò ÊxÊ´ÊäÊnùÊÊ
- 13- Ê½þxnùÒ nùÊ±ÊÎÊ ÊòÊÊÊ °ÊÊÊ½þªÊ : +´ÊvÊÊ®úhÊÊ B´ÊÊ Ê´ÊvÊÊBÆ - ®úvÊÊ ®úÊxÊò ´´ÊÖòxÊÚ´
- 14- +Êè®úîÊ ½þÊäxÊä ÊòÒ °ÊvÊÊ - +®úÊ´Êxnù vÊèxÊ
- 15- +ÊÊnù´ÊÊ°ÊÒ +Î°ÊÎÊÊ ÊòÊ °ÊÆÊòð - ®ú´ÊÊhÊÊòÊ MÉÖÿîÊÊ



# DSEC HINDI

## 6<sup>th</sup> SEMESTER – 2020

### PAPER – IV

#### ±ÉäEò °ÉÊ½piÉ

6 Credits, Ex Time : 3 Hours

(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

#### <EòÉ<Ç - 1

±ÉäEò °ÉÊ½piÉ : {ÉÊÜíÉÉÉÉ B'ÉÆ °ÉÜíÉ, ±ÉäEò +ÉèÜ ±ÉäEò °ÉÉÉÉÇ, ±ÉäEò °ÉÆ°EòÉÉÉ EòÖ +ÉÉÉÜíÉÉ, ±ÉäEò °ÉÉÉÉÇ +ÉèÜ ±ÉäEò °ÉÆ°EòÉÉÉ, ±ÉäEò °ÉÆ°EòÉÉÉ +ÉèÜ °ÉÊ½piÉ, °ÉÊ½piÉ +ÉèÜ ±ÉäEò EòÉ +ÉÆ°ÉÆ°EòÉÉ, ±ÉäEò °ÉÊ½piÉ EòÉ +xÉ °ÉÉÉÉÉÉÉÉÉ É'ÉÉÉÉÉÉÉÉ Éä °ÉÆ°EòÉÉ, ±ÉäEò °ÉÊ½piÉ Éä +v°ÉÉÉÉ EòÖ °É°ÉÉÉÉÉ \*

#### <EòÉ<Ç - 2

ÍÉÊÜíÉ Éä ±ÉäEò °ÉÊ½piÉ Éä +v°ÉÉÉÉ EòÉ <É½pÉ°É, ±ÉäEò °ÉÊ½piÉ Éä ÍÉÖÖÉ °ÜíÉÉ EòÉ 'ÉÉÉÉÜíÉÉ \*  
±ÉäEòMÉÖíÉ : °ÉÆ°EòÉÜMÉÖíÉ, µÉÍÉMÉÖíÉ, É'ÉÉÉÉÉ, @ñÉÖMÉÖíÉ, VÉÉÉÉÉÉÉÉ \*

#### <EòÉ<Ç - 3

±ÉäEòxÉÉ]ö : @ÜÉ'É±ÉÖ±ÉÉ, @ÜÉ°É±ÉÖ±ÉÉ, EòÖíÉÇÉxÉ°ÉÉÆ, °ÉÉÆMÉ, °ÉÍÉMÉÉxÉ, É'ÉñäÜÉÉ°ÉÉ, ÍÉÆb÷, ÍÉ'ÉÉÉÉÉ, xÉÉÆ]ÆöEòÖ \*  
É½pxnÜ ±ÉäEòxÉÉ]ö EòÖ {É@ÆÜíÉÜÉ B'ÉÆ ÍÉÉ'ÉÉÉ \*

É½pxnÜ xÉÉ]öEò B'ÉÆ @ÆÜMÉ'ÉÆSÉ {ÉÜ ±ÉäEòxÉÉ]öÉä EòÉ ÍÉÍÉÉ \*

±ÉäEòxÉÉ]ö B'ÉÆ ±ÉäEò°ÉÆMÉÖíÉ \*

#### <EòÉ<Ç - 4

±ÉäEòMÉÉÍÉÉ : ±ÉäEòMÉÉÍÉÉ EòÖ ÍÉÜíÉÖ°É {É@ÆÜíÉÜÉ, ±ÉäEòMÉÉÍÉÉ EòÖ °ÉÉÉÉxÉ ÍÉÉÉÉÉÉÉÉ, ±ÉäEòMÉÉÍÉÉ ÍÉÖÖÉÉÉ \*  
ÍÉ°ÉÉÜ ±ÉäEòMÉÉÍÉÉÆ : gøÉ±ÉÉ-ÉÉ°ü, MÉÉä{ÉÖSÉxñ-ÍÉÜíÉÜÜ, ±ÉäEòÜÉÉ°ÉÉxÉ, xÉ±É-nÜÉ°ÉxiÉÖ, ±É±ÉÉ-ÉÉÉÉÉÉ, ½pÖÜÉ-ÜÉÉÉÉÉ, °Éä½pxÉÖ-É½pÖÉÉÉ \*

±ÉäEòÍÉÉÍÉÉ : ±ÉäEò °ÉÍÉÉÉÉÉÉ 'Ö½pÉÉÜä, Eò½pÉÉÉä, ±ÉäEòÉHò°ÉÉÆ, {É½äpÉ±ÉÉÉÄ \*

+ÆEò É'ÉÉÉÉÉÉÉ : ÍÉÉäEò <EòÉ<Ç Éä BEò-BEò +ÉÉäSÉxÉÉÉÉÉÉÉÉÉ ÍÉxÉ (700 °Éä 1000 ÍÉÉñÜÉä Éä) 4 X 16 = 64 +ÆEò  
ÍÉÉäEò <EòÉ<Ç Éä °ÉÉÉÉÉÍÉÍÉ ÍÉxÉ 4 X 4 = 16 +ÆEò

°É½pÉÉÉÉÖ ÖÉxÍÉ :

- 1- ±ÉäEò-°ÉÊ½piÉ EòÖ ÍÉÜÉ'ÉÉÉÉ - b÷Éí EòÖ'hÉñäÜÉÉ = {ÉÉÉÉÉÉÉ
- 2- É½pxnÜ ÍÉñäÜÉÉ Éä ±ÉäEòMÉÖíÉ - b÷Éí EòÖ'hÉñäÜÉÉ = {ÉÉÉÉÉÉÉ
- 3- ½pÉÜ°ÉÉÉÉÉ ÍÉñäÜÉÉ EòÉ ±ÉäEò°ÉÊ½piÉ - ÍÉÆEòÜ ±É±É °ÉÉÉÉ
- 4- EÖö'ÉÉ=ÆxÉÖ : EòÉ'ÉÍÉÉ EòÉÉ'ÉÖñÜ : ÖÉÉ'ÉÉÉÉÉ - {ÉÆ @ÜÉxÉ@ÜÜÍÉ ÉÍÉ{ÉÉ'ö
- 5- ÍÉäVÉ{ÉÖÜÜ °ÉÆ°EòÉÜ MÉÖíÉ - ÉÖ ½Æp°É EòÖ'ÉÉÜ ÉÍÉ'ÉÉÜÜ
- 6- É½pxnÜ °ÉÊ½piÉ EòÉ 'É½piÉ <É½pÉ°É - {ÉÆ @ÜÉ½Öp±É °ÉÆ°EòÉÉÉÉÉxÉ, ÍÉÉÉÉ-16
- 7- 'ÉÉÉÉÉÉ EòÉ'ÉÍÉÉ : ÍÉäVÉ{ÉÖÜÜ - {ÉÆ É'ÉÉÉÉÉÉÉÉÉ É'ÉÉ
- 8- ÍÉÜíÉÖ°É ±ÉäEò °ÉÊ½piÉ : {É@ÆÜíÉÜÉ +ÉèÜ ÍÉÜÜÜÍÉÉ - É'ÉÉÉ É°Éx½pÉ
- 9- ±ÉÉÉ'ÉÖSÉxñ EòÉ EòÉ°É 'ÉÉÍÉÉ - ½pÉÜSÉxñ ÉÉxvÉÖ
- 10- °ÉÜÍÉÉÉÉÜ - °ÉÆVÉÖ'É

11- É½pxnÜ °ÉÊ½piÉ EòÉä ½pÉÜ°ÉÉÉÉÉ ÍÉñäÜÉÉ EòÖ näxÉ - ½pÉÜ°ÉÉÉÉÉ °ÉÊ½piÉ +EòÉñÜÉÖ EòÖ ÍÉÉÖÉÉÉÉ

# GENERIC ELECTIVE HINDI ०६६६६६६६ BāiSUôEò

1<sup>st</sup> SEMESTER – 2017

## PAPER – I

(History of Hindi Literature) Ê½pxnùÒ ०६६Ê½pi⁹É EòÉ <ÊiÊ½pÉ°É

6 Credits, Ex Time : 3 Hours

(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

### UNIT - I +ÊÊnùEòÉ±É :

Eò. Ê½pxnùÒ ०६६Ê½pi⁹É EòÉ EòÉ±É Ê'ÊiÊÉVÉxÉ BÆ'É xÉÊ'ÉEòòúhÉ \*

JÉ. +ÊÊnùEòÉ±ÉòxÉ ०६६Ê½pi⁹É - Ê°Êrù ०६६Ê½pi⁹É, VÉèxÉ ०६६Ê½pi⁹É, xÉÊiÉ ०६६Ê½pi⁹É, @ú°ÉEä ०६६Ê½pi⁹É, ±ÊÊèÊEòEò ०६६Ê½pi⁹É \*

MÉ. +ÊÊnùEòÉ±É Eòò = {Ê±Êi⁹vÉ°ÉEÆ

### UNIT - II iÊÊHòEòÉ±É :

Eò. ÊxÉMÉÒÇhÉ iÊÊHò EòÉ'⁹É : ०ÆiÊEòÉ'⁹É Eòò ०६६Êx⁹É iÉ'ÊpÊKÉ°ÉEÆ, ०ÉÚjòò EòÉ'⁹É Eòò ०६६Êx⁹É iÉ'ÊpÊKÉ°ÉEÆ

JÉ. ०ÉMÉÒhÉ iÊÊHò EòÉ'⁹É : @úÉ'É iÊÊHò EòÉ'⁹É +Êè@ú iÊÖ±É°EònùÉ°É, Êpò'hÉiÊÊHò EòÉ'⁹É- 'É±±ÉiÉ ०ÆiÊEòÉ±É +jòUòÉ{É Eäò EòÉ'É, ०ÆiÊEòÉ±É ÊxÉ@ú{ÉäiÉ EòÉ'É \*

MÉ. iÊÊHòEòÉ±É Eòò = {Ê±Êi⁹vÉ°ÉEÆ

### UNIT - III @úÒÊiÊEòÉ±É:

Eò. xÉÊ'ÉEòòúhÉ

JÉ. @úÒÊiÊEòÉ±É Eòò iÉ'ÊpÊKÉ°ÉEÆ

MÉ. @úÒÊiÊEòÉ±É +Êè@ú @úÒÊiÊEòÉ±É EòÉ'⁹É

PÉ. @úÒÊiÊEòÉ±É Eòò = {Ê±Êi⁹vÉ°ÉEÆ

### UNIT - IV +ÊvÉÖÊxÉEòEòÉ±É :

Eò. +ÊvÉÖÊxÉEò Ê½pxnùÒ EòÉ'⁹É Eòò iÉ'ÊpÊKÉ°ÉEÆ

JÉ. iÊÊ@úiÊäxnò ०ÉÖMÉ

MÉ. Êuù'Êänùò ०ÉÖMÉ

PÉ. UòÉ°ÉE'ÉÊnù°ÉÖMÉ

Rò. UòÉ°ÉE'ÉÊnùÊäKÉ@ú EòÉ±É

+ÊvÉÖÊxÉEò MÉt:

Eò. Ê½pxnùÒ = {Êx⁹É°É°É EòÉ = nÂùiÉ'É +Êè@ú Ê'ÉEòÉ°É

JÉ. Ê½pxnùÒ Eò½pÊxÉò EòÉ = nÂùiÉ'É +Êè@ú Ê'ÉEòÉ°É

MÉ. Ê½pxnùò xÉÊjòEò EòÉ = nÂùiÉ'É +Êè@ú Ê'ÉEòÉ°É

PÉ. Ê½pxnùò ÊxÉ°ÉxvÉ EòÉ = nÂùiÉ'É +Êè@ú Ê'ÉEòÉ°É

+ÆEò Ê'ÊiÊÉVÉxÉ : iÉiÊäEò <EòÉ<Ç ०Éä BEò-BEò +Ê±ÊÉäSÉxÉÊi⁹ÉEò iÉjxÉ (700 ०Éä 1000 jÉpnùÊä "Êä) 4 X 16= 64 +ÆEò

iÉiÊäEò <EòÉ<Ç ०Éä ०ÆÊÊiÉ{É iÉjxÉ 4 X 4 = 16 +ÆEò

०ÆÊnùiÉÇ ०ÆÊiÉ :-

1. Ê½pxnùÒ ०६६Ê½pi⁹É EòÉ <ÊiÊ½pÉ°É - b÷Êi. xÉMÉäxpù, xÉäjÉxÉ±É {Êi⁹ÊÊjÉMÉ ½pÉ=°É, Ênù±±Éò

2. Ê½pxnùÒ ०६६Ê½pi⁹É EòÉ <ÊiÊ½pÉ°É - b÷Êi. @úÉ'ÉSÉxpù jÉÖC±É, xÉMÉ@úò jÉSÉ@úhÉò ०ÉiÉÉ, EòÉjÉò

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# GEC HINDI

## 4<sup>th</sup> SEMESTER – 2019

### PAPER – II

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6 Credits, Ex Time : 3 Hours

(20 Marks For Assessment Exam & 80 Marks For Term End Examination.)

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**RAYAGADA AUTONOMOUS COLLEGE**  
**RAYAGADA, ODISHA, 765001**

# **RAYAGADA AUTONOMOUS COLLEGE RAYAGADA**



## **PROPOSED SYLLABUS AND SCHEME OF EXAMINATION FOR +3 B.A HISTORY HONOURS**

**UNDER CHOICE BASED CREDIT SYSTEM (CBCS)**

**FOR THE SESSION:**

**2017-2018**

**2018-2019**

**2019-2020**

**BOARD OF STUDIES IN HISTORY RAYAGADA  
AUTONOMOUS COLLEGE RAYAGADA: 765001**

- |                                |   |
|--------------------------------|---|
| • Core Course                  | 14 Courses(Papers)-06 Credits Each              |
| • Generic Elective             | 02 Courses (Papers)-06 Credits Each             |
| • Discipline Specific Elective | 04 Courses (Papers)-06 Credits Each             |
| • Skill Enhancement Course     | 02 Courses                      02 Credits Each |



**SEMESTER WISE**  
**C.B.C.S. COURSE STRUCTURE: B.A (HISTORY HONOURS)**  
**RAYAGADA AUTONOMOUS COLLEGE, RAYAGADA**  
**2017-2019**

<b>Semester</b>	<b>Name of the course</b>	<b>Title of the course (paper )</b>
<b>1<sup>st</sup> Semester</b>	<b>Core Paper :I</b>	<b>HISTORY OF INDIA –I</b>
	<b>Core Paper :II</b>	<b>SOCIAL FORMATIONS AND CULTURAL PATTEENS OF THE ANCIENT WORLD</b>
	<b>AECC Paper : I</b>	-----
<b>2<sup>nd</sup> Semester</b>	<b>Core Paper :III</b>	<b>HISTORY OF INDIA—II</b>
	<b>Core Paper :IV</b>	<b>SOCIAL FORMATIONS AND CULTURAL PATTERNS OF ODISHA</b>
	<b>G.E Paper : I</b>	<b>UNDERSTANDING THE INDIAN CULTURE : I</b>
	<b>AECC Paper : II</b>	-----
<b>3<sup>rd</sup> Semester</b>	<b>Core Paper :V</b>	<b>HISTORY OF INDIA –III (C. 750 -- 1206)</b>
	<b>Core Paper :VI</b>	<b>RISE OF MODERN WEST—I</b>
	<b>Core Paper :VII</b>	<b>HISTORY OF INDIA-IV (1206--1550)</b>
	<b>G.E Paper : II</b>	<b>UNDERSTANDING THE INDIAN CULTURE : II</b>
<b>4<sup>th</sup> Semester</b>	<b>Core Paper :VIII</b>	<b>RISE OF THE MODERN WEST – II</b>
	<b>Core Paper :IX</b>	<b>HISTORY OF INDIA-V ( C.1550 -- 1605)</b>
	<b>Core Paper :X</b>	<b>HISTORY OF INDIA (c. 1605 – 1750)</b>
	<b>SEC</b>	<b>AN INTRODUCTION TO INDIAN ART</b>
<b>5<sup>th</sup> Semester</b>	<b>Core Paper :XI</b>	<b>HISTORY OF MODERN EUROPE (1780-1939)</b>
	<b>Core Paper :XII</b>	<b>HISTORY OF INDIA – VI ( C. 1750- 1857)</b>
	<b>DSE-I</b>	<b>HISTORY OF SOUTH-EAST ASIA - THE 20th CENTURY</b>
	<b>DSE-II</b>	<b>HISTORY OF INDIA FROM THE EARLIEST TIMES UPTO300 C.E.</b>
<b>6<sup>th</sup> Semester</b>	<b>Core Paper :XIII</b>	<b>HISTORY OF INDIA (c. 1857--1950)</b>
	<b>Core Paper :XIV</b>	<b>UNDERSTANDING SOCIAL, ECONOMIC AND CULTURAL LIFE : A STUDY ON ODISHA</b>
	<b>DSE-III</b>	<b>HISTORY OF INDIA FROM C.300 to 1206</b>
	<b>DSE-IV</b>	<b>HISTORY OF INDIA 1206 TO 1707</b>

# SEMESTER : I

## CORE PAPER :I HISTORY OF INDIA –I

(Candidates have to answer four short questions each carrying 4 Marks.  
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

**Internal assessment: 20 Marks**  
**Semester Examination: 80 Marks**

- Unit: I      Reconstructing Ancient Indian History**  
(a) Sources and Tools of Historical Reconstruction  
(b) Palaeolithic cultures Store Industries and other Technological Development  
(c) Mesolithic cultures: New Developments in Technology and Economy, Rock Art
- Unit: II      The Advent of Food Production**  
(a) Neolithic Culture  
(b) Chalcolithic Cultures
- Unit : III    The Harappan Civilization**  
(a) Origin, settlement patterns and Town planning.  
(b) Social and political organization, Religious Belief.  
(c) Craft, Production, Trade, Art and the problem of Urban Decline
- Unit : IV    Culture in Transition**  
(a) Aryan Problems – Advent and Dating  
(b) Social Stratification and Economic Development  
(c) Religion & Philosophy

### Essential Readings:

- R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007
- R.S. Sharma, Material Culture and Social Formations in Ancient India, 1983
- R.S. Sharma, Looking for the Aryas, Delhi, Orient Longman Publishers, 1995
- D.P. Agrawal, The Archaeology of India, 1985

### SUGGESTED READINGS:

- Uma Chakravarti, The Social Dimensions of Early Buddhism 1997
- Ranjan Gurukul, Social Formations of Early South India, 2010
- R. Champakalakshmi, Trade Ideology and urbanizations : South India 300 BC – AD 1300, 1996

# SEMESTER : I

## CORE PAPER :II

### SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD

(Candidates have to answer four short questions each carrying 4 Marks.  
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks  
Semester Examination: 80 Marks

- Unit: I      Evolution of Human Kind**  
 (a) Palaeolithic Culture  
 (b) Mesolithic Culture  
 (c) Beginning of Agriculture.
- Unit: II      Bronze Age Civilization (Any one of the followings)**  
 (a) Egypt (Old kingdom)  
 (b) Mesopotamia (up to the Akkadian Empire)  
 (c) China (Chang)
- Unit : III    Slave Society in Ancient Greece**  
 (a) Agrarian Economy  
 (b) Urbanization  
 (c) Trade and commerce
- Unit : IV    Politics in Ancient Greece**  
 (a) Athens  
 (b) Sparta  
 (c) Greek culture

#### Essential Readings

- Burns and Ralph. World Civilizations
- Cambridge History of Africa, Vol. I
- V.Gordon Childe, What Happened in History.
- G. Clark, World Prehistory : A New Perspective.

