

SYLLABUS BOOKLET

ACADEMIC SESSION 2026-27



CENTRE FOR DISTANCE AND ONLINE EDUCATION
MAHARAJA SRIRAM CHANDRA BHANJA DEO UNIVERSITY
SRIRAM CHANDRA VIHAR, TAKATPUR, BARIPADA,
MAYURBHANJ, ODISHA-757003

About the University

The Maharaja Sriram Chandra Bhanja Deo University (MSCB University), formerly North Orissa University (NOU), was established by the Government of Orissa, under the Section 32 of the Odisha University Act, 1989 (Act 5 of 1989), vide notification No. 880 dated 13th July 1998. It was carved out of the Utkal University and became operational since 1999 at Takatpur (98.84 acres) of Baripada in the Mayurbhanj District of Odisha as an affiliating university. The University is recognized by the University Grants Commission (UGC) under Sections 2(f) and 12(B) of UGC Act, 1956 with effect from 15th February 2000 and 21st June 2006, respectively. The territorial jurisdiction of the university extends over the Mayurbhanj districts of the northern part of Odisha, thickly populated with tribal communities.

MSCBU's jurisdiction covers 56 colleges, including 2 Autonomous Colleges, 1 Medical College, 1 Teachers' Education (B.Ed.) College along with 26 P.G. Departments running in the University campus and imparting education to a large number of students at the graduate and post-graduate levels. MSCBU is recognized by the Bar Council of India, DEC, IGNOU, NCTE and is included in the list of the Association of Indian Universities and Association of Commonwealth Universities. The university's campus, Sriram Chandra Vihar, spans 98.84 acres, located 250 km from Kolkata and 260 km from Bhubaneswar. 57 colleges, including 2 autonomous colleges, one medical and one Teacher's Education (B.Ed.) Colleges are affiliated with MSCBU, offering education at undergraduate and postgraduate levels across Mayurbhanj District of Odisha.

The Center for Distance and Online Education (CDOE), formerly the Directorate of Distance & Continuing Education (DDCE), was established in 2003 to provide accessible, high-quality education to distance learners. It has evolved into a leading hub for distance education in Odisha, offering flexible postgraduate programs supported by modern technology and comprehensive study materials. By the 2019-20 academic year, CDOE had educated 14,496 students. After a brief hiatus, it resumed operations with UGC-DEB approval in 2025. The centre now currently offers twelve postgraduate programs - MA in Economics, MA in English, MA in Odia, MA in Sanskrit, Master of Social Work (MSW), MA in History, MA in Political Science, MA in Santali, MA in Education, Master of Commerce, MA Anthropology And Tribal Studies (ATS), Master of Library and Information Science (MLIS).

CDOE ACADEMIC CELL

Director	Prof. Sukanta Kumar Nayak
Deputy Director	Dr. Janmenjoy Nayak
Programme Coordinator	Dr. Swarupananda Bissoyi

COURSE COORDINATORS

COURSES	NAME
ODIA	Mr. Hrushikesha Mahanta Dr. Bindheswari Kalia
ENGLISH	Ms. Abhipsa Pattanayak Ms. Pritilogna S. Mahakud
SANSKRIT	Dr. Debabrata Panda Mrs. Anisha Mishra
ECONOMICS	Ms. Sujata Mohakud
SOCIAL WORK	Dr. Sujay Kundu
SANTALI	Ms. Nangi Marandi
POLITICAL SCIENCE	Dr. Dhananjay Nayak Mr. Satyanarayan Mandal
EDUCATION	Mrs. Laxmipriya mohanty Mr. Snehasish Mohanty Mr. Pranabkanti Dutta
ANTHROPOLOGY& TRIBAL STUDIES	Mrs. Santana Maity
HISTORY	Ms. Anjana Mohanty
COMMERCE	Mr. Biswajit Das Ms. Diksha Kumari Shaw
LIBRARY& INFORMATION SCIENCE	Dr. Nabin Ku Sahu Mrs. Sashmita Nayak