#### SUGGESTED READINGS

- \* G.E.M. Ste Croix, Class Struggles in the Ancient Greek World.
- \* J.D.Bernal, Science in History, Vol. I
- \* V.Gordon Childe, Social Evolution.
- \* Glyn Daniel, First Civilizations.
- \* A.Hauser, A Social History of Art, Vol. I

# SEMESTER : II

## CORE PAPER :III

### HISTORY OF INDIA—II

(Candidates have to answer four short questions each carrying 4 Marks.  
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

**Internal assessment: 20 Marks**  
**Semester Examination: 80 Marks**

- Unit: I      Economy and Society (c. 300 B.C. to C.E. 300)**  
 (a) Expansion of Agrarian Economy, production relations and urban growth.  
 (b) Social stratification – class, Varna, Jati, untouchability,  
       Gender, marriage system and property Relations  
 (c) Trade, Trade Routes and coinage.
- Unit: II      Changing Political Formations (c.300 to CE.300)**  
 (a) The Mauryan Empire – Chandragupta Maurya and Ashoka.  
 (b) The Kushana—Kaniska  
 (c) The Satavahanas.
- Unit : III    Towards Early Medieval India (C. 4<sup>th</sup> Century to C. 750)**  
 (a) The process of urban decline , pattern of trades currency and urban settlements  
 (b) The nature of polities: The Gupta Empire.  
 (c) Post Gupta Polities : Pallavas, Chalukyas and Vardhanas
- Unit : IV    Religion Philosophy and Society (C. 300 B.C E 750)**  
 (a)(Consolidation of Brahminical Tradition Dharma,  
       Varnashram, Purusharthas and Samskaras  
 (b)Beginning of Tantrism, Tantric Cults, (C. 2<sup>nd</sup> century B.C), Mahayan and the Puranic Tradition  
 (c) Art and Architecture, its forms and patronage- Mauryan, post.  
       Mauryan, Gupta and post Gupta period

#### Essential Readings :

- \* B.D. Chattopadhyaya, The Making of Early Medieval India, 1994.
- \* D.P. Chattopadhyaya, History of Science and Technology in Ancient India, 1986.
- \* Kosambi, An Introduction to the Study of Indian History, 1975.
- \* S.K. Maity, Economic Life in Northern India in the Gupta Period,
- \* 1970. B.P. Sahu (ed), Land System and Rural Society in Early India, 1977. K.A.N. Sastri,
- \* A History of South India.

#### SUGGESTED READINGS

Bhattacharya, Ancient India Rituals and their social Contents, 2<sup>nd</sup> ed., 1996 J.C.  
 Harle, The Art and Architecture of the Indian Subcontinent, 1987

# SEMESTER : II

## CORE PAPER :IV SOCIAL FORMATIONS AND CULTURAL PATTERNS OF ODISHA

(Candidates have to answer four short questions each carrying 4 Marks.  
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks  
Semester Examination: 80 Marks

- Unit: I Social & political Life of Early and Medieval Odisha.**  
 (a) Kalinga War (261 B.C.) & its significance  
 (b) Mahameghavahana Kharavela : His time & Achievements  
 (c) Social, Economic, Cultural Life & Polity under the Bhaumakaras and Somavamsis
- Unit: II Religion, Art. Architecture and Culture of Early and Medieval Odisha**  
 (a) (Religious Tradition-Buddhism, Jainism & Vaishnavism  
 (b) Art, Architecture & Painting-Temple Sculpture, Buddhist Sculpture, Jaina Sculpture  
 (c) Evolution and Growth of Odia Literature-Sarala Mahabharat
- Unit : III Colonialism in Odisha**  
 (a) The Early British Administration-Its Socio-Economic Impact.  
 (b) Development of Modern Education
- Unit : IV Freedom struggle in Odisha**  
 (a) Freedom Struggle in Odisha  
 (b) Language Movement & Formation of Odisha Province.

### Essential Readings: :

1. A.C.Mittal, An Earle History of Orissa Varanasi,1961
2. A.K.Panda, 400years of Orissa- A Glorious epoch, Cacutta,1987
3. A.K.Pattanayak, Religious policy of the Imperial Gangas, New Delhi, 1988
4. A.C.Pradhan, A Study of History of Odisha, Bhubaneswar, 1985
5. A.P.Saha, Life in Medieval Orissa, Varanasi, 1976

# SEMESTER : III

## CORE PAPER :V

### HISTORY OF INDIA –III (C. 750 -- 1206)

(Candidates have to answer four short questions each carrying 4 Marks.  
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks

Semester Examination: 80 Marks

**Unit: I      Studying Early Medieval India**

- (a) Sources—Literary, Epigraphic and Numismatics
- (b) Indian feudalism.
- (c) Rise of the Rajputs and the nature of the states

**Unit: II      Political Structure.**

- (a) Evolution of political structure, Rashtrakutas, Palas and Cholas
- (b) Arab conquest of Sindh and its impact, Early Turkish invasions— Causes and Consequences
- (c) Muhammad Ghor

**Unit : III      Establishment of Delhi sultanate**

- 1. Iltutmish
- 2. Balban
- (c) Growth and Development of Regional Language, Literature and Evolution of Regional styles of Art and Architecture

**Unit : IV      Trade and Commerce**

- (a) Inter–Regional Trade
- (b) Maritime Trade, forms and Exchange
- (c) Process of Urbanization

**Essential Readings :**

- Perry Anderson, Passages from Antiquity to Feudalism,
- Marc Bloch, Feudal Society, 2 Vols.
- Cambridge History of Islam, 2 Vols
- Georges Duby, The Early Growth of the European Economy.

**SUGGESTED READINGS**

- \* S. Ameer Ali, The Spirit of Islam
- \* J. Barrowclough, The Medieval Papacy.
- \* Encyclopedia of Islam, (ed.), 4 Vols.
- \* M.G.S Hodgson, The Venture of Islam.
- \* R.S. Sharma, Indian Feudalism (Circa 300-1200
- \* B.D. Chattopadhyaya, The Making of Early Medieval India.



# SEMESTER : III

## CORE PAPER :VI

### RISE OF MODERN WEST—I

(Candidates have to answer four short questions each carrying 4 Marks.  
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

**Internal assessment: 20 Marks**  
**Semester Examination: 80 Marks**

- Unit: I      Early Colonial Expansion**  
(a) Motives Voyages and Explorations  
(b) Conquest of America, & beginning of colonization
- Unit: II      Renaissance**  
(a) Social Roots Renaissance and city-states of Italy.  
(b) Spread of Humanism in Europe (c) Development of Art.
- Unit : III    European Reformation in the 16<sup>th</sup> century.**  
(a) Nature, Meaning & Causes  
(b) Course of Reformation  
(c) Results v & Significance
- Unit : IV    Economic Developments of 16<sup>th</sup> century**  
(a) Green Revolution  
(b) Commercial Revolution  
(c) Expansion of Industries.

#### **Essential Readings :**

T.S. Aston and C.H.E. Philpin (eds.), The Brenner Debate H.  
Butterfield, The Origins of Modern Science. Carlo M. Cipolla,  
Fontana Economic History of Europe, Vols II and III

# SEMESTER : III

## CORE PAPER :VII

### HISTORY OF INDIA-IV (1206--1550)

(Candidates have to answer four short questions each carrying 4 Marks.  
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks  
Semester Examination: 80 Marks

- Unit: I      Interpreting Delhi Sultanate**  
(a) Sources- Literary, Turkish Tradition, vernacular Historians & Epigraphy.  
(b) Foundation, Consolidation and Expansion of the Sultanate of  
Delhi— Allaudin Khiliji & Mahammad bin Tughluq
- Unit: II      The Lodis**  
(a) Bahlul Lodi, Sikandar Lodi (b) Ibrahim Lodi  
& Battle of Panipath (c) Development of Art,  
Architecture & Literature
- Unit : III      Society and Economy**  
(a) Revenue free grants and Agricultural Production.  
(b) Changes in Rural Society & Revenue System, Market Regulations.  
(c) Trade & Commerce and Oceanic Trade
- Unit : IV      Religion Society and Culture**  
(a) Bhakti Movement  
(b) Kabir, Nanak and Sri Chaitanya  
(c) Sufi Movement

#### Essential Readings :

Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol. V,  
The Delhi Sultanate.  
Satish Chandra, Medieval India I.  
Peter Jackson, The Delhi Sultanate.

#### SUGGESTED READINGS

Cynthia Talbot, Pre-Colonial India in Practice.  
Simon Digby, War Horses and Elephants in the Delhi Sultanate.  
I.H. Siddiqui, Afghan Despotism.

# SEMESTER : IV

## CORE PAPER :VIII

### RISE OF THE MODERN WEST – II

(Candidates have to answer four short questions each carrying 4 Marks.  
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

**Internal assessment: 20 Marks**  
**Semester Examination: 80 Marks**

- Unit: I**      **17<sup>th</sup> Century European Crisis**  
                  (a) Feudalism & Europe  
                  (b) Causes of struggle between king & Parliament in England.
- Unit: II**      **Western Revolution Major Issues**  
                  (a) Glorious Revolution  
                  (b) American Revolution-- Major Issues.  
                  (c) Industrial Revolution
- Unit : III**    **Mercantilism and European Economy in 17<sup>th</sup> and 18<sup>th</sup> century**
- Unit : IV**    **European Politics in the 18<sup>th</sup> century : Parliamentary Monarchy**  
                  (a) Robert Walpole  
                  (b) Pitt the Elder  
                  (c) Pitt, the younger.

#### **Essential Readings :**

T.S. Aston and C.H.E. Philpin (eds.), The Brenner Debate  
 H. Butterfield, The Origins of Modern Science.  
 Carlo M. Cipolla, Fontana Economic History of Europe, Vols II and III  
 Carlo M. Cipolla, Before the Industrial Revolution, European Society and Economy, 1000- 1700. 3<sup>rd</sup> ed. (1993)

#### **SUGGESTED READINGS**

M.S. Anderson, Europe in the Eighteenth Century.  
 Perry Anderson, The Lineages of the Absolutist State.  
 Stuart Andrews, Eighteenth Century Europe,  
 B.H. Slicher Von Bath, The Agrarian History of Western Europe, AD 500-1850 The Cambridge Economic History of Europe, Vol. I – VI

# SEMESTER : IV

## CORE PAPER :IX

### HISTORY OF INDIA-V (C.1550 --1605)

(Candidates have to answer four short questions each carrying 4 Marks.  
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

**Internal assessment: 20 Marks**  
**Semester Examination: 80 Marks**

- Unit: I Study of Sources**  
 (a) Persian Literature  
 (b) Translations  
 (c) Vernacular Literature  
 (d) Traditions and Modern Interpretations
- Unit: II Establishment of Mughal Rule**  
 (a) India on the eve of Babar's--invasion, issue of fire arms, Military Technology and Warfare  
 (b) Humayun's struggle for Empire (c) Shershah- Administration and Revenue Reforms
- Unit : III Consolidation of Mughal Rule**  
 (a) Akbar's campaign and conquests  
 (b) Evolution of Administration under Akbar.  
 (c) Akbar's policy towards Rajputs, Deccan and North-west frontier.
- Unit : IV Rural Society, Economy and Religious Ideas**  
 (a) Land Revenue system, Extension of Agriculture  
 (b) Internal trade and commerce, overseas Trade.  
 (c) Akbar's Policy of Religious Toleration – Sufi mystical and intellectual Interventions and role of Ulema

#### **Essential Readings:**

M.Habib & K.A.Nizami, A Comprehensive History of India  
 T.R.Chaudhury & Irfan Habib, (Ed) A Comprehensive History of India  
 Peter Jackson, Delhi Sultanate : A Political and Military History  
 Tara Chand, Influence of Islam on Indian Culture  
 Satis Chandra, A History of Medieval India

# SEMESTER : IV

## CORE PAPER :X

### HISTORY OF INDIA (c. 1605 – 1750)

(Candidates have to answer four short questions each carrying 4 Marks.  
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

**Internal assessment: 20 Marks**  
**Semester Examination: 80 Marks**

- Unit: I      Change of Political Culture**  
(a) Mughal Polity under Jahangir  
(b) Role of Nurjahan
- Unit: II      Political Culture under Shah Jahan**  
(a) Extension of Mughal Rule  
(b) Changes in Imperial Culture  
(c) Development of Art, Architecture and Literature
- Unit : III    Mughal Empire under Aurangzeb**  
(a) Issue of war of succession  
(b) Policy towards Religion and Religious institutions  
(c) Conquests and its impact
- Unit : IV    Regional Politics of Aurangzeb**  
(a) Relation with Rajputs and Deccan kingdoms.  
(b) Emergence of Shivaji and Aurangzeb's Relation with the Marathas  
(c) Decline of the Mughals

#### **Essential Readings :**

C.A. Bayly, Indian Society and the Making of the British Empire, New Cambridge, History of India.

Bipan Chandra, Rise and Growth of Economic Nationalism in India

Suhash Chakravarty, The Raj Syndrome : A study in Imperial Perceptions, 1989.

J.S. Grewal, The Sikhs of the Punjab, New Cambridge History of India.

#### **SUGGESTED READINGS**

David Arnold and Ramchandra Guha, eds, Nature, Culture and Imperialism.

Amiya Bagchi, Private Investment in India.

Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's Struggles for Independence

A.R. Desai, Peasant Struggles in India

R.P. Dutt, India today

M.J. Fisher, ed. Politics of Annexation (Oxford in India Readings)

# SEMESTER : V

## CORE PAPER :XI

### HISTORY OF MODERN EUROPE (1780-1939)

(Candidates have to answer four short questions each carrying 4 Marks.  
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

**Internal assessment: 20 Marks**  
**Semester Examination: 80 Marks**

- Unit: I      The French Revolution (1789)**  
 (a)Crisis of Ancient Regime  
 (b)Intellectual Currents  
 (c)Role of Social Class and Economic Currents, France between 1789-1799  
 (d)Napoleonic Consolidation, Reforms, Napoleonic Empire and Fall
- Unit: II      The Removing of States in the 19<sup>th</sup> and 20<sup>th</sup> centuries.**  
 (a)Formation of National identities in Germany  
 (b)Formation of National Identity in Italy  
 (c)Political and Administrative reorganization and birth of Italy and Germany
- Unit : III      Liberal Democracy, Working Class Movements and socialism in the 19<sup>th</sup> and 20<sup>th</sup> centuries**  
 (a) Crisis of Feudalism in Russia, Emancipation of Serfs,  
 (b)Revolution of 1905, Bolshevik Revolution of 1912  
 (c)Growth of Militarism, Power Blocks and War of 1914-1918
- Unit : IV      Imperialistic War and Crisis**  
 (a)Growth of Militarism, Power Blocks and Alliances.  
 (b)Rise of fascism and Nazism  
 (c)Second World War

#### **Essential Readings:**

Gerald Brennan : The Spanish Labyrinth : An Account of the Social and Political Background of the Civil War.  
 C.M. Cipolla : Fontana Economic History of Europe, Vol. III : The Industrial Revolution.  
 Norman Davies, Europe.  
 J.Evans : The Foundations of a Modern State in 19<sup>th</sup> Century Europe.  
 T.S. Hamerow : Restoration, Revolution and Reaction : Economics and Politics in Germany 1815-1871

#### **SUGGESTED READINGS**

G. Barrowclough, An Introduction to Contemporary History.  
 Fernand Braudel, History and the Social Science  
 M. Aymard and H. Mukhia Ed. French Studies in History, Vol – I (1989)  
 Maurice Dobb : Soviet Economic Development since 1917.



# SEMESTER : V

## CORE PAPER :XII

### HISTORY OF INDIA – VI ( C. 1750- 1857)

(Candidates have to answer four short questions each carrying 4 Marks.  
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

**Internal assessment: 20 Marks**  
**Semester Examination: 80 Marks**

- Unit: I      India in the mid 18<sup>th</sup> century**  
(a) Society, Economy and Polity  
(b) Mercantilism, Foreign trade  
(c) Expansion of Foreign Trading Companies
- Unit: II      Rural Economy and Society**  
(a) Land Revenue system  
(b) Rural Society—Change and Continuity  
(c) Famines
- Unit : III    Trade and Industry**  
(a) De Industrialization  
(b) Trade and Fiscal Policy  
(c) Drain of Wealth
- Unit : IV    Popular Resistance**  
(a) Santala Uprising (1857)  
(b) Deccan Riots (1857)  
(c) Uprising of 1857

#### **Essential Readings:**

M. Athar Ali, The Mughal Nobility under Aurangzeb.  
Muzaffar Alam and Sanjay Subramanian, Eds. The Mughal State, 1526-1750.  
J.F. Richards, The Mughal Empire.  
Satish Chandra, Essays on Medieval Indian History.

#### **SUGGESTED READINGS**

S. Nurul Hasan, Religions, State, and Society in Medieval India  
S. Arsartnam, Maritime India in the Seventeenth Century.  
Muzaffar Alam, The Crisis of Empire in Mughal North India.  
Catherine Asher, Architecture of Mughal India.

# SEMESTER : VI

## CORE PAPER :XIII

### HISTORY OF INDIA (c. 1857--1950)

(Candidates have to answer four short questions each carrying 4 Marks.  
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

**Internal assessment: 20 Marks**  
**Semester Examination: 80 Marks**

- Unit: I Cultural Changes and Religious Reforms.**  
(a)Brahmo Samaj  
(b)Prathana Samaj  
(c)Ramakrishna and Vivekananda
- Unit: II Social Changes**  
(a)Arya Samaj  
(b)Caste System  
(c)Sanskritization and anti Brahminical Trends
- Unit : III Nationalism: Trends up to 1919**  
(a)Formation of INC- Ideology, organization, objectives and plan of action. (b)Moderates and Extremists (c)Swadashi Movement
- Unit : IV Gandhian Nationalism**  
(a)Mahatma Gandhi's ideas and methods, Rowlett Satyagraha and Jallianwalabagh Tragedy  
(b)Non-Cooperation, Civil Disobedience Movement  
(c)Quit Indian Movement, I.N.A. & Subas Chandra Bose

#### **Essential Readings.**

Judith Brown, Gandhi's rise to power, 1915 – 22  
Paul Brass, The Politics of India Since Independence, OUP,  
1990 Bipan Chandra, Nationalism and Colonialism in Modern India, 1979 Bipan Chandra, Rise and Growth of Economic Nationalism in India  
Mohandas K. Gandhi, An Autobiography or the Story of My Experiments with Truth.  
Ranajit Guha, Ed., A Subaltern Studies Reader.

#### **SUGGESTED READINGS**

Judith Brown, Gandhi : (etal) A prisoner of Hope.  
Bipan Chandra, Communalism in Modern India, 2 nd ed. 1987.  
Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aity Mukherjee, India's Struggles for Independence  
A.R. Desai, Social Background of Indian Nationalism.

# SEMESTER : VI

## CORE PAPER :XIV

### UNDERSTANDING SOCIAL, ECONOMIC AND CULTURAL LIFE : A STUDY ON ODISHA

(Candidates have to answer four short questions each carrying 4 Marks.  
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

**Internal assessment: 20 Marks**  
**Semester Examination: 80 Marks**

- Unit: I      Understanding Regional History**  
(a)Sources : Classical Literature, Foreign accounts, Art and Architecture, Epigraphy, Coins & Folk literature (b)Jaina Literature- Impact of Jainism and Kharavela (c)Buddhist Literature- Impact of Buddhism and Asokan Theory of Dhamma
- Unit: II      Social & Cultural Pattern**  
(a)Under the Sailodbhava and Bhauma Rule  
(b)Under the Somavamsi Rule  
(c)Under the Ganga and Guajarati Rule
- Unit : III      Evolution of Regional Literature**  
(a)Language & Literature of Odisha from Earliest Time up to 10<sup>th</sup> Century  
(b)Growth and Development of Odia Literature during Ganga and Gajapati Rule  
(c)Contribution of Folk Literature for the Development of Odia Literature
- Unit : IV      Economic Consolidation and Development of Regional Art and Architecture.**  
(a)Contribution Agricultural , Trade and Commerce  
(b)Inland and Oceanic Trade  
(c)Growth and Development of Kalingan Art and Architecture

**Essential Readings: :**

- 1.A.C.Mittal, An Earle History of Orissa Varanasi,1961
- 2.A.K.Panda, 400years of Orissa- A Glorious epoch, Cacutta,1987
- 3.A.K.Pattanayak, Religious policy of the Imperial Gangas, New Delhi, 1988
- 4.A.C.Pradhan, A Study of History of Odisha, Bhubaneswar, 1985
- 5.A.P.Saha, Life in Medieval Orissa, Varanasi, 1976

# **GENERIC ELECTIVE COURSE**

## **SEMESTER : II**

### **G.E PAPER :I**

#### **UNDERSTANDING THE INDIAN CULTURE:I**

**(Candidates have to answer four short questions each carrying 4 Marks.  
Four long questions are to be answered from among 4 Units each carrying 16 Marks)**

**Internal assessment: 20 Marks  
Semester Examination: 80 Marks**

- Unit: I      Roots of Indian Culture**  
(a) Concept of Bharat varsha & its Geographical divisions.  
(b) Naming of this Land, Unity in Diversity- An  
    Unique Feature of Indian culture
- Unit: II      Changes in Religious Beliefs and Traditions**  
(a) Harappan Religious Tradition  
(b) Early Vedic and later Vedic Religious Belief and Tradition
- Unit : III    Protestant Religious Reformation movements in India**  
(a) Buddhism  
(b) Jainism
- Unit : IV    Religious and Cultural Revival in India**  
(a) Contribution of the Kushanas  
(b) Contribution of the Guptas

# GENERIC ELECTIVE COURSE

## SEMESTER : III

### G.E PAPER :II

### UNDERSTANDING THE INDIAN CULTURE: II

(Candidates have to answer four short questions each carrying 4 Marks.  
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

**Internal assessment: 20 Marks**  
**Semester Examination: 80 Marks**

- Unit: I      Cultural Expansion**  
Overseas Trade and Commerce and its impact on South-East Asia- Economic Factor, Religious Factor Art and Architecture—Social Factor, Impact of Tradition
- Unit: II      External impact in Indian Culture**  
(a)Hellenistic impact on Art and Architecture  
(b)Islamic impact on Indian Life (c)Bhakti Movement
- Unit : III      Social- Religious Reform Movements**  
(a)Brahma samaja  
(b)Prathana Samaja  
(c)Arya Samaja
- Unit : IV      (a)Role of Moderates and Extremists**  
(b)Role of Mahatma Gandhi  
(c)I.N.A. & Subas Chandra Bose

# DISCIPLINE SPECIFIC ELECTIVE COURSE

## SEMESTER : V

### DSE PAPER- I HISTORY OF SOUTH-EAST ASIA - THE 20th CENTURY

(Candidates have to answer four short questions each carrying 4 Marks.  
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

Internal assessment: 20 Marks  
Semester Examination: 80 Marks

- Unit: I**      **Migration: Indian and Chinese Labour and Capital**
- Unit: II**      **Movements of Resistance and the making of new identities**  
                   (a) Peasant resistance.  
                   (b) Radicalism and the Origins of the Vietnamese Revolution, 1920-1946
- Unit : III**    **Emergence of Modern Nations and States**  
                   (a) Indonesian Revolution, 1945-1949  
                   (b) The Union of Burma (Myanmar), 1948-1962
- Unit : IV**    (a) Indonesia, the Sukarno Era, 1949-1965.  
                   (b) Cambodia under Norodom Sihanouk, 1955-1970

#### **ESSENTIAL READING:**

B. Anderson, Imagined Communities  
 H. Benda, The Crescent and the Rising Sun  
 Furnivall, Colonialism and the Plural Society  
 G. Hart, ed., Agrarian Transformations: Local Processes and the State in South- East Asia

#### **SUGGESTED READINGS :**

B. Anderson, Mythology and the Tolerance of the Javanese.  
 C. Van Dijk, Trousers, Sarongs and Jubbahs  
 C. Dobbin, Islamic Revivalism in a Changes Peasant Economy, 1784-1847  
 Charles F. Keys: The Golden Peninsula.



# DISCIPLINE SPECIFIC ELECTIVE COURSE

## SEMESTER : V

### DSE PAPER- II

### HISTORY OF INDIA FROM THE EARLIEST TIMES UPTO 300 C.E.

(Candidates have to answer four short questions each carrying 4 Marks.  
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

**Internal assessment: 20 Marks**  
**Semester Examination: 80 Marks**

- Unit: I** (a) Interpretation of sources- Literature, Archeology, Epigraphic, Coins  
(b) Palaeolithic, Mesolithic and Neolithic Cultures
- Unit: II** (a) Harappan Civilization-Origin, Extent, Features and Decline  
(b) Vedic Period—polity, Society, Economy and Religion  
(c) Territorial States—Rise of the Mahajanapadas
- Unit : III** (a) Jainism (b) Buddhism
- Unit : IV** Emergence and growth of Mauryan Empire  
(a) Chandra Gupta Maurya- Expansion and consolidation of Empire and Administration; Asoka—policy of Dhamma, Art and Architecture  
(b) The Sangam Age- Literature, Society and  
(c) The Age of Shakas and Kushanas—Polity, Society, Religion, Art, Craft, Coins, Trade and Commerce and Literature

### Suggested Readings

D.P. Agarwal, The Archeology of India  
A.L. Basham, The Wonder that was India  
D.K. Chakrabarti, Archeology of Ancient Indian Cities  
N. Subramaniam, Sangam Polity  
Romila Thapar, History of Early India  
F.R. Allchin, Origin of a Civilization-The Pre History and Early  
Archaeology of South Asia  
D.N.Jha, Ancient India in Historical Outline  
K.A.N.Sastri, A History of South India

# DISCIPLINE SPECIFIC ELECTIVE COURSE

## SEMESTER : VI

### DSE PAPER- III HISTORY OF INDIA FROM C.300 to 1206

(Candidates have to answer four short questions each carrying 4 Marks.  
Four long questions are to be answered from among 4 Units each carrying 16 Marks)

**Internal assessment: 20 Marks**  
**Semester Examination: 80 Marks**

- Unit: I      Rise and Growth of the Guptas**  
 (a) Administration  
 (b) Society, Economy & Religion  
 (c) Literature  
 (d) Art, Architecture and Science and Technology
- Unit: II      Harshavardhana and His Times**  
 (a) Harsha's Kingdom  
 (b) Administration  
 (c) Buddhism and Nalanda
- Unit : III    Towards the Early Medieval Period**  
 (a) Evolution of Political Structures of Rastrakutas, Pala and Pratiharas  
 (b) Change in Society, Polity, Economy and Culture
- Unit : IV    Emergence of the Rajput States in Northern India**  
 (a) Polity, Economy and Society  
 (b) South India- polity, society, Economy and Culture

### **Essential Readings**

D.P. Agarwal, The Archaeology of India  
 A.L. Basham, The Wonder that was India  
 D.K. Chakrabarti, Archaeology of Ancient Indian Cities  
 N. Subramaniam, Sangam Polity  
 Romila Thapar, History of Early India  
 F.R. Allchin, Origin of a Civilization-The Pre History and Early Archaeology of South Asia  
 D.N.Jha, Ancient India in Historical Outline  
 K.A.N.Sastri, A History of South India

# **DISCIPLINE SPECIFIC ELECTIVE COURSE**

## **SEMESTER : VI**

### **DSE PAPER- IV HISTORY OF INDIA 1206 TO 1707**

**(Candidates have to answer four short questions each carrying 4 Marks.  
Four long questions are to be answered from among 4 Units each carrying 16 Marks)**

**Internal assessment: 20 Marks  
Semester Examination: 80 Marks**

- Unit: I** (a) Foundation, Expansion and consolidation of the Delhi Sultanate, Nobility and Iqta System.  
(b) Military, Administrative and economic reforms under Khiljis & Tughluqs.
- Unit: II** (a) Bhakti & Sufi Movements  
(b) Rise of provincial Kingdoms- Mewars, Bengal, Vijayanagar and Bahamanis.
- Unit : III** Akbar to Aurangzeb- administrative structure – Mansabs and Jagirs, state & religion, socio-religious movements.
- Unit : IV** (a) Economy, Society and culture under the Mughals  
(b) Emergence of Maratha Power

# SKILL ENHANCEMENT COURSE

## SEMESTER : IV

### AN INTRODUCTION TO INDIAN ART

**Internal assessment: 10 Marks**  
**Semester Examination: 40 Marks**

**Unit: I** Pre- Historic and Proto- historic Art.  
(a) Rock Art (b) Harappan Art & Crafts

**Unit: II** Indian Art- Notions of Art and Craft, Major development in stupa, cave.

**Unit : III** Temple Art and architecture, early Indian sculpture. Temple forms and their architectural features (Odisha).

**Unit : IV** (a) Sultanate Art and architecture  
(b) Mughul Art and architecture.



ବ୍ରହ୍ମପୁର ବିଶ୍ୱବିଦ୍ୟାଳୟ (BERHAMPUR UNIVERSITY)

CBCS: +3 2016-17

ପସନ୍ଦ ଓ ଆସ୍ଥାଭିତ୍ତିକ ପାଠ୍ୟସମ୍ବଳ : ସ୍ନାତକ ଓଡ଼ିଆ

HONOURS COURSES AT A GLANCE

DISCIPLINE SPECIFIC CORE (DSC) (14 PAPERS)

ଶୃଙ୍ଖଳାକେନ୍ଦ୍ରିକ ନିର୍ଦ୍ଦିଷ୍ଟ ପାଠ୍ୟ (ପଢ଼ ସଂଖ୍ୟା-୧୪)

Number	Semester	Title of the Course	Credit	
			Theory	Tutorial
DSC-H-ODI-1	1st	ଓଡ଼ିଆ ଭାଷାର ଇତିହାସ	5	1
DSC-H-ODI-2		ଓଡ଼ିଆ ଭାଷାଚର୍ଚ୍ଚାର ପରମ୍ପରା	5	1
DSC-H-ODI-3	2nd	ବ୍ୟାବହାରିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ	5	1
DSC-H-ODI-4		ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଅନୁଶୀଳନ	5	1
DSC-H-ODI-5	3rd	ଓଡ଼ିଆ ଲୋକସାହିତ୍ୟ	5	1
DSC-H-ODI-6		ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ (ପ୍ରାଚୀନ ରୁ ମଧ୍ୟଯୁଗ)	5	1
DSC-H-ODI-7		ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ (ଆଧୁନିକ ଯୁଗ)	5	1
DSC-H-ODI-8	4th	ସାହିତ୍ୟର ଗଠନରୀତି	5	1
DSC-H-ODI-9		ସାହିତ୍ୟତତ୍ତ୍ୱ (ପ୍ରାଚ୍ୟ ଓ ପାଶ୍ଚାତ୍ୟ)	5	1
DSC-H-ODI-10		ଓଡ଼ିଆ କାବ୍ୟ କବିତା (ପ୍ରାଚୀନ ରୁ ଆଧୁନିକ)	5	1
DSC-H-ODI-11	5th	ଓଡ଼ିଆ କ୍ଷୁଦ୍ରଗଳ୍ପ ଓ ଉପନ୍ୟାସ	5	1
DSC-H-ODI-12		ଓଡ଼ିଆ ନାଟକ ଓ ଏକାଙ୍କିକା	5	1
DSC-H-ODI-13	6th	ଓଡ଼ିଆ ଜୀବନୀ, ଆତ୍ମଜୀବନୀ, ଭ୍ରମଣ କାହାଣୀ ଓ ଅନୁବାଦ	5	1
DSC-H-ODI-14		ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ଓ ସମାଲୋଚନା	5	1

### DISCIPLINE SPECIFIC ELECTIVE (DSE) (4 PAPERS)

ଶୃଙ୍ଖଳାବଦ୍ଧିକ ଲକ୍ଷ୍ୟାତ୍ମକ ପାଠ (ପଢ଼ ସଂଖ୍ୟା-୪)

Number	Semester	Title of the Course	Credit	
			Theory	Tutorial
DSE-H-ODI-1	5th	ଗଣମାଧ୍ୟମ	5	1
DSE-H-ODI-2		ଯୋଗାଯୋଗର ଭଙ୍ଗୀ ଓ ମାଧ୍ୟମ	5	1
DSE-H-ODI-3	6th	ସାଧାରଣ ବ୍ୟାକରଣ	5	1
DSE-H-ODI-4		ପାଣ୍ଡୁଲିପି ଓ ଗ୍ରନ୍ଥ ସଂପାଦନା	5	1

### GENERIC ELECTIVES (GE) (2 PAPERS)

ଆଦେଶମୁକ୍ତ ଲକ୍ଷ୍ୟାତ୍ମକ (ପଢ଼ ସଂଖ୍ୟା-୨)

Number	Semester	Title of the Course	Credit	
			Theory	Tutorial
GE-ODI-1	1st	ଯୋଗାଯୋଗର ଭଙ୍ଗୀ ଓ ସମ୍ବାଦ ପ୍ରସ୍ତୁତି	5	1
GE-ODI-2	2nd	ଓଡ଼ିଆ ଭାଷା, ବ୍ୟାକରଣ, ଅନୁବାଦ ଓ ସଂପାଦନା କଳା	1	1

### ABILITY ENHANCEMENT COMPULSORY COURSES-II (AECC) (1 PAPER)

ଦକ୍ଷତାବର୍ଦ୍ଧକ ବାଧ୍ୟତାମୂଳକ ପାଠ୍ୟକ୍ରମ-୨ (ପଢ଼ ସଂଖ୍ୟା-୧)

Number	Semester	Title of the Course	Credit	
			Theory	Tutorial
AECC-ODI-1	2nd	ସମ୍ବାଦ, ଭାଷା ଓ ଭାଷଣକଳା	2	



## ବ୍ରହ୍ମପୁର ବିଶ୍ୱବିଦ୍ୟାଳୟ (BERHAMPUR UNIVERSITY)

CBCS: +3 (Hons) 2016-17

ପସନ୍ଦ ଓ ଆସ୍ଥାଭିତ୍ତିକ ପାଠ୍ୟଖସଡ଼ା : ସ୍ନାତକ ଓଡ଼ିଆ ସମ୍ମାନ

Selective & Credits Syllabus: +3 Odia Hons

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ (Core Course)

ମୋଟ ପତ୍ର ସଂଖ୍ୟା-୧୪, ପ୍ରତ୍ୟେକ ପତ୍ରର ମୂଲ୍ୟାଙ୍କ-୧୦୦, ତନ୍ମଧ୍ୟରୁ ମହାବିଦ୍ୟାଳୟସ୍ତରୀୟ ଆନ୍ତଃପର୍ଯ୍ୟାୟ ପରୀକ୍ଷା-୨୦ ଏବଂ ବିଶ୍ୱବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ପରୀକ୍ଷା-୮୦, ଜଣେ ସ୍ନାତକ ସମ୍ମାନ ବିଦ୍ୟାର୍ଥୀ ସମୁଦାୟ ୧୪୦୦ ନମ୍ବରର ପରୀକ୍ଷା ଦେବେ ।

### ପ୍ରଥମ ଶିକ୍ଷାବର୍ଷ-

ପ୍ରଥମ ପର୍ଯ୍ୟାୟ	-	ଦୁଇଟି ପତ୍ର ରହିବ (ପ୍ରଥମ ଓ ଦ୍ୱିତୀୟ)
ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ	-	ଦୁଇଟି ପତ୍ର ରହିବ (ତୃତୀୟ ଓ ଚତୁର୍ଥ)
ତୃତୀୟ ଶିକ୍ଷାବର୍ଷ	-	
ତୃତୀୟ ପର୍ଯ୍ୟାୟ	-	ତିନୋଟି ପତ୍ର ରହିବ (ପଞ୍ଚମ, ଷଷ୍ଠ ଓ ସପ୍ତମ)
ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟ	-	ତିନୋଟି ପତ୍ର ରହିବ (ଅଷ୍ଟମ, ନବମ ଓ ଦଶମ)
ଚତୁର୍ଥ ଶିକ୍ଷାବର୍ଷ	-	
ପଞ୍ଚମ ପର୍ଯ୍ୟାୟ	-	ଦୁଇଟି ପତ୍ର ରହିବ (ଏକାଦଶ ଓ ଦ୍ୱାଦଶ)
ଷଷ୍ଠ ପର୍ଯ୍ୟାୟ	-	ଦୁଇଟି ପତ୍ର ରହିବ (ତ୍ରୟୋଦଶ ଓ ଚତୁର୍ଦ୍ଦଶ)
ଶିକ୍ଷା ଅବଧି	-	ତିନିବର୍ଷ (Three Year Course)
ପର୍ଯ୍ୟାୟ	-	୬ଟି ପର୍ଯ୍ୟାୟ - ୬ଟି ପରୀକ୍ଷା (6 Semesters- 6 Examinations)
ପତ୍ର	-	୧୪ଗୋଟି ପତ୍ର

ପରୀକ୍ଷାରେ ବିଦ୍ୟାର୍ଥୀମାନଙ୍କ ବୋଧଜ୍ଞାନ ପରୀକ୍ଷା ପାଇଁ ଦୀର୍ଘପ୍ରଶ୍ନ ଓ ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ଦିଆଯିବ ।

### ପାଠ୍ୟଭୂମିକା:

ଜାତୀୟ ସ୍ତରରେ ଏକ ପ୍ରକାର ପାଠ୍ୟ ଖସଡ଼ା ପ୍ରଣୟନର ଲକ୍ଷ୍ୟରୁ ଏହି ପାଠ୍ୟଖସଡ଼ାଟି ପ୍ରସ୍ତୁତ କରାଯାଇଛି । ବିଶ୍ୱବିଦ୍ୟାଳୟ ଅନୁଦାନ ଆୟୋଗଙ୍କ ନିର୍ଦ୍ଦେଶିତ “ପସନ୍ଦ ଓ ଆସ୍ଥାଭିତ୍ତିକ ନୂତନ ପାଠ୍ୟ ବିନ୍ୟାସ” ପଦ୍ଧତିକୁ ଏଥିରେ ଗ୍ରହଣ କରାଯାଇଛି । ବିଦ୍ୟାର୍ଥୀଙ୍କ ଭାଷା, ସାହିତ୍ୟ ଓ ସାଂସ୍କୃତିକ ଜ୍ଞାନକୁ ଏହା ବିକଶିତ କରିପାରିବ । ବର୍ତ୍ତମାନ ସମୟର ଉପଯୋଗିତା ଓ ଆବଶ୍ୟକତାକୁ ଦୃଷ୍ଟିରେ ରଖି ଏହି ପାଠ୍ୟଖସଡ଼ାଟି ପ୍ରଣୟନ କରାଯାଇଥିବାରୁ ଜାତୀୟ ସ୍ତରର ବିଭିନ୍ନ ଜ୍ଞାନ-ବିଜ୍ଞାନ ପ୍ରତିଯୋଗିତା କ୍ଷେତ୍ରରେ ବିଦ୍ୟାର୍ଥୀମାନଙ୍କୁ ଏହା ସହାୟତା କରିପାରିବ । ଓଡ଼ିଆ ଭାଷା ଓ ସାହିତ୍ୟର ବିଭିନ୍ନ ଦିଗକୁ ଦୃଷ୍ଟିରେ ରଖି ପାଠ୍ୟଖସଡ଼ା ପ୍ରସ୍ତୁତ ହୋଇଥିବାରୁ ବିଦ୍ୟାର୍ଥୀଗଣ ଏ ସଂପର୍କରେ ସବିଶେଷ ଜ୍ଞାନ ଲାଭ କରିବାକୁ ସମର୍ଥ ହୋଇପାରିବେ । ଭାଷା ଓ ସାହିତ୍ୟର ବିଭିନ୍ନ ଧାରା ସହିତ ପରିଚିତ ହେବା ସଂଗେ ସଂଗେ ଏହାର ବ୍ୟାବହାରିକ ପ୍ରୟୋଜନୀୟତାକୁ ମଧ୍ୟ ଉପଲବ୍ଧି କରିପାରିବେ ।