ADMINISTRATIVE STAFF

Sri Hiranya Kumar Mohanta	Administrative Officer
Sri Debendra Kumar Pati	Section Officer
Mrs. Mausumi Ghosh	Section Officer
Mr. Ajaya Kumar Bala	Sr. Assistant
Mrs. Trupti Patra	Computer Operator
Sri Ashok Kumar Mahanta	Computer Operator
Sri Akshay Kumar Bagh	Multitasking Staff
Sri Himanshu Sekhar Patra	Multitasking Staff
Sambhu Nath Mukhi	Sweeper
Babulal Hembram	Gardener

ମହାରାଜା ଶ୍ରୀରାମଚନ୍ଦ୍ର ଭଞ୍ଜଦେଓ ବିଶ୍ୱବିଦ୍ୟାଳୟ

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ମହାରାଜା ଶ୍ରୀରାମଚନ୍ଦ୍ର ଭଞ୍ଜଦେଓ ବିଶ୍ୱବିଦ୍ୟାଳୟ

MA ECONOMICS

PROGRAM STRUCTURE

SEM	PAPER CODE	PAPER NAME	CREDIT	FULL MARK	INTERNAL ASSESSMENT	END SEM EXAM
I	ECO-101	Micro Economic Analysis I	5	100	30	70
	ECO-102	Macro Economic Analysis I	5	100	30	70
	ECO-103	Public Economics	5	100	30	70
	ECO-104	Indian Economic Policy	5	100	30	70
	ECO-105	Indian Knowledge System	5	100	30	70
	TOTAL		25	500	150	350
II	ECO-201	Micro Economic Analysis II	5	100	30	70
	ECO-202	Macro Economic Analysis II	5	100	30	70
	ECO-203	Agricultural Economics	5	100	30	70
	ECO-204	Statistics For Economists	5	100	30	70
	ECO-205	Economic Issues of Odisha	5	100	30	70
	TOTAL		25	500	150	350
III	ECO-301	Economics Of Growth and Development I	5	100	30	70
	ECO-302	International Trade and Finance I	5	100	30	70
	ECO-303	Mathematics for Economists	5	100	30	70
	ECO-304	Economics of Environment	5	100	30	70
	Elective (Any One) ECO-305A ECO-305B	A. Basic Econometrics Or B. Financial Institutions and Markets	5	100	30	70
	TOTAL		25	500	150	350

IV	ECO-401	Research Methodology	5	100	30	70
	ECO-402	Economics of Growth and Development II	5	100	30	70
	ECO-403	International Trade and Finance II	5	100	30	70
	ECO-404	Industrial Economics	5	100	30	70
	ECO-405	Dissertation	5	100	30	70
	TOTAL		25	500	150	350
GRAND TOTAL			100	2000	600	1400

SEMESTER – I

ECO – 1: MICRO ECONOMIC ANALYSIS I

Module - 1

Demand function and Elasticity (price, cross, income) of demand - theoretical aspects and empirical estimation; Theories of demand - utility, indifference curve (income and substitution effects, Slutsky theorem, compensated demand curve) and their applications Revealed preference theory; Revision of Demand Theory by Hicks, Consumer's surplus.

Module - 2

Production function - short period and long period; Law of variable proportions and returns to scale; Isoquants - least cost combination of inputs; Returns to factors; Economies of scale; Elasticity of substitution; Euler's theorem, technical progress and production function; Cobb-Douglas; Traditional and modern theories of costs.

Module - 3

Marginal analysis as an approach to price and output determination; Perfect competition - short run and long run equilibrium of the firm and industry, price and output determination, supply curve; Monopoly - short run and long run equilibrium, price discrimination.

Module - 4

Monopolistic competition - general and Chamberlin approaches to equilibrium, equilibrium of the firm and the group with product differentiation and selling costs, excess capacity under monopolistic and imperfect competition.

Module - 5

Non-collusive Oligopoly; Cournot's Duopoly Model, Bertrand's Duopoly Model, Edgeworth, Chamberlin, Kinked demand curve and Stackelberg's solution; Collusive Oligopoly; cartels and mergers, price leadership and basing point price system models.