## ସବିଶେଷ ପାଠ୍ୟ

ଯୋଗାଯୋଗମୁଳକ ମାତୃଭାଷା - ଓଡ଼ିଆ (AECC)

ଯେକୌଣସି ୨ଟି ପାଠ ବାଛି

Elective - Any Two

ପ୍ରଥମ ପର୍ଯ୍ୟାୟ / 1<sup>ST</sup> SEMESTER

ପାଠ୍ୟ-୧ / Course - 1 : ଯୋଗାଯୋଗ ଅନୁବିଧି

୧ମ ଏକକ : ଯୋଗାଯୋଗର ଭିତ୍ତି, ପରିଭାଷା, ଅନୁବିଧି ଓ ପରିସର

10

୨ୟ ଏକକ : ଯୋଗାଯୋଗର ପ୍ରକାରଭେଦ : କଥୁତ-ଲିଖିତ, ବ୍ୟକ୍ତିଗତ - ସାମାଜିକ - ସାଂସ୍କୃତିକ - 10  
ବ୍ୟାବସାୟିକ-ସାହିତ୍ୟିକ

୩ୟ ଏକକ : ଯୋଗାଯୋଗର ବାଧକ ଓ ସଫଳସାଧନର ଦିଗ

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୪ର୍ଥ ଏକକ : ଯୋଗାଯୋଗରେ ସାହିତ୍ୟର ଭୂମିକା ଓ ସଫଳ ଯୋଗାଯୋଗର ଗୁଣ

10

## ସବିଶେଷ ପାଠ୍ୟକ୍ରମ

General Elective (1)

ପ୍ରଥମ ପର୍ଯ୍ୟାୟ (Semester - I) (ସେମିଷ୍ଟର - I)

ପାଠ - ୧ / ପଢ଼ି - ୧ (Core Course - ୧) : ଭାଷା ସାହିତ୍ୟ ଅଧ୍ୟୟନ

୧ମ ଏକକ : ପଲ୍ଲୀ କୈହିକ କବିତା

୧୫

- ଗ୍ରାମ ଖଳା - ନବଜିବୋର ବଳ
- ଛୋଟ ମୋର ଗାଁଟି - ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ
- ଗ୍ରାମର ସ୍ତବ - ବିନୋଦ ନାୟକ

୨ୟ ଏକକ : କୃଷି ଓ ଗ୍ରାମ୍ୟକୈହିକ ଉପନ୍ୟାସ

୧୫

- ଅଥବା • ମାଟିର ମଣିଷ - ଜାନିଆ ବରଗ
- ଅଥବା • ସୁବର୍ଣ୍ଣ ଆଁରେ ଗାଁ - ପ୍ରତାପ ଦାସ

୩ୟ ଏକକ : ଗ୍ରାମ୍ୟକୈହିକ ଗଦ୍ୟ :

୧୫

- ଗାଁ ମଇଲିସି - ହରେକୃଷ୍ଣ ମହତାବ, ୧ମ ଭାଗ, ୩ଟି ପ୍ରବନ୍ଧ
- ଅଥବା • ଗାଁର ଚାକ - ଭୁବନେଶ୍ୱର ବେହେରା, ପ୍ରଥମ ଭିନୋଟି ପ୍ରବନ୍ଧ

୪ର୍ଥ ଏକକ : ଓଡ଼ିଆ କୃଷି କୈହିକ ଜଗଜମାଳି

୧୫

## DISCIPLINE SPECIFIC CORE (DSC) (14 Papers)

### ଶୃଙ୍ଖଳାକୈନ୍ଦ୍ରିକ ନିର୍ଦ୍ଦେଶ ପାଠ୍ୟ (ପତ୍ର ସଂଖ୍ୟା-୧୪)

#### ପତ୍ର-୧/ Paper-1: ଓଡ଼ିଆ ଭାଷାର ଇତିହାସ

- ୧ମ ଏକକ - ଓଡ଼ିଆ ଭାଷା ଓ ଲିପିର ଉନ୍ନେଷ ଓ ବିକାଶ
- ୨ୟ ଏକକ - (କ) ବୌଦ୍ଧତତ୍ତ୍ୱାବଦର ଭାଷା  
(ଖ) ଓଡ଼ିଆ ନାଥ ସାହିତ୍ୟର ଭାଷା  
(ଗ) ଗୁପ୍ତସୁଧାନିଧିର ଭାଷା
- ୩ୟ ଏକକ - (କ) ସାରଳା ସାହିତ୍ୟର ଭାଷା  
(ଖ) ପଞ୍ଚସଖା ଯୁଗର ଭାଷା  
(ଗ) ମାଦଳା ପାଞ୍ଜିର ଗଦ୍ୟଭାଷା
- ୪ର୍ଥ ଏକକ - ରୀତିଯୁଗୀୟ ଓଡ଼ିଆ ଭାଷା

#### ପତ୍ର-୨/ Paper-2: ଓଡ଼ିଆ ଭାଷାଚର୍ଚ୍ଚାର ପରମ୍ପରା

- ୧ମ ଏକକ - ଭାଷାର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ଭାରତୀୟ ଆର୍ଯ୍ୟଭାଷା
- ୨ୟ ଏକକ - ଧ୍ୱନିତତ୍ତ୍ୱ, ବାକ୍ୟସ୍ତର, ଓଡ଼ିଆ ସ୍ୱର ଓ ବ୍ୟଞ୍ଜନଧ୍ୱନି
- ୩ୟ ଏକକ - ଓଡ଼ିଆ ଭାଷା ଉପରେ ଇଂରାଜୀ ଓ ପର୍ତ୍ତୁଗୀଜ ଭାଷାର ପ୍ରଭାବ
- ୪ର୍ଥ ଏକକ - ଓଡ଼ିଆ ଭାଷା ଉପରେ ଦ୍ରାବିଡ଼ ଓ ଯାବନିକ ଭାଷାର ପ୍ରଭାବ

ପତ୍ର-୩/ Paper-3: ତୃତୀୟ ପତ୍ର- ବ୍ୟାବହାରିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ

- ୧ମ ଏକକ - ଓଡ଼ିଆ ଶବ୍ଦର ବ୍ୟୁତ୍ପତ୍ତି କ୍ରମ (ତତ୍ସମ, ତଦ୍ଭବ, ଦେଶଜ, ବୈଦେଶିକ)  
୨ୟ ଏକକ - ଓଡ଼ିଆ ପଦ ବିଚାର (ବିଶେଷ୍ୟ, ବିଶେଷଣ, ସର୍ବନାମ, ଅବ୍ୟୟ, କ୍ରିୟା)  
୩ୟ ଏକକ - କାରକ ଓ ବିଭକ୍ତି  
୪ର୍ଥ ଏକକ - କୃଦନ୍ତ, ତତ୍ସିତ

ପତ୍ର-୪/ Paper-4: ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଅନୁଶୀଳନ

- ୧ମ ଏକକ - ସଂସ୍କୃତିର ପରିଭାଷା ଓ ବୈଶିଷ୍ଟ୍ୟ  
୨ୟ ଏକକ - ଜଗନ୍ନାଥ ସଂସ୍କୃତି ଓ ଓଡ଼ିଆ ସାହିତ୍ୟ  
୩ୟ ଏକକ - ଓଡ଼ିଶାର ଲୋକଧର୍ମ ଓ ପର୍ବପର୍ବାଣି  
୪ର୍ଥ ଏକକ - ଓଡ଼ିଶାର ଲୋକାଚାର ଓ ଲୋକବିଶ୍ୱାସ

ପତ୍ର-୫/ Paper-5: ଓଡ଼ିଆ ଲୋକସାହିତ୍ୟ

- ୧ମ ଏକକ - ଲୋକଗୀତ: ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ  
୨ୟ ଏକକ - ଓଡ଼ିଆ ଲୋକକାହାଣୀ: ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ  
୩ୟ ଏକକ - ଓଡ଼ିଆ ଲୋକନାଟକ: ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ  
୪ର୍ଥ ଏକକ - ଓଡ଼ିଆ ଲୋକକୋଳି: ପ୍ରକାରଭେଦ (ଜଗଜମାଳି, ପ୍ରବାଦ ପ୍ରବଚନ, ପ୍ରହେଳିକା),  
ସାମାଜିକ ଓ ସାଂସ୍କୃତିକ ଦିଗ

ପତ୍ର-୬/ Paper-6: ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ (ପ୍ରାଚୀନରୁ ମଧ୍ୟଯୁଗ)

- ୧ମ ଏକକ - ସାରଳା ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି: (ସାମାଜିକ, ରାଜନୈତିକ, ସାଂସ୍କୃତିକ, ଅର୍ଥନୈତିକ ଓ ସାହିତ୍ୟିକ)  
୨ୟ ଏକକ - ପଞ୍ଚସଖା ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି ଓ ପରିବେଶ (ସାମାଜିକ, ରାଜନୈତିକ, ଧାର୍ମିକ, ସାହିତ୍ୟିକ ଓ ଭାଷାଗତ)  
୩ୟ ଏକକ - (କ) ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟର ଆର୍ଜିତ ରୂପ:  
(ଭାଷା, ସାଙ୍ଗୀତିକତା, ବର୍ଣ୍ଣନାଚାରୁରୀ, ରୀତିବୈଚିତ୍ର୍ୟ, ଚରିତ୍ର)  
(ଖ) ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟର ଆଦିକ ରୂପ:  
(ଶୃଙ୍ଗାରିକତା, ରସଚେତନା, ପ୍ରେମଚେତନା, ବିଷୟବସ୍ତୁଗତ ବିବିଧତା, ବ୍ୟଞ୍ଜନାଧର୍ମିତା)  
୪ର୍ଥ ଏକକ - ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟର ରୂପବିଭବ:  
(ଚମ୍ପୂ, ଚଉପଦୀ, ଚଉତିଶା, ବୋଲି, ପୋଇ, ଭଜନ ଓ ଜଣାଣ)

ପତ୍ର-୭/ Paper-7: ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ (ଆଧୁନିକ ଯୁଗ)

- ୧ମ ଏକକ - ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି ଓ ଆଧୁନିକତାର ସୂତ୍ରଧର  
୨ୟ ଏକକ - ଓଡ଼ିଆ ସାହିତ୍ୟରେ ସତ୍ୟବାଦୀ ଧାରା  
୩ୟ ଏକକ - ଓଡ଼ିଆ ସାହିତ୍ୟରେ ସବୁଜ ଧାରା  
୪ର୍ଥ ଏକକ - ଓଡ଼ିଆ ସାହିତ୍ୟରେ ପ୍ରଗତିବାଦୀ ଧାରା

ପତ୍ର-୮/ Paper-8: ସାହିତ୍ୟର ଗଠନରୀତି

- ୧ମ ଏକକ - କାବ୍ୟ ଓ କବିତା: ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ  
୨ୟ ଏକକ - ଗଳ୍ପ ଓ ଉପନ୍ୟାସ: ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ  
୩ୟ ଏକକ - ନାଟକ ଓ ଏକାଙ୍କିକା: ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ  
୪ର୍ଥ ଏକକ - ପ୍ରବନ୍ଧ, ସମାଲୋଚନା, ଅନୁବାଦ: ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ

ପତ୍ର-୯/ Paper-9: ସାହିତ୍ୟତତ୍ତ୍ୱ (ପ୍ରାଚ୍ୟ ଓ ପାଶ୍ଚାତ୍ୟ)

- ୧ମ ଏକକ - ରସ ଓ ରୀତି  
୨ୟ ଏକକ - ଧ୍ୱନି ଓ ଔଚିତ୍ୟ  
୩ୟ ଏକକ - କ୍ଲାସିସିଜମ୍ ଓ ରୋମାଣ୍ଟିସିଜମ୍  
୪ର୍ଥ ଏକକ - ଚିତ୍ରକଳ୍ପବାଦ ଓ ପ୍ରତୀକବାଦ

ପତ୍ର-୧୦/ Paper-10: ଓଡ଼ିଆ କାବ୍ୟ କବିତା (ପ୍ରାଚୀନରୁ ଆଧୁନିକ)

- ୧ମ ଏକକ - ଗଦା ପର୍ବ - ସାରଳା ଦାସ  
୨ୟ ଏକକ - ଲକ୍ଷ୍ମୀପୁରାଣ- ବଳରାମ ଦାସ  
୩ୟ ଏକକ - ବୈଦେହୀଶ ବିଳାସ (ନବମ ଓ ଦଶମ ଛାନ୍ଦ)- ଉପେନ୍ଦ୍ରଭଞ୍ଜ  
୪ର୍ଥ ଏକକ - (କ) ପବନ - ରାଧାନାଥ ରାୟ  
(ଖ) ଆସନ୍ତା କାଳି- ଗୋଦାବରୀଶ ମିଶ୍ର  
(ଗ) ପାଦୁଶାଳା- ବୈକୁଣ୍ଠନାଥ ପଟ୍ଟନାୟକ  
(ଘ) ବାରବାଟୀ- ମାୟାଧର ମାନସିଂହ  
(ଙ) ଶବ୍ଦବାହକର ଗାନ- ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ  
(ଚ) ଉଦ୍ୟାନ ରକ୍ଷକର ଗୀତ- ସୌଭାଗ୍ୟ କୁମାର ମିଶ୍ର  
(ଛ) ଧନୀ ପ୍ରତି ଭୃତ୍ୟର ଉକ୍ତି- ରମାକାନ୍ତ ରଥ  
(ଜ) କୋଇଲିକୁ... !- ଦିଲୀପ ଦାସ  
(ଦ୍ରଷ୍ଟବ୍ୟ: ଶତାବ୍ଦୀର ସ୍ୱରଲିପି- ସଂ.ଦେବୀପ୍ରସନ୍ନ ପଟ୍ଟନାୟକ)

ପାଠ୍ୟ-୩ / Course-3 : ବିଜ୍ଞାପନ କଳା ଓ ଭାଷା-ସାହିତ୍ୟ

- ୧ମ ଏକକ :- ବିଜ୍ଞାପନର ପରିଭାଷା, ପରିସର, ପ୍ରକାର୍ଯ୍ୟ  
୨ୟ ଏକକ : ବିଜ୍ଞାପନର କଳାତ୍ମକ ଉଦ୍ଦେଶ୍ୟ  
୩ୟ ଏକକ : ବିଜ୍ଞାପନର ପ୍ରକାର ଓ ପ୍ରସ୍ତୁତି  
୪ର୍ଥ ଏକକ : ଲୋକ ସଂପର୍କ - ବିଜ୍ଞାପନ ଓ ବିଜ୍ଞାପନର ଭାଷା  
୫ମ ଏକକ : ବିଜ୍ଞାପନ କଳା ଓ ସାହିତ୍ୟ

ପାଠ - ୪ ପଢ଼ - ୨ (Core Course ୩ : ସାହିତ୍ୟ ଅଧ୍ୟୟନ  
୧ମ ଏକକ : ପ୍ରବନ୍ଧ ରଚନା (ସଂ. ଉତ୍କଳ ବିଶ୍ୱବିଦ୍ୟାଳୟ)

- ପାଠ୍ୟ : • ଆନନ୍ଦ ପ୍ରେମ - ବିଶ୍ୱନାଥ କର  
• ପ୍ରାଚୀନ ସାହିତ୍ୟ - ବଂଶୀଧର ମହାନ୍ତି  
• ମୂଳ ସତ୍ୟମର୍ମା କହୁଛି - ଚନ୍ଦ୍ରଶେଖର ରଥ

୨ୟ ଏକକ : କବିତା ରଚନା (ସଂ. ଉତ୍କଳ ବିଶ୍ୱବିଦ୍ୟାଳୟ)

- ପାଠ୍ୟ : • କଞ୍ଚୁକିର ଭାବନା - ରାଧାନାଥ ରାୟ  
• ଡିନୋଟି ସନେଟ - ମାୟାଧର ମାନସିଂହ  
• ସମୁଦ୍ର ଓ ମୁଁ - ସୌଭାଗ୍ୟ କୁମାର ମିଶ୍ର

୩ୟ ଏକକ : ଅବବୋଧ ପରୀକ୍ଷା - (ଗୋଟିଏ ପଦ୍ୟ ପରିଚ୍ଛେଦ ୨୦୦ ଶବ୍ଦ ମଧ୍ୟରେ ଅଥବା ଷ୍ଟୁଡ଼  
କବିତାଟିଏ ପଢ଼ିବ । ତହିଁରୁ ଝଟି ପ୍ରଶ୍ନ ଅବବୋଧ ପରୀକ୍ଷାମୂଳକ ଭାବେ ପାଇଁ ଆଗତ  
ହେବ ।)

୪ର୍ଥ ଏକକ : ପ୍ରବଚନ / ସୃଷ୍ଟି ଆଶ୍ରିତ ସର୍ଜନାତ୍ମକ ଲିଖନ (ଗୋଟିଏ ପ୍ରବଚନ / ଢଗ / ସୃଷ୍ଟି ଆଗତ  
କରାଯିବ । ତାହା ଲେଖାଯିବ ୨୦୦ଟି ଶବ୍ଦ ମଧ୍ୟରେ ସଂପ୍ରସାରଣ କରି ଲେଖିବାକୁ ଶିକ୍ଷା  
ଦିଆଯିବ ।)

**ପତ୍ର-୮/ Paper-8: ସାହିତ୍ୟର ଗଠନରୀତି**

- ୧ମ ଏକକ - କାବ୍ୟ ଓ କବିତା: ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ  
୨ୟ ଏକକ - ଗଳ୍ପ ଓ ଉପନ୍ୟାସ: ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ  
୩ୟ ଏକକ - ନାଟକ ଓ ଏକାଙ୍କିକା: ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ  
୪ର୍ଥ ଏକକ - ପ୍ରବନ୍ଧ, ସମାଲୋଚନା, ଅନୁବାଦ: ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ

**ପତ୍ର-୯/ Paper-9: ସାହିତ୍ୟତତ୍ତ୍ୱ (ପ୍ରାଚ୍ୟ ଓ ପାଶ୍ଚାତ୍ୟ)**

- ୧ମ ଏକକ - ରସ ଓ ରୀତି  
୨ୟ ଏକକ - ଧ୍ୱନି ଓ ଔଚିତ୍ୟ  
୩ୟ ଏକକ - କ୍ଲବିସିକମ୍ ଓ ରୋମାଣ୍ଟିସିକମ୍  
୪ର୍ଥ ଏକକ - ଚିତ୍ରକଳ୍ପବାଦ ଓ ପ୍ରତୀକବାଦ

**ପତ୍ର-୧୦/ Paper-10: ଓଡ଼ିଆ କାବ୍ୟ କବିତା (ପ୍ରାଚୀନରୁ ଆଧୁନିକ)**

- ୧ମ ଏକକ - ଗଦା ପର୍ବ - ସାରଳା ଦାସ  
୨ୟ ଏକକ - ଲକ୍ଷ୍ମୀପୁରାଣ- ବଳରାମ ଦାସ  
୩ୟ ଏକକ - ବୈଦେହୀଶ ବିଳାସ (ନବମ ଓ ଦଶମ ଛାନ୍ଦ)- ଉପେନ୍ଦ୍ରଭଞ୍ଜ  
୪ର୍ଥ ଏକକ - (କ) ପବନ - ରାଧାନାଥ ରାୟ  
(ଖ) ଆସନ୍ତା କାଳି- ଗୋଦାବରୀଶ ମିଶ୍ର  
(ଗ) ପାହୁଣ୍ଡାଳା- ବୈକୁଣ୍ଠନାଥ ପଟ୍ଟନାୟକ  
(ଘ) ବାରବାଟୀ- ମାୟାଧର ମାନସିଂହ  
(ଙ) ଶବ୍ଦବାହକର ଗାନ- ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ  
(ଚ) ଉଦ୍ୟାନ ରକ୍ଷକର ଗୀତ- ସୌଭାଗ୍ୟ କୁମାର ମିଶ୍ର  
(ଛ) ଧନୀ ପ୍ରତି ଭୃତ୍ୟର ଉକ୍ତି- ରମାକାନ୍ତ ରଥ  
(ଜ) କୋଇଲିକୁ... !- ଦିଲୀପ ଦାସ  
(ଦ୍ରଷ୍ଟବ୍ୟ: ଶତାବ୍ଦୀର ସ୍ୱରଲିପି- ସଂ.ଦେବୀପ୍ରସନ୍ନ ପଟ୍ଟନାୟକ)

**ପାଠ୍ୟ-୩ / Course -3 : ବିଜ୍ଞାପନ କଳା ଓ ଭାଷା-ସାହିତ୍ୟ**

- ୧ମ ଏକକ :- ବିଜ୍ଞାପନର ପରିଭାଷା, ପରିସର, ପ୍ରକାର୍ଯ୍ୟ  
୨ୟ ଏକକ : ବିଜ୍ଞାପନର କଳାତ୍ମକ ଉଦ୍ଦେଶ୍ୟ  
୩ୟ ଏକକ : ବିଜ୍ଞାପନର ପ୍ରକାର ଓ ପ୍ରସ୍ତୁତି  
୪ର୍ଥ ଏକକ : ଲୋକ ସଂପର୍କ - ବିଜ୍ଞାପନ ଓ ବିଜ୍ଞାପନର ଭାଷା  
୫ମ ଏକକ : ବିଜ୍ଞାପନ କଳା ଓ ସାହିତ୍ୟ



ପତ୍ର-୧୧/ Paper-11: ଓଡ଼ିଆ କ୍ଷୁଦ୍ରଗଳ୍ପ ଓ ଉପନ୍ୟାସ

- ୧ମ ଏକକ - (କ) ରେବତୀ: ଫକୀରମୋହନ ସେନାପତି  
(ଖ) ଟାଇପ୍ ଫୋର : ଅନନ୍ତ ପ୍ରସାଦ ପଣ୍ଡା  
(ଗ) ଶିକାର: ଭଗବତୀଚରଣ ପାଣିଗ୍ରାହୀ  
(ଘ) ହାତ : ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ  
(ଙ) ଅଶୁଭ ପୁତ୍ରର କାହାଣୀ : ଅତ୍ୟୁତାନନ୍ଦ ପତି  
(ଚ) ବାଘର ବିଳାପ: ମହାପାତ୍ର ନୀଳମଣି ସାହୁ

- ୨ୟ ଏକକ - (କ) ଶ୍ରୀକୃଷ୍ଣଙ୍କ ଶେଷ ହସ : ସୁରେନ୍ଦ୍ର ମହାନ୍ତି  
(ଖ) ଝଡ଼ର ଛଗଲ ଓ ଧରଣୀର କୃଷ୍ଣସାର: ଅଭୂଳମୋହନ ପଟ୍ଟନାୟକ  
(ଗ) ଶେଷ ବସନ୍ତର ଚିଠି : ମନୋଜ ଦାସ  
(ଘ) ଗୋପପୁର : ରାମଚନ୍ଦ୍ର ବେହେରା  
(ଙ) ପେଡ଼ିଭରା ତମ୍ପ : ଭୁବନେଶ୍ୱର ବେହେରା  
(ଚ) ନାରୀର ମନ : ପ୍ରତିଭା ରାୟ

- ୩ୟ ଏକକ - ଛମାଣ ଆଠଗୁଣ୍ଠ: ଫକୀରମୋହନ ସେନାପତି

- ୪ର୍ଥ ଏକକ - ମାଟିର ମଣିଷ: କାଳିନ୍ଦୀଚରଣ ପାଣିଗ୍ରାହୀ

ପତ୍ର-୧୨/ Paper-12: ଓଡ଼ିଆ ନାଟକ ଓ ଏକାଙ୍କିକା

- ୧ମ ଏକକ - କାଞ୍ଚିକାବେରୀ: ରାମଶଙ୍କର ରାୟ

- ୨ୟ ଏକକ - କାଠଘୋଡ଼ା: ମନୋରଞ୍ଜନ ଦାସ

- ୩ୟ ଏକକ - ଆଶ୍ରା ଖୋଜି ବୁଲୁଥିବା ଲକ୍ଷ୍ମର: ନାରାୟଣ ସାହୁ

- ୪ର୍ଥ ଏକକ - (କ) ସନ୍ଧ୍ୟା ଆସରର ଭୂତ: ପ୍ରାଣବନ୍ଧୁ କର

- (ଖ) ବୁଦ୍ଧ : ରମେଶ ପାଣିଗ୍ରାହୀ

- (ଗ) ପ୍ରବେଶ ପ୍ରସ୍ଥାନ: ବିଶ୍ୱଜିତ ଦାସ

- (ଘ) ସାମିତ ସଂପର୍କ: କାର୍ତ୍ତିକଚନ୍ଦ୍ର ରଥ

ପତ୍ର-୧୩/ Paper-13: ଓଡ଼ିଆ ଜୀବନୀ, ଆତ୍ମଜୀବନୀ, ଭ୍ରମଣକାହାଣୀ ଓ ଅନୁବାଦ

- ୧ମ ଏକକ - ସହିଦ ଲକ୍ଷ୍ମଣ ନାୟକ: ସଂ. ଦାଶରଥୀ ନନ୍ଦ
- ୨ୟ ଏକକ - ଅର୍ଦ୍ଧଶତାବ୍ଦୀର ଓଡ଼ିଶା ଓ ତହିଁରେ ମୋ ସ୍ଥାନ: ଗୋଦାବରୀଶ ମିଶ୍ର
- ୩ୟ ଏକକ - ଅଦୂର ବିଦେଶ: ମନୋଜ ଦାସ
- ୪ର୍ଥ ଏକକ - ଅଗ୍ନିର ଡେଣା: ଏ.ପି.ଜେ. ଅବଦୁଲ କଲାମ (ମୂଳ ରଚନା)  
ମନୋଜ କୁମାର ମହାପାତ୍ର (ଅନୁବାଦ)

ପତ୍ର-୧୪/ Paper-14: ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ଓ ସମାଲୋଚନା

- ୧ମ ଏକକ - (କ) ଓଡ଼ିଆ ଜାତି କିଏ ? : ଗୋପବନ୍ଧୁ ଦାସ  
(ଖ) କା' : କୃପାସିନ୍ଧୁ ମିଶ୍ର  
(ଗ) ଜାତୀୟ ଜୀବନ: ମଧୁସୂଦନ ଦାସ  
(ଘ) ଯୌବନ: ଶଶିଭୂଷଣ ରାୟ  
(ଙ) ବିଶ୍ୱଭ୍ରାତୃତ୍ୱ : ରତ୍ନାକର ପତି
- ୨ୟ ଏକକ - (କ) ସ୍ୱାଧୀନ ଚିନ୍ତା: ବିଶ୍ୱନାଥ କର  
(ଖ) ଜନ୍ମଭୂମି: କୃଷ୍ଣଚନ୍ଦ୍ର ପାଣିଗ୍ରାହୀ  
(ଗ) ଯଦି ଗାନ୍ଧି ଆସିନଥାନ୍ତେ : ସୂର୍ଯ୍ୟକାନ୍ତ ଦାସ  
(ଘ) ଏକବିଂଶ ଶତାବ୍ଦୀକୁ ଯାତ୍ରା: ଶରତ କୁମାର ମହାନ୍ତି  
(ଙ) ବୃଦ୍ଧି ଏ ମୋ ପୋଷେ କୁଟୁମ୍ବ : ଚିତ୍ତରଞ୍ଜନ ଦାସ
- ୩ୟ ଏକକ - ଦାରୁଦେବତା (ପ୍ରଥମ ତିନୋଟି ପ୍ରକାଶ) : ବେଣୀମାଧବ ପାଢ଼ୀ
- ୪ର୍ଥ ଏକକ - କାବ୍ୟ-ସମ୍ବାଦ (ନିମ୍ନ ତିନିଗୋଟି ପ୍ରବନ୍ଧ): ଦାଶରଥୀ ଦାସ  
(କ) କାଳିଦାସ ଓ 'ତପସ୍ୱିନୀ'ର ନିସର୍ଗ ଭାବଚେତନା  
(ଖ) ରାଧାନାଥ ଓ କବି ନୀଳକଣ୍ଠଙ୍କ ଭାବଚେତନା  
(ଗ) ରବୀନ୍ଦ୍ରନାଥ ଓ କବି ମାନସିଂହଙ୍କ ମର୍ତ୍ତ୍ୟପ୍ରୀତି

## DISCIPLINE SPECIFIC ELECTIVE (DSE) (4 Papers)

### ଶୃଙ୍ଖଳାକୈନ୍ଦ୍ରିକ ଇଚ୍ଛାଧୀନ ପାଠ (ପତ୍ର ସଂଖ୍ୟା-୪)

ବିଦ୍ୟାର୍ଥୀଙ୍କ ବୋଧଜ୍ଞାନ ପରୀକ୍ଷା ପାଇଁ ଜୀର୍ଣ୍ଣପୁର ଓ ସଂକ୍ଷିପ୍ତ ପୁରୁଷ ଦିଆଯିବ ।

#### ପତ୍ର-୧/ Paper-1: ଗଣମାଧ୍ୟମ

- ୧ମ ଏକକ - ଗଣମାଧ୍ୟମର ସ୍ୱରୂପ, ବୈଶିଷ୍ଟ୍ୟ ଓ ପ୍ରକାରଭେଦ  
୨ୟ ଏକକ - ସମ୍ବାଦପତ୍ର : ସମ୍ବାଦ ସଂଗ୍ରହ ବିଧି, ସମ୍ବାଦରଚନା ବିଧି, ସାମ୍ବାଦିକର ଧର୍ମ  
୩ୟ ଏକକ - ବେତାର ସମ୍ବାଦ ଓ ଦୂରଦର୍ଶନ ସମ୍ବାଦ ପ୍ରସ୍ତୁତି କଳା  
୪ର୍ଥ ଏକକ - ଫିଚର ରଚନା ପ୍ରବିଧି, ବିବିଧ ପ୍ରକାର ଫିଚର

#### ପତ୍ର-୨ Paper-2: ଯୋଗାଯୋଗର ଭଙ୍ଗୀ ଓ ମାଧ୍ୟମ

- ୧ମ ଏକକ - ଦଳଗତ ଆଲୋଚନା ଓ ଡର୍କ-ବିଡର୍କ  
୨ୟ ଏକକ - ସାକ୍ଷାତକାର  
୩ୟ ଏକକ - ପତ୍ରଲିଖନ ପଦ୍ଧତି (ବିଭିନ୍ନ ପ୍ରକାର ପତ୍ର ଯଥା- ବାଣିଜ୍ୟିକ ପତ୍ର, ସଂପାଦକଙ୍କୁ ପତ୍ର, ବ୍ୟକ୍ତିଗତ ପତ୍ର, କାର୍ଯ୍ୟାଳୟ ସଂପର୍କିତ ପତ୍ର ଇତ୍ୟାଦି)  
୪ର୍ଥ ଏକକ - ଭାଷଣ କଳା (ବିଭିନ୍ନ ପ୍ରକାର ଭାଷଣ)

#### ପତ୍ର-୩/ Paper-3: ସାଧାରଣ ବ୍ୟାକରଣ

- ୧ମ ଏକକ - ଅଳଙ୍କାର (ଅପହୃତି, କାବ୍ୟାଳିଙ୍ଗ, ପ୍ରତୀପ, ଅନନ୍ଦୟ, ଅତିଶୟୋକ୍ତି, ବିରୋଧାଭାସ, ନିଦର୍ଶନା, ଦୀପକ, ଶଙ୍କର, ସଂସୃଷ୍ଟି)  
୨ୟ ଏକକ - ଛନ୍ଦ (ଅମିତ୍ରାକ୍ଷର, ରାମକେରୀ, ମୁଖାରୀ, କଳହଂସ କେଦାର, ଶଙ୍କରାଭରଣ, ବିଭାସଗୁଜରୀ)  
୩ୟ ଏକକ - ସମୋଚ୍ଚାରିତ ଶବ୍ଦ ଓ ଭିନ୍ନାର୍ଥବୋଧକ ଶବ୍ଦ  
୪ର୍ଥ ଏକକ - ଏକପଦାକରଣ ଓ ବିପରୀତ ଅର୍ଥବୋଧକ ଶବ୍ଦ

#### ପତ୍ର-୪/ Paper-4: ପାଣ୍ଡୁଲିପି ଓ ଗ୍ରନ୍ଥ ସଂପାଦନା

- ୧ମ ଏକକ - ପାଣ୍ଡୁଲିପି ସଂପାଦନାର ଉଦ୍ଦେଶ୍ୟ ଓ ବିଭିନ୍ନ ଦିଗ  
୨ୟ ଏକକ - ଗ୍ରନ୍ଥ ସଂପାଦନା ପାଇଁ ଗ୍ରନ୍ଥର ଶୁଦ୍ଧ ପାଠ ନିର୍ଣ୍ଣୟର ବିଭିନ୍ନ ସୋପାନ  
୩ୟ ଏକକ - ଶୁଦ୍ଧ ଗ୍ରନ୍ଥ ନିର୍ଣ୍ଣୟ  
୪ର୍ଥ ଏକକ - ପାଠବିକୃତିର କାରଣ ଓ ନିରାକରଣ

## GENERIC ELECTIVE (2 Papers)

### ଆତ୍ମସମ୍ବିମ୍ବଳକ ଲକ୍ଷ୍ୟାଧୀନ (ପତ୍ର ସଂଖ୍ୟା-୨)

ବିଦ୍ୟାର୍ଥୀଙ୍କ ବୋଧଜ୍ଞାନ ପରୀକ୍ଷା ପାଇଁ ଦୀର୍ଘ ପ୍ରଶ୍ନ ଓ ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ଦିଆଯିବ ।

#### ପତ୍ର-୧/ Paper-1: ଯୋଗାଯୋଗର ଭଙ୍ଗା ଓ ସମ୍ବାଦ ପ୍ରସ୍ତୁତି

- ୧ମ ଏକକ - ଦଳଗତ ଆଲୋଚନା ଓ ଚର୍ଚ୍ଚା-ବିତର୍କ
- ୨ୟ ଏକକ - ଦୂରଦର୍ଶନ, ବେତାର ଓ ସମ୍ବାଦପତ୍ର : ପରିଭାଷା, ପରିସର ଓ ସମ୍ବାଦ ପ୍ରସ୍ତୁତି କୌଶଳ
- ୩ୟ ଏକକ - ସାକ୍ଷାତ୍‌କାର ଓ ଭାଷଣ କଳା
- ୪ର୍ଥ ଏକକ - ପତ୍ରଲିଖନ ପଦ୍ଧତି (ବିଭିନ୍ନ ପ୍ରକାର ପତ୍ର ଯଥା- ବାଣିଜ୍ୟିକ ପତ୍ର, ସଂପାଦକଙ୍କୁ ପତ୍ର, ବ୍ୟକ୍ତିଗତ ପତ୍ର, କାର୍ଯ୍ୟାଳୟ ସଂପର୍କିତ ପତ୍ର ଇତ୍ୟାଦି)

#### ପତ୍ର-୨/ Paper-2: ଓଡ଼ିଆ ଭାଷା, ବ୍ୟାକରଣ, ଅନୁବାଦ ଓ ସଂପାଦନା କଳା

- ୧ମ ଏକକ - ଓଡ଼ିଆ ଭାଷାର ଉତ୍ପତ୍ତି ଓ ବିକାଶକ୍ରମ
- ୨ୟ ଏକକ - ଓଡ଼ିଆ ଶବ୍ଦଭଣ୍ଡାର (ତତ୍ତ୍ୱସମ, ତଦ୍ଭବ, ଦେଶଜ, ବୈଦେଶିକ)
- ୩ୟ ଏକକ - ଅନୁବାଦ : ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ
- ୪ର୍ଥ ଏକକ - ଗ୍ରନ୍ଥ ସଂପାଦନାର ସ୍ୱରୂପ ଓ ବିଭିନ୍ନ ଦିଗ

## Ability Enhancement Compulsory Courses-II (AECC) (1 Paper)

### ଦକ୍ଷତାବର୍ଦ୍ଧକ ବାଧ୍ୟତାମୂଳକ ପାଠ୍ୟକ୍ରମ-୨ (ପତ୍ର ସଂଖ୍ୟା-୧)

#### ପତ୍ର-୧/ Paper-1: ସମ୍ବାଦ, ଭାଷା ଓ ଭାଷଣକଳା

- ୧ମ ଏକକ - ସମ୍ବାଦର ଭାଷା ଓ ସମ୍ବାଦ ପ୍ରସ୍ତୁତିର ବିଭିନ୍ନ ଦିଗ
- ୨ୟ ଏକକ - ଭାଷା ଅଗୁଣ୍ଡିତ କାରଣ ଓ ଦିଗ
- ୩ୟ ଏକକ - ଭାଷାର ବ୍ୟାବହାରିକ ଦିଗ (କଥିତ ଓ ଲିଖିତ ଭାଷା)
- ୪ର୍ଥ ଏକକ - ଭାଷଣ କଳା

RESOLUTIONS ADOPTED IN THE HOD MEETING HELD ON 11.07.17 ABOUT CBCS SYLLABUS.

- 1) Resolved to implement the syllabus of the affiliating Berhampur University for the under graduate studies Arts, Science and Commerce from the Academic Session of 2017-2018.
- 2) Resolved to divide the course contents of each paper in four different units.
- 3) Resolved to retain the same number of papers with respect to Generic Elective course in harmony with the existing syllabus of the college. The Board of studies shall choose courses/Papers in the subject from among the prescribed courses of the university on Generic Elective.
- 4) Resolved further to maintain the following framework for setting question paper in each subject/Paper.

Mid- term examinations for 20% of the maximum marks in a paper.

Term end Semester Examination

Section-'A' - Objective Questions

Carrying 4 marks each for the 20% of the full marks meant for the term end examinations (Semester) in a paper.

Section-'B' - Long Answer type

Comprising four long questions from four different units in a paper each carrying equal marks.

- 5) Resolved to get the syllabus approved by the Board of Studies in the scheduled meeting on 17.07.2017.

  
Principal  
PRINCIPAL

RAYAGADA (AUTO) COLLEGE  
RAYAGADA

# **RAYAGADA AUTONOMOUS COLLEGE, RAYAGADA**

## **SYLLABUS FOR B.A.POLITICAL SCIENCE (HONS) UNDER CBCS PATTERN FOR THE ACADEMIC SESSION 2017 to 2020**

- 1<sup>st</sup> Semester - 2017
- 2<sup>nd</sup> Semester – 2018
- 3<sup>rd</sup> Semester – 2018
- 4<sup>th</sup> Semester – 2019
- 5<sup>th</sup> Semester – 2019
- 6<sup>th</sup> Semester – 2020

**A. Core papers: 14 (Compulsory)**

Core-1- Understanding Political Theory

Core-2- Constitutional Government and Democracy in India

Core-3- Political Theory-Concepts and Debates

Core-4- Political Process in India

Core-5- Introduction to Comparative Government and Politics

Core-6- Perspectives on Public Administration

Core-7- Perspective on International Relations and World History

Core-8- Political Processes and Institutions in Comparative Perspective

Core-9- Public Policy and Administration in India

Core-10- Global Politics

Core-11- Classical Political Philosophy

Core-12- Indian Political Thought-1

Core-13- Modern Political Philosophy

Core-14- Indian Political Thought-2

**B. Generic Elective**

1<sup>st</sup> Semester

Paper 1- Indian Polity-1

4<sup>th</sup> Semester

Paper 2- Indian Polity-2

**C. SEC (Skill Enhancement Course)**

4<sup>th</sup> Semester

Legislative Practices and Procedures

**D. DSE – Discipline Specific Elective**

Paper I to IV

5<sup>th</sup> Semester Paper- 1

Human Rights in Comparative Perspectives

5<sup>th</sup> Semester Paper-2

Development Process and Social Movement in Contemporary India

6<sup>th</sup> Semester Paper-3

India's Foreign Policy in Globalizing World

6<sup>th</sup> Semester Paper-4

Women, Power & Politics



**“A”**  
**Rayagada Autonomous College**  
**Core Paper**

**Core papers: 14 (Compulsory)**

- Core-1- Understanding Political Theory**
- Core-2- Constitutional Government and Democracy in India**
- Core-3- Political Theory-Concepts and Debates**
- Core-4- Political Process in India**
- Core-5- Introduction to Comparative Government and Politics**
- Core-6- Perspectives on Public Administration**
- Core-7- Perspective on International Relations and World History**
- Core-8- Political Processes and Institutions in Comparative Perspective**
- Core-9- Public Policy and Administration in India**
- Core-10- Global Politics**
- Core-11- Classical Political Philosophy**
- Core-12- Indian Political Thought-1**
- Core-13- Modern Political Philosophy**
- Core-14- Indian Political Thought-2**

**SYLLABI AND FRADING LIST OF BA (HONOURS) POLITICAL SCIENCE**  
**(A) 14 CORE PAPERS**  
**SEMESTER -1**  
**CORE-1**  
**Understanding Political Theory**

**Course Objective:** This course is divided into two sections. Introduction: the students to the idea of political theory, its history and approaches and an assessment of its critical and contemporary trends. Section B is designed to reconcile political theory and practice through reflection on the ideas and practices related to democracy.

**SECTION-A: Introducing Political Theory**

**UNIT-I** : 1. what is politics: Theorizing the 'political' 2. Traditions of political theory: Liberal, Marxist, Anarchist and conservative

**UNIT-II:** 3. Approaches to political theory: Normative, Historical and empirical 4. Critical and contemporary perspectives in political theory: feminist and postmodern

**SECTION-B: political theory and practice: the grammar of Democracy**

**UNIT-III:** 1. Democracy: the history of an idea 2. procedural democracy and its critique

**UNIT-IV:** 3. Deliberative democracy 4. participation and representation

**READING LIST**

Bhargava, R. (2008) 'What is political theory', in Bhargava, R and Acharya, A. (eds)

Political theory: an introduction. New Delhi: Pearson Longman, pp.2-16.

Chapman, J. (1995) 'The feminist perspective' in Marsh, D. and Stoker (eds) Theory and methods in political science. London: Macmillan pp 94-114.

Bennett, J. (2004) postmodern approach to political theory in Kukathas Ch. and Gaus G. F (eds) hand book of political theory. New Delhi: Sage pp 46-54.

Vincent, A. (2004) the nature of political theory New York: Oxford University press 2004, pp 19-80.

Owen, D. (2003) Democracy in Bellamy R. and Mason A. (eds) Political concepts. Manchester and New York, Manchester University press pp 105-117

Christiano, Th. (2008) Democracy in McKinnon, C, ed issue in political theory New York: Oxford University press pp 80

## CORE -2

### Constitutional Government and Democracy in India

**Course objective:** This course acquaints students with the constitutional design of state structures and institutions, and their working overtime. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provision and show how these have played out in political practice. It further encourages a study of state institution in their mutual interaction, and in interaction with the larger extra-constitutional environment

UNIT-I: I. The constituent Assembly and the constitution a. Philosophy of the Constitution, the preamble and features of the Constitution b. Fundamental, Rights in Directive principles

UNIT-II: Organs of Government a. The Legislature: Parliament b. The Executive: President and Prime Minister c. The Judiciary: Supreme Court

UNIT-III: Federalism and Decentralization a. Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules

UNIT-IV: b. Panchayati Raj and Municipalities c. Structure and functions.

#### READING LIST

Basu, D.D (2016) Introduction to the constitution of India, New Delhi: Lexis Nexis.

Chaube, Shibankinkar (2002) "constituent Assembly of India springboard of revolution. New Delhi: Menohar publishers & Distributors.

Sikri, S.L (2002), "Indian Government and politics", New Delhi: Kalyani Publishers

Bakshi P.M (2015) The constitution of India Delhi Universal Law pub Co Pvt Ltd

Kashyap, Subash C. (1989/1993/1995) our constitution /our parliament /our judiciary New Delhi NBT India Raghunandan J.R (2012) Decentralization and local government The Indian Experience Orient black Swan, New Delhi

Jayal, N.G and Pratap Bhanu Mehta (eds) (2010) The Oxford Companion to politics in India New Delhi Oxford University press

Mahapatra, Anil Kumar et al. (eds) (2016) Federalism in India Issue and Dimensions New Delhi: Kunal books.

Bhuyan Dasarathy (2016) Constitutional Government and Democracy in India, Cuttack Kitab Mahanls.

## SEMESTER-II

### CORE-3

#### Political Theory-Concepts and Debates

**Course Objective:** This course would help the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. This course also introduces the students to the important debates in the subject.

##### **UNIT-I: (i) Importance of Freedom**

a) Negative Freedom: Liberty

b) Positive Freedom: Freedom as Emancipation and Development

Important Issue: Freedom of belief, expression and dissent

##### **(ii) Significance of Equality**

a) Formal Equality: Equality of opportunity

b) Political equality

c) Egalitarianism: Background inequalities and differential treatment

Important Issue: Affirmative action

##### **UNIT-II: Indispensability of Justice**

a) Procedural Justice

b) Distributive Justice

c) Global Justice

##### **UNIT-III: The Universality of Rights**

a) Natural Rights

b) Moral and Legal Rights

c) Three Generations of Rights

d) Rights and Obligations (also discuss the rights of the girl child)

##### **UNIT-IV: Major Debates**

a) Why should we obey the state? Issues of political obligation and civil disobedience.

b) Are human rights universal? Issue of cultural relativism.

c) How do we accommodate diversity in plural society? Issues of multiculturalism and toleration.

#### READING LIST

Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman.

Gauba, O.P. (2003), An Introduction to Political Theory, New Delhi: Macmillan.

Heywood, Andrew (2015), Political Theory: An Introduction, London: Palgrave Macmillan.

## CORE-4

### Political Process in India

**Course objective:** Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

**UNIT-I:** (i) Political Parties and the Party System :

Trends in the Party System; From the Congress System to Multi-Party Coalitions

(ii) Determinants of Voting Behaviour Caste, Class, Gender and Religion

**UNIT-II:** Regional Aspirations : The Politics of Secession and Accommodation

**UNIT-III:** (i) Religion and Politics: Debates on Secularism; Minority and Majority Communalism

(ii) Caste and Politics

Caste in Politics and the Politicization of Caste

(iii) Affirmative Action Policies: Women, Caste and Class

**UNIT-IV:** The Changing Nature of the Indian State : Developmental, Welfare and Coercive Dimensions

#### READING LIST

Z. Hasan (ed.) (2002), 'Parties and Party Politics in India', New Delhi: Oxford University Press.

E. Sridharan, (2012) , Coalition Politics and Democratic Consolidation in Asia, New Delhi: Oxford University Press.

P. DeSouza and E. Sridharan (eds.) (2006) India's Political Parties, New Delhi: Sage Publications.

F. Frankel, Z. Hasan, and R. Bhargava (eds.) (2000) , 'Transforming India: Social and Political Dynamics in Democracy', New Delhi: Oxford University Press.

P. Brass, (1999) The Politics of India Since Independence, New Delhi: Cambridge University Press and Foundation Books.

R. Kothari, (1970) Caste in Indian Politics, Delhi: Orient Longman.

R. Bhargava (ed.) (2008) Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press.

Choudhry, Sujit et al.(eds) (2016), 'The Oxford Handbook of the Indian Constitution', UK: Oxford University Press.

Bhuyan, Dasarathy(2016), 'Political Process in India' , Cuttack: Kitab Mahal.



## **SEMESTER-III**

### **CORE-5**

#### **Introduction to Comparative Government and Politics**

**Course objective:** This is a foundational course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics while analysing various themes of comparative analysis in developed and developing countries.

**UNIT-I:** Understanding Comparative Politics: a. Nature and scope b. Going beyond Eurocentrism

**UNIT-II:** Historical context of modern government a. Capitalism: meaning and development: globalization b. Socialism: meaning, growth and development c. Colonialism and decolonization: meaning, context, forms of colonialism; anticolonialism struggles and process of decolonization

**UNIT-III:** Themes for comparative analysis

A comparative study of constitutional developments and political economy in the following countries: Britain and Brazil.

**UNIT-IV:** Themes for comparative analysis

A comparative study of constitutional developments and political economy in the following countries: Nigeria and China.

#### **READING LIST**

J. Kopstein, and M. Lichbach, (eds), (2005) Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order. Cambridge: Cambridge University Press.

M. Mohanty, (1999) 'Colonialism and Discourse in India and China', Available at [http://www.ignca.nic.in/ks\\_40033.html](http://www.ignca.nic.in/ks_40033.html) http, Accessed: 24.03.2011.

## **CORE-6**

### **Perspectives on Public Administration**

**Objective:** The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

#### **UNIT-I: PUBLIC ADMINISTRATION AS A DISCIPLINE**

Meaning, Dimensions and Significance of the Discipline, Public and Private Administration, Evolution of Public Administration

#### **UNIT-II: THEORETICAL PERSPECTIVES**

**CLASSICAL THEORIES:** Scientific management (F.W.Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-type bureaucracy (Max Weber)

**NEO-CLASSICAL THEORIES:** Human relations theory (Elton Mayo), Rational decision-making (Herbert Simon)

#### **UNIT-III: CONTEMPORARY THEORIES and PUBLIC POLICY**

- (i) Ecological approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker)
- (ii) Concept, relevance and approaches, Formulation, implementation and evaluation

**UNIT-IV: MAJOR APPROACHES IN PUBLIC ADMINISTRATION :** New Public Administration, New Public Management, New Public Service Approach, Good Governance, Feminist Perspectives

#### **READINGS**

B. Chakrabarty and M. Bhattacharya (eds) (2004), Administrative Change and Innovation: a Reader, New Delhi: Oxford University Press.

M. Bhattacharya, (2008) New Horizons of Public Administration, 5th Revised Edition. New Delhi: Jawahar Publishers.

Basu, Rumki (2014), Public Administration : Concepts and Theories, New Delhi: Sterling Publishers.

The Oxford Handbook of Public Policy (2006), OUP.

Prabir Kumar De (2012), Public Policy and Systems, Pearson Education.

Vaidyanatha Ayyar (2009), Public Policy Making In India, Pearson

M. Bhattacharya (2012), Public Administration: Issues and Perspectives, New Delhi: Jawahar Publishers.

U. Medury (2010), Public administration in the Globalization Era, New Delhi: Orient Black Swan.

B. Chakrabarty (2007) , Reinventing Public Administration: The India Experience. New Delhi: Orient Longman.



## **CORE-7**

### **Perspectives on International Relations and World History**

**Course Objective:** This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro - centricism of International Relations by highlighting certain specific perspectives from the Global South.

#### **UNIT-I: Studying International Relations**

i. How do you understand International Relations: Levels of Analysis (3 lectures) ii. History and IR: Emergence of the International State System iii. Pre-Westphalia and Westphalia iv. Post-Westphalia

#### **UNIT-II: Theoretical Perspectives**

i. Classical Realism & Neo-Realism ii. Liberalism & Neoliberalism iii. Marxist Approaches

#### **UNIT-III: Theoretical Perspectives and an Overview of Twentieth Century IR History-I**

i. Feminist Perspectives ii. Eurocentricism and Perspectives from the Global South  
iii. World War I: Causes and Consequences (1 Lecture) iv. Significance of the Bolshevik Revolution v. Rise of Fascism / Nazism vi. World War II: Causes and Consequences

#### **UNIT-IV: An Overview of Twentieth Century IR History-II**

i. Cold War: Different Phases, ii. Emergence of the Third World iii. Collapse of the USSR and the End of the Cold War iv. Post-Cold War Developments and Emergence of Other Power Centers of Power

#### **READING LIST**

M. Nicholson, (2002) International Relations: A Concise Introduction, New York: Palgrave.

R. Jackson and G. Sorensen, (2007) Introduction to International Relations: Theories and Approaches, 3rd Edition, Oxford: Oxford University Press, pp. 2-7

S. Joshua. Goldstein and J. Pevehouse, (2007) International Relations, New York: Pearson Longman, 2007, pp. 29-35

J. Baylis and S. Smith (eds), (2008) The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 1-6.

Rumki Basu, (ed)(2012) International Politics: Concepts, Theories and Issues New Delhi, Sage.

Andrew Heywood (2011), Global Politics, New York: Palgrave MacMillan.

## SEMESTER-IV

### CORE-8

#### Political Processes and Institutions in Comparative Perspective

**Course objective:** In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative political.

**UNIT-I:** Approaches to Studying Comparative Politics a. Political Culture b. New Institutionalism

#### UNIT-II: Electoral System and Party Systems

Definition and procedures: Types of election system (First Past the Post, Proportional Representation, Mixed Representation)

Party System : Historical contexts of emergence of the party system and types of parties

**UNIT-III:** Nation-state : What is nation-state? Historical evolution in Western Europe and postcolonial contexts 'Nation' and 'State': debates

#### UNIT-IV: Democratization and Federalism

Process of democratization in postcolonial, post- authoritarian and post-communist countries

Federalism : Historical context Federation and Confederation: debates around territorial division of power.

#### READING LIST

J. Bara and Pennington. (eds.)(2009), Comparative Politics: Explaining Democratic System. New Delhi: Sage Publications.

A. Heywood, (2002) Politics, New York: Palgrave.

W. O'Conner, (1994) 'A Nation is a Nation, is a Sate, is a Ethnic Group, is a ...', in J. Hutchinson and A. Smith, (eds.) Nationalism. Oxford: Oxford University Press.

K. Newton, and J. Deth, (2010) 'Foundations of Comparative Politics: Democracies of the Modern World'. Cambridge: Cambridge University Press.

B. Smith, (2003) 'Understanding Third World Politics: Theories of Political Change and Development'. London: Palgrave Macmillan.

M. Burgess, (2006) Comparative Federalism: Theory and Practice. London: Routledge.

R. Watts, (2008), Comparing Federal Systems. Montreal: McGill Queen's Univ. Press.

Saxena, R (eds.) (2011), Varieties of Federal Governance: Major Contemporary Models. New Delhi: Cambridge University Press.

## CORE-9

### Public Policy and Administration in India

**Objective:** The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

#### UNIT-I : (i) Public Policy

a. Definition, characteristics and models b. Public Policy Process in India

#### (ii) Decentralization

a. Meaning, significance and approaches and types  
b. Local Self Governance: Rural and Urban

#### UNIT-II: Budget

a. Concept and Significance of Budget b. Budget Cycle in India c. Various Approaches and Types Of Budgeting

#### UNIT-III: Citizen and Administration Interface

a. Public Service Delivery b. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance

#### UNIT-IV: Social Welfare Administration

a. Concept and Approaches of Social Welfare b. Social Welfare Policies: Education: Right To Education, Health: National Health Mission, Food: Right To Food Security Employment: MNREGA

#### READING LIST

Public Policy T. Dye, (1984) Understanding Public Policy, 5th Edition. U.S.A: Prentice Hall

R.B. Denhardt and J.V. Denhardt, (2009) Public Administration, New Delhi: Brooks/Cole

M. Howlett, M. Ramesh, and A. Perl, (2009), Studying Public Policy: Policy Cycles and Policy subsystems, 3rd edition, Oxford: Oxford University Press.

T. Dye, (2002) Understanding Public Policy, New Delhi: Pearson Y. Dror, (1989) Public Policy Making Reexamined. Oxford: Transaction Publication.

Satyajit Singh and Pradeep K. Sharma [eds.](2007), Decentralisation: Institutions And Politics In Rural India, OUP.

N.G.Jayal(1999), Democracy and The State: Welfare, Secular and Development in Contemporary India, Oxford : Oxford University Press.

Bidyut Chakrabarty (2007), Reinventing Public Administration: The Indian Experience, Orient Longman.

Basu Rumki (2015) Public Administration in India Mandates, Performance and Future Perspectives, New Delhi, Sterling Publishers

## CORE-10

### Global Politics

**Course objective:** This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

**UNIT-I: Globalization: Conceptions and Perspectives-I :** a. Understanding Globalization and its Alternative Perspectives (6 lectures) b. Political: Debates on Sovereignty and Territoriality  
c. Global Economy: Its Significance and Anchors of Global Political Economy: IMF, d. World Bank, WTO, TNCs

**UNIT-II: Globalization: Conceptions and Perspectives-II and Contemporary Global Issues- I**

(i) Cultural and Technological Dimension (ii) Global Resistances (Global Social Movements and NGOs)

(iii) Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate

**UNIT-III: Contemporary Global Issues- II**

a. Proliferation of Nuclear Weapons b. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments c.. Migration d. Human Security .

**UNIT-IV: Global Shifts: Power and Governance**

#### READING LIST

- G. Ritzer, (2010) Globalization: A Basic Text, Sussex: Wiley-Blackwell, pp. 33-62.  
A. Heywood, (2011) Global Politics, New York: Palgrave.  
B. Chimni and S.Mallavarapu (eds.) (2012), International Relations: Perspectives For the Global South, New Delhi: Pearson.  
J. Rosenau, and E. Czempiel (eds.) (1992), Governance without Government: Order and Change in World Politics, Cambridge: Cambridge University Press.  
A. Kumar and D. Messner (eds), (2010) Power Shifts and Global Governance: Challenges from South and North, London: Anthem Press.  
P. Dicken, (2007) Global Shift: Mapping the Changing Contours of the World Economy, New York: The Guilford Press.  
J. Close, (2001) 'The Global Shift: A quantum leap in human evolution', Available at <http://www.stir-global-shift.com/page22.php>, Accessed: 19.04.2013.  
Mingst, Karen A. (2004), " Essentials of International Relations", New York: W.W. Norton and Company.  
Ghosh, Peu (2015), International Relations, New Delhi: PHI Learning Private Limited.



## SEMESTER-V

### CORE-11

#### Classical Political Philosophy

**Course objective:** This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.

##### UNIT-I: Antiquity-I:

a) Significance of Political Thought , b) Works of Plato and their interpretation c) Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism  
Presentation theme: Critique of Democracy; Women and Guardianship, Censorship

##### UNIT-II: Antiquity-II:

a) Works of Aristotle and their interpretation b) Aristotle : Forms, Virtue, Citizenship, Justice, State and Household Presentation themes: Classification of governments; man as zoon politikon

##### UNIT-III: Interlude: Machiavelli

Virtue, Religion, Republicanism Presentation themes: morality and statecraft; vice and virtue

**UNIT-IV: Possessive Individualism** Hobbes : Human nature, State of Nature, Social Contract, State Presentation themes: State of nature; social contract; Leviathan; atomistic individuals.

Locke: Laws of Nature, Natural Rights, Property, Presentation themes: Natural rights; right to dissent; justification of property

##### READING LIST

C. Kukathas and G. Gaus, (eds.)(2004), Handbook of Political Theory, London: Sage Publications Ltd.

J. Coleman, (2000) 'Introduction', in A History of Political Thought: From Ancient Greece to Early Christianity, Oxford: Blackwell Publishers.

A. Skoble and T. Machan, (2007), Political Philosophy: Essential Selections. New Delhi: Pearson Education.

R. Kraut(ed.) (1996) 'The Cambridge Companion to Plato'. Cambridge: Cambridge University Press.

Macpherson (1962) The Political Theory of Possessive Individualism: Hobbes to Locke. Oxford University Press, Ontario.

I. Hampsher-Monk, (2001) 'A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx', Oxford: Blackwell Publishers.

T. Sorell, (ed.) (1996) Cambridge Companion to Hobbes. Cambridge: Cambridge University Press.

## CORE-12

### INDIAN POLITICAL THOUGHT-I

**COURSE OBJECTIVE:** This course introduces the specific elements of Indian political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in Class. The list of additional readings is meant for teachers as well as the more interested Students.

**UNIT-I:** (i) Traditions of pre - colonial Indian Political thought

- a. Brahmanic and Shamanic b. Islamic and Syncretic.
- (ii) Ved Vyasa (Shantiparva): Rajadharma

**UNIT-II:** (a) Manu: Social Laws

- (b) Kautilya: Theory of state

**UNIT-III:** (a) Goutam Budha –Life and Teachings

- (b) Barani: Ideal Polity

**UNIT-IV:** (a) Abul Fazal : Monarchy

- (b) Kabir : Syncretism

#### READING LIST

T. pantham and K. Deutsch (eds.) (1986) , Political Thought in Modern India New Delhi: Sage Publications.

The Mahabharata (2004), Vol 7 (Book XI and Book XII, Part II), Chicago and London : University of Chicago Press.

V. Varma, (1974) Studies in Hindu Political Thought and Its Metaphysical Foundations, Delhi: Motilal Banarsidass.

V.Mehta, (1998) 'Ziya Barini ' s Vision of the state ', in The Medieval History Journal, Vol.2,(I),pp.19-36

M. Alam, (2004)' Sharia Akhlaq', in The Language of Political Islam in Indian 12000-1800, Delhi: Permanent Black, pp. 26-43.

## SEMESTER-VI

### CORE-13

#### Modern Political Philosophy

**Course objective:** Philosophy and politics are closely intertwined. We explore this convergence by identifying four main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.

**UNIT-I: Modernity and its discourses :** This section will introduce students to the idea of modernity and the discourses around modernity.

**UNIT-II: Romantics :** a. Jean Jacques Rousseau

Presentation themes: General Will; local or direct democracy; self-government; origin of inequality.

b. Mary Wollstonecraft

Presentation themes: Women and paternalism; critique of Rousseau's idea of education; legal rights

**UNIT-III: Liberal socialist :** a. John Stuart Mill

Presentation themes: Liberty, suffrage and subjection of women, right of minorities; utility principle.

**UNIT-IV: Radicals :** a. Karl Marx

Presentation themes: Alienation; difference with other kinds of materialism; class struggle

b. Alexandra Kollontai

Presentation themes: Winged and wingless Eros; proletarian woman; socialization of housework; disagreement with Lenin

#### READING LIST

Kant. (1784) 'What is Enlightenment?,' available at <http://theliterarylink.com/kant.html>, Accessed: 19.04.2013

S. Hall (1992), 'Formations of Modernity', UK: Polity Press, pages 1-16.

B. Nelson, (2008) Western Political Thought. New York: Pearson Longman, pp. 221-255.

C. Johnson, (ed.)(2002), 'The Cambridge Companion to Mary Wollstonecraft', Cambridge: Cambridge University Press, pp. 42-58.

S. Ferguson, (1999) 'The Radical Ideas of Mary Wollstonecraft', in Canadian Journal of Political Science XXXII (3), pp. 427-50, Available at <http://digitalcommons.ryerson.ca/politics>, Accessed: 19.04.2013.

C. Synowich, (1993) 'Alexandra Kollontai and the Fate of Bolshevik Feminism' Labour/LeTravail Vol. 32 (Fall 1992) pp. 287-295.

A. Kollontai (1909), The Social Basis of the Woman Question, Available at <http://www.marxists.org/archive/kollonta/1909/social-basis.htm>, Accessed: 19.04.2013.

C. Porter, (1980) Alexandra Kollontai: The Lonely Struggle of the Woman who defied Lenin, New York: Dutton Children's Books.



## **CORE-14**

### **INDIAN POLITICAL THOUGHT-II**

**COURSE OBJECTIVE:** Based on the Study of the individual thinkers, the course introduces a Wide span of thinkers and themes that defines the modernity of Indian political thought. The objective to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original text are also given to discuss in the class. The list of additional readings is meant for teachers as well as the more interested students.

**UNIT-I:** a. Introduction to Modern Indian Political Thought .

- . b.Rammohan Roy: Rights.
- . C. Pandita Ramabai: Gender.

**UNIT-II:** a. Vivekananda: Ideal society.

- . b. Gandhi: Swaraj.

**UNIT-III:** a. Ambedkar: Social justice.

- . b.Tagore: Critique of Nationalism.
- . c. Iqbal: Reconstruction.

**UNIT-IV:** a. Savarkar: Hindutva.

- . b. Nehru: Secularism.
- . c. Lohia: Socialism.

#### **READING LIST,**

1. Introduction to Modern Indian Political thought Essential Readings: V.mehta and T.pantham eds,2006 Modern India Thematic Exploration History of Science Philosophy and Culture in Indian Civilization Vol 10 Part 7 New Delhi Sage Publication.

K.Deutsch (eds) Political thought in modern Indian New Delhi: Sage .pp.32.52,  
Additional Reading S.Sankar (1985) Rammohan Roy and the break with the past. in a critique on colonial India Calcutta papyrus, pp 1-17.

“B”

Rayagada Autonomous College

Generic Elective

1<sup>st</sup> Semester

Paper 1- Indian Polity-1

4<sup>th</sup> Semester

Paper 2- Indian Polity-2

**(B) Two Generic Elective Courses (GE) meant for Honours Students of other Disciplines (Each course is of 6 credits)**

Two papers (Paper-I and II) under Generic Elective Course are being offered by Political Science with a provision to choose either of the two options in both the papers

**GE: Paper-1: INDIAN POLITY-I /**

**INDIAN POLITY-I**

**Unit -I**

Landmarks of Freedom Movement in India: Non-Cooperation Movement, Civil Disobedience Movement and Quit India Movement

Making of the Constitution of India: Cabinet Mission Plan, Formation of the Constituent Assembly of India, Indian Independence Act, 1947, Drafting and Adoption of the Constitution of India.

**Unit-II**

Salient Features of the Constitution of India: Preamble, Fundamental Rights, Directive Principles of State Policy, Fundamental Duties, Parliamentary form of Government, Federal System

**Unit-III**

Organs of the Union Government:  
Executive: President, Vice-President, Council of Ministers and the Prime Minister  
Legislature: Parliament- composition and functions  
Judiciary: Supreme Court – composition and jurisdiction

**Unit-IV**

Organs of the State Government:  
Executive: Governor, Council of Ministers and the Chief Minister  
Legislature: State Legislature – Composition and functions  
Judiciary: High Court and the Subordinate Courts

**READING LIST**

- Fadia, B.L.**(2011), "Indian Government and Politics", Agra: Sahitya Bhawan Publications.  
**Chaube, Shibankinkar**(2000), "Constituent Assembly of India springboard of revolution", New Delhi: Manohar Publishers & Distributors.  
**Pylee, M.V.**(2003), "Our Constitution Government and Politics", New Delhi : Universal Law Publishing Co.  
**Sikri, S.L.**(2002), "Indian Government and Politics", New Delhi: Kalyani Publishers.  
**Kashyap, Subhash C.**(1989/1993/1995), "Our Constitution/ Our Parliament/Our Judiciary", New Delhi: NBT, India.  
**Bhagwan, Vishnoo & Vandana Mohla**(2007), "Indian Government and Politics", New Delhi. Kalyani Publishers.  
**Chai, K.K.**(2008), "Indian Government and Politics", New Delhi: Kalyani Publishers.

## **GENERAL ELECTIVE- PAPER -2**

### **INDIAN POLITY-II**

**Generic Elective: 2**

#### **Unit -I**

Indian federalism and centre -States Relation:

- (i) Administrative Relations
- (ii) Legislative Relations
- (iii) Financial Relations
- (iv) Area of Tension in the Centre -State relations

#### **Unit -II**

Democracy at the Grass root Level:

Structure and functioning of Local Self Government: Urban and Rural Levels

#### **Unit -III**

Important Constitutional Authorities in Indian:

- (i) Election Commission : Composition and Function
- (ii) Finance Commission : Composition and Functions
- (iii) Comptroller and Auditor General of India : Functions and Role
- (iv) Attorney General

#### **Unit -IV**

Challenges to National Integration in India Caste, Communalism, Regionalism, Separatist movement, Language

#### **READING LIST**

**Hasan, Zoya & E. Sridharan:** et al (eds.) (2002), "Indian's Living Constitution Ideas, Practices Controversies", Delhi: permanent Black.

**Pandey, J.N.** (2003), "Constitutional Law of Indian, Allahabad: Central Law Agency

Mohanty, Biswaranjan (2009) "Constitution, government and politics in India," New Delhi: New Century pub.

“C”

Rayagada Autonomous College

SEC (Skill Enhancement Course)

4<sup>th</sup> Semester

Legislative Practices and Procedures

**Skill Enhancement Elective Course (Skill Based)**  
**4th Semester**  
**Paper-I**

**Legislative Practices & Procedures**

**Unit-I-Powers & functions of people's representatives at different tiers of governance**

**i. Members of Parliament , State Legislative Assembly**

**ii. Functionaries of rural & urban Local self -Government-from Zilla parishad ,Municipal Corporation to Panchayati/ward**

**Unit-II-Supporting the Legislative process & Legislatives Committees**

**i. How a bill becomes a Law, Role of the Standing committees in receiving a bill, legislative consultants, the framing of rules & regulations**

**Unit-III-Types of Committees, Role of Committees in receiving government finances, policy, programmes & legislation**

**Unit-IV-Reading the Budget Document**

**i. An Overview of Budget process, role of Parliament in receiving the Union Budget, Reading Budget**

**ii. Examination of demands for Grants of Ministers working of ministries**

**Unit-V-Support in Media minority & communication**

**i. Types of Media & significance of legislators**

**ii. Basics of communication in print & electronic media**

“D”

## Rayagada Autonomous College

DSE – Discipline Specific Elective

Paper I to IV

5<sup>TH</sup> Semester Paper- 1

Human Rights in Comparative Perspectives

5<sup>th</sup> Semester Paper-2

Development Process and Social Movement in Contemporary India

6<sup>th</sup> Semester Paper-3

India's Foreign Policy in Globalizing World

6<sup>th</sup> Semester Paper-4

Women, Power & Politics



## **( C ) Discipline Specific Elective-4 (DSE)**

**One has to choose 3 (Three) papers out of 6 (Six) and the 4<sup>th</sup> Paper will be a Project to be undertaken by the student under the guidance of a teacher**

### **DSE-1**

#### **Human Rights in a Comparative Perspective**

**Course objective:** This course attempts to build an understanding of human rights 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. Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme. Thematic discussion of sub-topics in the second and third sections should include state response to issues and structural violence questions.

**UNIT-I: Human Rights: Theory and Institutionalization:** a. Understanding Human Rights: Three Generations of Rights b. Institutionalization: Universal Declaration of Human Rights c. Rights in National Constitutions: South Africa and India

**UNIT-II: Issues :** a. Torture: USA and India b. Surveillance and Censorship: China and India c. Terrorism and Insecurity of Minorities: USA and India

**UNIT-III. Structural Violence-I :** a. Caste and Race: South Africa and India

**UNIT-IV: Structural Violence-II:** b. Gender and Violence: India and Pakistan c. Adivasis/Aboriginals and the Land Question: Australia and India

#### **READING LIST**

I: J. Hoffman and P. Graham, (2006) 'Human Rights', Introduction to Political Theory, Delhi, Pearson, pp. 436-458.

SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in *Introducing Human Rights*, New Delhi: Oxford University Press.

The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.

The Constitution of India, Chapter 3: Fundamental Rights

II. Issues a. Torture: USA and India Essential Readings: M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' *Universal Human Rights*, Vol. 1(4), pp. 25-55.

- M. Cranston, (1973) *What are Human Rights?* New York: Taplinger
- M. Ishay, (2004) *The History of Human Rights: From Ancient Times to the Globalization Era*, Delhi: Orient Blackswan.
- R. Sharan, (2009) 'Alienation and Restoration of Tribal Land in Jharkhand in N Sundar (ed.) *Legal Grounds*, New Delhi: Oxford University Press, pp. 82-112
- Text of UDHR available at <http://www.un.org/en/documents/udhr/index.shtml>
- U. Baxi, (1989) 'From Human Rights to the Right to be Human: Some Heresies', in S. Kothari and H. Sethi (eds.), *Rethinking Human Rights*, Delhi: Lokayan, pp.181-166 .

## DSE-2

### Development Process and Social Movements in Contemporary India

**Course objective:** Under the influence of globalization, development processes in India have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power. The high social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy condition new theatres of contestation and struggles. A variety of protest movements emerged to interrogate and challenge this development paradigm that evidently also weakens the democratic space so very vital to the formulation of critical consensus. This course proposes to introduce students to the conditions, contexts and forms of political contestation over development paradigms and their bearing on the retrieval of democratic voice of citizens.

**UNIT-I:** Development Process since Independence : a. State and planning      b. Liberalization and reforms

**UNIT-II:** Industrial Development Strategy and its Impact on the Social Structure: a. Mixed economy, privatization, the impact on organized and unorganized labour      b. Emergence of the new middle class

**UNIT-III:** Agrarian Development Strategy and its Impact on the Social Structure: a. Land Reforms, Green Revolution      b. Agrarian crisis since the 1990s and its impact on farmers

**UNIT-IV:** Social Movements : a. Tribal, Peasant, Dalit and Women's movements      b. Maoist challenge      c. Civil rights movements

### READING LIST

1. The Development Process since Independence Essential Readings: A. Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres (ed.) *The State and Development Planning in India*. Delhi: Oxford University Press, pp. 73-108.

A. Varshney, (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms' in R. Mukherji (ed.) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press, pp 146-169.

P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.

P. Patnaik and C. Chandrasekhar, (2007) 'India: Dirigisme, Structural Adjustment, and the Radical Alternative', in B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, pp. 218-240.

P. Bardhan, (2005) 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of Development in India*. 6th impression, Delhi: Oxford University Press.

T. Singh, (1979) 'The Planning Process and Public Process: a Reassessment', R. R. Kale Memorial Lecture, Pune: Gokhale Institute of Politics and Economics.

II. Industrial development strategy and its impact on social structure Essential Readings: A. Aggarwal, (2006) 'Special Economic Zones: Revisiting the Policy Debate', in *Economic and Political Weekly*, XLI (43-44), pp.4533-36.

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III. Agrarian development strategy and its impact on social structure Essential Readings: A. Desai, (ed.), (1986) *Agrarian Struggles in India After Independence*, Delhi: Oxford University Press, pp. xi-xxxvi

F. Frankel, (1971) *India's Green Revolution: Economic Gains and Political Costs*, Princeton and New Jersey: Princeton University Press.

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V. Sridhar, (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh', in *Economic and Political Weekly*, XLI (16).

IV. Social Movements Essential Readings: G. Haragopal, and K. Balagopal, (1998) 'Civil Liberties Movement and the State in India', in M. Mohanty, P. Mukherji and O. Tornquist, (eds.) *People's Rights: Social Movements and the State in the Third World* New Delhi: Sage, pp. 353-371.

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- S. Sinha, (2002) 'Tribal Solidarity Movements in India: A Review', in G. Shah. (ed.) *Social Movements and the State*, New Delhi: Sage, pp. 251-266.
- Additional Readings: S. Banerjee, (1986) 'Naxalbari in Desai', in A.R. (ed.) *Agrarian Struggles in India After Independence*. Delhi: Oxford University Press, pp.566-588.
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- J. Harris, (2009) *Power Matters: Essays on Institutions, Politics, and Society in India*. Delhi: Oxford University press.
- K. Suresh, (ed.), (1982) *Tribal Movements in India*, Vol I and II, New Delhi: Manohar (emphasis on the introductory chapter).
- M. Mohanty, P. Mukherji and O.Tornquist, (1998) *People's Rights: Social Movements and the State in the Third World*. New Delhi: Sage Publications.
- M. Rao, (ed.), (1978) *Social Movements in India*, Vol. 2, Delhi: Manohar.
- N. Jayal, and P. Mehta, (eds.), (2010) *The Oxford Companion to Politics in India*, Delhi: Oxford University Press.
- P. Bardhan, (2005) *The Political Economy of Development in India*, 6th impression, Delhi: Oxford University Press.
- R. Mukherji, (ed.), (2007) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press.
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**India's Foreign Policy in a globalizing world**

**Course objective:** This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

**UNIT-I:** India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

**UNIT-II:** India's Relations with the USA and USSR/Russia

**UNIT-III:** (a) India's Engagements with China

(b) India in South Asia: Debating Regional Strategies

**UNIT-IV:** (a) India's Negotiating Style and Strategies: Trade, Environment and Security Regimes

(b) India in the Contemporary Multipolar World

**READING LIST**

India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

Essential Readings: S. Ganguly and M. Pardesi, (2009) 'Explaining Sixty Years of India's Foreign Policy', in *India Review*, Vol. 8 (1), pp. 4-19. Ch. Ogden, (2011) 'International 'Aspirations' of a Rising Power', in David Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp.3-31

W. Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, *Trusts with Democracy: Political Practice in South Asia*, Anthem Press: University Publishing Online.

Additional Reading: J. Bandhopadhyaya, (1970) *The Making Of India's Foreign Policy*, New Delhi: Allied Publishers.

India's Relations with the USA and USSR/Russia Essential Readings: S. Mehrotra, (1990) 'Indo-Soviet Economic Relations: Geopolitical and Ideological Factors', in *India and the Soviet Union: Trade and Technology Transfer*, Cambridge University Press: Cambridge, pp. 3-28.

V: India's Negotiating Style and Strategies: Trade, Environment and Security Regimes  
Essential Readings: S. Cohen, (2002) 'The World View of India's Strategic Elite', in S. Cohen, India: Emerging Power, Brookings Institution Press, pp. 36-65.

A. Narlikar, (2007) 'All that Glitters is not Gold: India's Rise to Power', in Third World Quarterly, Vol. 28 (5) pp. 983 – 996.

N. Dubash, (2012) 'The Politics of Climate Change in India: Narratives of Enquiry and Cobenefits', Working Paper, New Delhi: Centre for Policy Research.

N. Jayaprakash, (2000) 'Nuclear Disarmament and India', in Economic and Political Weekly, Vol. 35 (7), pp. 525-533.

Additional Readings: P. Bidwai, (2005) 'A Deplorable Nuclear Bargain', in Economic and Political Weekly, Vol. 40 (31), pp. 3362-3364.

A. Anant, (2011) 'India and International Terrorism', in D. Scott (ed.), Handbook of India's International Relations, London: Routledge, pp. 266-277.

VI: India in the Contemporary Multipolar World Essential Readings:

R. Rajgopalan and V. Sahni (2008), 'India and the Great Powers: Strategic Imperatives, Normative Necessities', in South Asian Survey, Vol. 15 (1), pp. 5–32.

C. Mohan, (2013) 'Changing Global Order: India's Perspective', in A. Tellis and S. Mirski (eds.), Crux of Asia: China, India, and the Emerging Global Order, Carnegie Endowment for International Peace: Washington.

A. Narlikar, (2006) 'Peculiar Chauvinism or Strategic Calculation? Explaining the Negotiating Strategy of a Rising India', in International Affairs, Vol. 82 (1), pp. 59-76.

Additional Reading: P. Mehta, (2009) 'Still Under Nehru's Shadow? The Absence of Foreign Policy Frameworks in India', in India Review, Vol. 8 (3), pp. 209–233.

Online Resources: Government of India's Ministry of External Relations website at <http://www.mea.gov.in/> and specially its 'library' which provides online resources at <http://mealib.nic.in/> The Council of Foreign Relations has a regularly updated blog on India's foreign policy: <http://www.cfr.org/region/india/ri282> Centre for Policy Research's blog on IR and strategic affairs though it is not exclusively on India's foreign policy. <http://www.cprindia.org/blog/international-relations-and-security-blog>

Institute for Defence Studies and Analyses: <http://www.idsa.in/> Research and Information System: [www.ris.org.in/](http://www.ris.org.in/)

Indian Council of World Affairs: [www.icwa.in/](http://www.icwa.in/) Institute of Peace and Conflict Studies: [www.ipcs.org/](http://www.ipcs.org/) Indian Council for Research on International Economic Relations: [www.icrier.org/](http://www.icrier.org/)



## Women, Power and Politics

**Course objective:** This course opens up the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy. Special attention will be paid to feminism as an approach and outlook. The course is divided into broad units, each of which is divided into three sub-units.

**UNIT-I: Groundings-I :** 1. Patriarchy : a. Sex-Gender Debates b. Public and Private c. Power

**UNIT-II: Groundings-II:** (i) Feminism , (ii) Family, Community, State : a. Family b. Community c. State

**UNIT-III: Movements and Issues-I :** 1. History of the Women's Movement in India

**UNIT-IV: Movements and Issues-II**

(i) Violence against women : (ii) Work and Labour : a. Visible and Invisible work b. Reproductive and care work c. Sex work

### READING LIST

I. Groundings 1. Patriarchy Essential Readings: T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), Women Writing in India, New Delhi, Oxford University Press, pp. 221-234

U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.) Naarivaadi Rajneeti: Sangharsh evam Muddey, University of Delhi: Hindi Medium Implementation Board, pp.1-7 a. Sex Gender Debates Essential Reading: V Geetha, (2002) Gender, Kolkata, Stree, pp. 1-20 b. Public and Private Essential Reading: M. Kosambi, (2007) Crossing the Threshold, New Delhi, Permanent Black, pp. 3-10; 40-46 c. Power Essential Reading: N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), Political Theory: An Introduction, Delhi: Pearson, pp.148-157 2. Feminism Essential Readings: B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds),

The Feminist Reader: Local and Global Perspectives, New York: Routledge, pp. 51-57

R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) Feminist Theory: A Reader, pp. 27-37 3. Family, Community and State a. Family Essential Readings: R. Palriwala, (2008) 'Economics and Patriliney: Consumption and Authority within the Household' in M. John. (ed) Women's Studies in India, New Delhi: Penguin, pp. 414-423

b. Community Essential Reading: U. Chakravarti, (2003) Gendering Caste through a Feminist Lens, Kolkata, Stree, pp. 139-159. c. State Essential Reading: C. MacKinnon, 'The

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**DEPARTMENT OF TELUGU**

**1<sup>ST</sup> SEMESTER 2017-18**

TELUGU (CORE) 1----- 100 MARKS

TELUGU (CORE)2----- -100 MARKS

GENERAL ELECTIVE-1 (TELUGU)GE -----100 MARKS

In each 100 marks paper there shall be 4 short type questions from each unit which has no choice and carry equal marks i.e. 4 x4=16 marks & long questions each carrying 16 Marks. The rest 20 marks is internal assessment.

ABILITY ENHANCEMENT COMP COURSE

AECC( TELUGU)----- --- 50 MARKS

## **+3 ARTS 1<sup>ST</sup> SEMESTER CORE 1 (TELUGU) 2017-18**

### **MODERN POYETRY**

#### **UNIT 1**

- 1) Desa Bhakti-Gurajada Appa Rao
- 2) Prabhodam-Raya Prolo Subba Rao

#### **UNIT 2**

- 3.Krushee Valadu –Duvvuri Rami Reddy
- 4.Gabillam-Gurram Jhashuva

#### **UNIT-3**

5. Prathigya-Srirangam Srinivas
6. Mohandhrodayam –Dasaradhi

#### **UNIT –4**

- 7.Penneti Pata-Vidvan Vlsuam
- 8.Na Desamu Na Prajalu-Gunturu Seshendra Sharma

MARKS DISTRIBUTION			
<b>UNIT-1</b>	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

## **+3 ARTS 1<sup>ST</sup> SEMESTER CORE 2 (TELUGU) 2017-18**

### **OLD/CLASSICAL POETRY**

#### **UNIT 1:**

- 1) Shakuntalo Pakhyanam-Adikavi Nannaya(Adi paravam )4<sup>th</sup> canto 65-109 Poems
- 2) Bejja Maha Devi-Palkuriki Somanadhudu(Basha puranam )3<sup>rd</sup> canto 100-124 Poems

#### **UNIT 2:**

- 1) SriKrishnuni balya Kridalu-Yerrana Kavi Hari vamsham 1<sup>st</sup> aprty 5<sup>th</sup> canto (193-235)
- 2) Chiru tondanambhi Katha-Srinanda Kavi(Hara Vllasam,2 canto(92-142) Poems

#### **UNIT 3:**

- 1) Prahlada Charitra-Pothana Kavi( Bhagavatham 7<sup>th</sup> canto(130-183)
- 2) Satya Bhama Santvanamu-Mukku Timmana

#### **UNIT 4:**

- 1) Nigama Sharma Akka- Tenali Rama Krishnudu (pandu Ranga Mahatyam3rd canto (24-50 )
- 2) Seetha Parityagam-Kankanti Papa Raju ( Uttara Ramayanam 6 th canto (226-295)

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

**+3 ARTS 1<sup>ST</sup> SEMESTER GENERIC ELECTIVE 1 (TELUGU) 2017-18**

**HISTORY OF ANDHRA LITERATURE:**

**UNIT 1:**

- 1) History of Ancient Andhra, Land and People( From satavahana to Nayaka Rule)

**UNIT 2:**

- 1) The invaders (Deccan Rulers and the European)

**UNIT 3:**

- 1) Administrative Institutions. Trade & Religion, Literature and Art

**UNIT 4:**

- 1) Social Reforms and Modernization during Colonial rule.

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESSMENT			20
TOTAL MARKS			100

## **+3 ARTS /SCIENCE/COMMERCE1<sup>ST</sup> SEMESTER AECC (TELUGU) 2017-18**

### **UNIT 1:**

- 1) Mitra Labhamu

### **Unit 2:**

- 1) Mitra Bhedhamu

### **Unit 3:**

GRAMMER:

Sandhulu

savarnadhergha,Guna,Vrudhi,Yanadesa,Gasadadavadesa,trika,Rugugama,tugugama,Amredita,Atva,Itva,Utva Sandhulu.

### **UNIT 4:**

Translation from English to Telugu

MARKS DISTRIBUTION			
<b>UNIT-1</b>	ONE LONG QUESTION	1X8	12
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X8	12
	ONE SHORT QUESTION	1X4	
UNIT-3	FOUR SHORT QUESTION	4X2	8
UNIT-4	TRANSLATION	1X8	8
MARKS			40
INTERNAL ASSESMENT			10
TOTAL MARKS			50

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**2<sup>nd</sup> SEMESTER 2017-18**

TELUGU(CORE) 3----- 100 MARKS

TELUGU (CORE)4----- 100 MARKS

GENERAL ELECTIVE-2 (TELUGU)GE -----100 MARKS

In each 100 marks paper there shall be 4 short type questions from each unit which has no choice and carry equal marks i.e. 4 x4=16 marks & long questions each carrying 16 Marks. The rest 20 marks is internal assessment.



## +3 ARTS 2<sup>nd</sup> SEMESTER CORE 3 (TELUGU) 2017-18

### POETRY & PROSE

#### UNIT 1:

- 1) Shakuntala-Nannaya ( Adi Parvam Maha Bharatham ) 1 to 100 Poems

#### UNIT 2:

- 1) Vyasa Vipanchi (Omit Lesson -3)
  - i) Prajala Kavyam- Sukasaptahi
  - ii) Telugu paluku badulu
  - iii) Bhagavathi sampradhayam –jathiya Samikyatha
  - iv) Hrudhaya-Salyam

#### UNIT 3:

- 1) Udaya Sri- J.Papaya Sastry
  - i) Pices to be studied
  - ii) Anjali
  - iii) Anasuya Devi
  - iv) Sati Savitri
  - v) Maha Kavi Potana

#### Unit 4:

Sahitya Nepadyamu-Rs Sudharsanamamu

- i) Telugu kadha-Silpamu
- ii) Sahithi Vimarsa-Swarupam
- iii) Telugu Kavitva.

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

**+3 ARTS 2<sup>nd</sup> SEMESTER CORE 4 (TELUGU) 2017-18**

**UNIT-1:**

- 1) Drama:Abhigyana Shakuntalamu- Kandukuri Veeresalingam

**UNIT 2:**

- 1) Kanya Sulakamu- Gurujada Appa Rao

**UNIT 3**

- 1) Dasarupakamulu  
2) Nataka lakshanamulu

**UNIT 4**

- 1) Nava Rasalu  
2) Angi Rasamu

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

## **+3 ARTS 2<sup>nd</sup> SEMESTER GNERIC ELECTIVE 2 (TELUGU) 2017-18**

### **VYASA RACHANA VIDHANAMU**

#### **UNIT 1:**

- 1) Writing Essay: Developing an argument that encapsulates the response to the question ,creating a logical sequence of ideas, introducing the subject ,providing supporting evidence for the main body of the essay, summarizing the ideas, editing the draft and preparing the final copy.

#### **UNIT 2:**

- 1) Types of Essays: Expository,Persuasive ,analytical and argumentative.

#### **UNIT 3:**

- 1 ) Academic and professional writing: Critical Essay and research article

#### **UNIT 4:**

- 1) The art of Essay Writing: technical aspects

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESSMENT			20
TOTAL MARKS			100

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**DEPT OF TELUGU**

**3rd SEMESTER 2018-19**

TELUGU(CORE) 5-----100 MARKS

TELUGU (CORE)6-----100 MARKS

TELUGU (CORE)7-----100 MARKS

GENERAL ELECTIVE-3 (TELUGU)GE -----100 MARKS

In each 100 marks paper there shall be 4 short type questions from each unit which has no choice and carry equal marks i.e. 4 x4=16 marks & long questions each carrying 16 Marks. The rest 20 marks is internal assessment.

**+3 ARTS 3<sup>rd</sup> SEMESTER CORE 5 (TELUGU) 2018-19**

**HISTORY OF TELUGU LANGUAGE:**

**UNIT 1:**

- 1) Dravidian Languages and Telugu

**UNIT 2:**

- 1) Mentions of telugu, tenugu and Andhramu

**UNIT 3:**

- 1) Loan words in telugu

**UNIT 4:**

- 1) Dialects in Telugu

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

**ORAL TRADITIONS :FOLK TALES,SONGS & MYTHS**

**UNIT 1:**

- 1) An introduction to oral literature

**UNIT 2:**

- 1) Telugu Folk Tales-Features-origin and development

**UNIT 3:**

- 1) Telugu Folk Songs-Features various divisions

**UNIT 4:**

- 2) Folk myths-features - origin and development-different divisions

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

## **+3 ARTS 3<sup>rd</sup> SEMESTER CORE 7 (TELUGU) 2018-19**

### **FOLK AND PERFORMING ARTS:**

#### **UNIT 1:**

- 1) An introduction to folk and performing arts in Telugu

#### **UNIT 2:**

- 1) Telugu Folk Music: Origin and development

#### **UNIT 3:**

- 1) Telugu Folk Dance: features and various forms

#### **UNIT 4:**

- 1) Telugu Folk Drama: Characteristics and themes.

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESSMENT			20
TOTAL MARKS			100



**AUTOBIOGRAPHY/BIOGRAPHY**

**UNIT1:**

- 1) An introduction to Autobiography and Biography

**UNIT 2:**

- 1) Narration of significant events ,characterization and conservations in Autobiography and Biography.

**UNIT 3:**

- 1) Gurjada Appa Rao

**UNIT 4:**

- 1) Sri Sri

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

**RAYAGADA AUTONOMOUS COLLEGE,**

**RAYAGADA**

**DEPT OF TELUGU**

**4 th SEMESTER 2018-19**

TELUGU(CORE) 7-----100 MARKS

TELUGU (CORE)8-----100 MARKS

TELUGU (CORE)9-----100 MARKS

GENERAL ELECTIVE-4 (TELUGU)GE -----100 MARKS

In each 100 marks paper there shall be 4 short type questions from each unit which has no choice and carry equal marks i.e. 4 x4=16 marks & long questions each carrying 16 Marks. The rest 20 marks is internal assessment.

**SKILL ENHANCEMENT COURSE (SEC)**

ANUVADAMU AND VYAKARANAMU-----50 Marks

**+3 ARTS 4<sup>th</sup> SEMESTER CORE 8 (TELUGU) 2018-19**

**HISTORY OF TELUGU LITERATURE (ANCIENT AND MEDIEVAL)**

**UNIT 1:**

- 1) Pre –Nannaya Period

**UNIT 2:**

- 1) Translation Period

**UNIT 3:**

- 1) Kavya Period

**UNIT 4:**

- 1) Prabhandha Period

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

**HISTORY OF TELUGU LITERATURE (MODERN TO CONTEMPORY)**

**UNIT 1:**

- 1) Modernity in Telugu Literature

**UNIT 2:**

- 1) The influence in Bhava Kavitha

**UNIT 3:**

- 1) The import and spread of progressive poetry

**UNIT 4:**

- 1) The evolution of Vachana Kavitha

MARKS DISTRIBUTION			
<b>UNIT-1</b>	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

**+3 ARTS 4<sup>th</sup> SEMESTER CORE 10 (TELUGU) 2018-19**

**STUDY OF IMPORTANT AUTHORS:MANA ADHUNIKA KAVULU**

**UNIT 1:**

- 1) Vishwanatha Satyanarayana

**UNIT 2:**

- 1) Jashuva

**UNIT 3:**

- 1) Rachakonda Viswanath Sasthry

**UNIT4:**

- 1) Bala Gangadhar Tilak

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

**+3 ARTS 4 th SEMESTER GENERIC ELECTIVE 4 (TELUGU) 2018-19**

**CHILDREN LITERATURE:**

**UNIT1:**

- 1) Origin and development of children literature

**UNIT 2:**

- 1) Essential Characteristics of children literature

**UNIT 3:**

- 1) Children songs and selected stories

**UNIT 4:**

- 1) Language in children Literature

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESSMENT			20
TOTAL MARKS			100

**ANUVADAMU & VYAKARNAMU**

**SKILL ENHANCEMENT COURSE-TELUGU**

**UNIT 1:**

- 1) Anuvada pddatulu
- 2) Anuvada Samasyalu

**UNIT 2:**

- 1) Telugu Basha
- 2) Vyaktitva Vikasamu

**UNIT 3:**

GRAMMER-Chandassu

Utpalamala,champakamala,saardhulamu,mathebamu,Aataveladi,Tetageiti

**UNIT 4:**

GRAMMER-Alamkaramulu

Upama,Rupaka,Utpreksha,Ardhantaranyasa,Atisayokthi,swabhavokthi

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X8	12
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X8	12
	ONE SHORT QUESTION	1X4	
UNIT-3	FOUR SHORT QUESTION	4X2	8
UNIT-4	TRANSLATION	1X8	8
MARKS			40
INTERNAL ASSESMENT			10
TOTAL MARKS			50



**RAYAGADA AUTONOMOUS COLLEGE,**

**RAYAGADA**

**DEPT OF TELUGU**

**5<sup>th</sup> SEMESTER 2019-20**

TELUGU(CORE)11-----100 MARKS

TELUGU (CORE)12-----100 MARKS

TELUGU DSE 1-----100 MARKS

TELUGU DSE 2-----100 MARKS

In each 100 marks paper there shall be 4 short type questions from each unit which has no choice and carry equal marks i.e. 4 x4=16 marks & long questions each carrying 16 Marks. The rest 20 marks is internal assessment.

**+3 ARTS 5th SEMESTER CORE 11 (TELUGU) 2019-20**

**OLD POETRY & SHORT STORY**

**UNIT1:**

- 1) Nannaya-Kumarastra Vidyapradarshanamu

**UNIT2:**

- 1) Allasani Peddana-Varudhini Pravarulu

**UNIT 3:**

- 1) Molla-Ashoka –Vanamulo Janaki

**UNIT 4:**

- 1) Velluri Sivarama Sastry-Nagatichalu

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

**+3 ARTS 5th SEMESTER CORE 12 (TELUGU) 2019-20**

**NOVEL & SHORT STORY**

**UNIT 1:**

- 1) Chaduvu(Novel)-Kodavaganti Kutumba Rao

**UNIT 2:**

- 1) Padava Prayanam(short story)-Palagummi padma raju

**UNIT 3:**

- 1) Paschatapamledhu(Short story) –Buchi babu

**UNIT 4:**

- 1) Aashaa Kiranam(short story)-Devarakonda bala gangadhar Tilak

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

**+3 ARTS 5th SEMESTER DISCIPLINE SPECIFIC ELECTIVE 1 (TELUGU)**  
**2019-20-POETRY & NOVEL**

**OLD POETRY:**

**UNIT 1:**

- 1) Allasani Peddana-Manu charitra-2<sup>nd</sup> canto(“atajani ganche.....haa!  
Srihari yanchu tolangadrosen”).

**UNIT 2:**

- 1) Chemakura Venkatakavi-Subhadra Parinayam- Vijaya Vilasam -3<sup>rd</sup>  
canto(poems from 93-139)

**UNIT 3: Modern Poetry**

- 1) Jashuva-Musafarulu

**UNIT 4:NOVEL**

- 1) Batukata-VR.Rasani

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

## **+3 ARTS 5th SEMESTER DISCIPLINE SPECIFIC ELECTIVE 2 (TELUGU) 2019-20**

### **POETRY & SHORT STORIES**

#### **UNIT1: Old Poetry**

- 1) Nannaya-Gangasantanala kadha-Andhra Mahabharatam-adi parvam 4<sup>th</sup> canto (poems 120-165)

#### **Unit 2: Old Poetry**

- 1) Thikkana-Dropadi parivedanam-Andhramahabharatam-udyoga parvam-3<sup>rd</sup> canto (Poems 100-125)

#### **Unit 3: Modern Poetry**

- 1) Sri Sri-Desacharitrulu
- 2) Gurajada-kanyaka

#### **UNIT 4: Short stories**

- 1) Papi neni Sivasankhar-Chintaluthopu
- 2) Bandi Narayanaswamy-Savukuddu

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESSMENT			20
TOTAL MARKS			100

**RAYAGADA AUTONOMOUS COLLEGE,**

**RAYAGADA**

**DEPT OF TELUGU**

**6<sup>th</sup> SEMESTER 2019-20**

TELUGU(CORE)13-----100 MARKS

TELUGU (CORE)14-----100 MARKS

TELUGU DSE 3-----100 MARKS

TELUGU DSE 4-----100 MARKS

In each 100 marks paper there shall be 4 short type questions from each unit which has no choice and carry equal marks i.e. 4 x4=16 marks & long questions each carrying 16 Marks. The rest 20 marks is internal assessment.

## **+3 ARTS 6th SEMESTER CORE 13 (TELUGU) 2019-20 POETRY AND PLAYS**

### **ADHUNIKA KAVITVAMU**

#### **UNIT 1:**

- 1) Sri sri-Mahaprasthanam,Bhikshuvashiyasi

#### **UNIT 2:**

- 1) Tummala Sitaramamurty Chaudary-Sankranti,

#### **UNIT 3:**

- 1) Rayaprolu Venkata Subba Rao-Ammalina premamu,Janmabhumi

#### **UNIT 4:**

- 1) Devulapalli Krihna sastry-Swecha Ganamu

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100



## **+3 ARTS 6th SEMESTER CORE 14 (TELUGU) 2019-20**

### **FUNCTIONAL GRAMMER OF TELUGU:**

#### **UNIT 1:**

- 1) Prakriti and pratyamu: Dhatuvu and Pratipadikamu.

#### **UNIT 2:**

- 1) Tatsamamu,Tadbhavamu,Desyamu,Anyadesyamu and Gramyamu.

#### **UNIT 3:**

- 1) Vibhakti,Viseshyamu and Viseshanamu

#### **UNIT 4:**

- 1) Vachanamu,Lingamuand Avyayamu

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

**+3 ARTS 6th SEMESTER DISCIPLINE SPECIFIC ELECTIVE 3 (TELUGU)**

**2019-20**

**SAHITYA VIMARSA**

**UNIT 1:**

- 1) Kavya Hethuvulu-Pratiba-Vyutpati-abhayasala vivarana

**UNIT 2:**

- 1) Kavya prayojanalu

**UNIT 3:**

- 1) Rasa Swarupam

**UNIT 4:**

- 1) Adhunik Sahitya Prakriyalu
- i) Navala
  - ii) Kadhanika
  - iii) Vyasam
  - iv) Jivitha Charithra
  - v) Sveya Charithra

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

**+3 ARTS 6th SEMESTER DISCIPLINE SPECIFIC ELECTIVE 4 (TELUGU)**

**2019-20**

**ANDHRA BHASHA CHARITHAMU**

**UNIT-1:**

- 1) Mandalikalu-rakalu

**UNIT-2**

- 1) Tenugu-Telugu-Andhramu Puttu-Purvottaralu

**UNIT-3**

- 1) Bharata desamu Basha Kutumbalu

**UNIT-4**

- 1) Dravida bashalo telugu gala sthanam

MARKS DISTRIBUTION			
UNIT-1	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-2	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-3	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
UNIT-4	ONE LONG QUESTION	1X16	20
	ONE SHORT QUESTION	1X4	
MARKS			80
INTERNAL ASSESMENT			20
TOTAL MARKS			100