Reference

- Kreps. David M. (1990), A Course in Microeconomic Theory, Princeton University Press, Princeton.
- Koutsoyiannis, A. (1979), Modern Microeconomics, (2nd edition) Macmillan Press, London.
- Layard, P.R.G. and A.W. Walters (1979), Microeconomic Theory, McGraw-Hill, New York.
- Sen, A. (1999), Microeconomics: Theory and Applications, Oxford University Press, New Delhi.
- Stigler, G. (1996), Theory of Price, (4th Edition), Prentice Hall of India, New Delhi.
- Varian, H. (2000), Microeconomic Analysis, W.W. Norton, New York.

ECO – 102: MACRO ECONOMIC ANALYSIS I

Module - 1

National Income and Accounts: Circular flow of income in two, three and four sector economy; different forms of national income accounting

Module - 2

Consumption Function: Keynes' psychological law of consumption - implications of the law; Income-consumption relationship - absolute income, relative income, life cycle and permanent income hypotheses.

Module - 3

Investment Function: Marginal efficiency of investment and level of investment; Marginal efficiency of capital and investment, the accelerator and investment; Influence of policy measures on investment

Module - 4

Supply of Money: mechanistic model of bank deposit determination; behavioral model of money supply determination, demand determined money supply process; RBI approach to money supply; High-powered money and money multiplier; control of

money supply.

Module - 5

Demand for money: Classical approach to demand for money - Quantity theory approach, Fisher's equation, Cambridge Quantity theory, Keynes' liquidity preference approach.

Reference

- Branson, W.A. (1989), *Macroeconomics Theory and Policy*, (3rd Edition) Harper and Row, New York.
- Dornbusch, R. and F. Stanley (1997), *Macroeconomics*, McGraw-Hill.
- Hall, R.E., and J.B. Taylor (1986), *Macroeconomics*, W.W. Norton, New York.
- Heijdra, B.J. and V.P. Fredericck (2001), *Foundations of Modern Macroeconomics*, Oxford University Press, New Delhi.
- Jha, R. (1991), *Contemporary Macroeconomics Theory and Policy*, Wiley.
- Scarfe, B.L. (1977), *Cycles, Growth and Inflation*, McGraw-Hill, New York.
- Shapiro, E. (1996), *Macroeconomic Analysis*, Galgotia Publications, New Delhi.
- Survey, M.J.C. (Ed) (1976), *Macroeconomic Themes*, Oxford University Press, Oxford.

ECO – 103: PUBLIC ECONOMICS

Module – 1

Role of government, Private goods, public goods, and merit goods; Market failure - imperfections, decreasing costs, externalities, public goods; Uncertainty and non-existence of future markets; Information asymmetry.

Module – 2

Public Expenditure: Wagner's law of increasing state activities: Wiseman-Peacock hypothesis; Pure theory of public expenditure; Reforms in budgeting. Taxation: Theory of optimal taxation; Excess burden of taxes; the problem of double taxation

Module – 3

Fiscal Policy: Objectives of Fiscal policy - budgetary deficits and its implications; Fiscal policy for stabilization. Balanced budget multiplier. Public Debt and Principles of debt management and redemption

Module – 4

Fiscal federalism in India: Vertical and horizontal imbalance; Assignment of function and

sources of revenue; Finance commission, Devolution of resources and grants; Resource transfer from Union to States.

Module – 5

Indian tax system; Revenue of the Union, states and local bodies; Major taxes in India: reforms in direct and indirect taxes, Analysis of Central and State government budgets.

Reference:

- Atkinson A.B. and J.E. Stiglitz (1980) Lectures on Public Economics, Tata McGraw-Hill, New York.
- Auerbach, A.J., and Feldstern, M. (Eds) (1985), Handbook of Public Economics, Vol. I. North Holland Amsterdam.
- Goode R. (1986), Government Finance in Developing Countries, Tata McGraw Hill, New Delhi.
- Jha, R. (1998) Modern Public Economics. Routledge, London.
- Musgrave, R.A., and Musgrave, P.B. (1976) Public Finance in Theory and Practice, McGraw-Hill.
- Shome, P. (Ed.) (1995), Tax Policy: Handbook, Tax Division, Fiscal Affairs Department, International Monetary Fund, Washington, D.C.

ECO – 104: INDIAN ECONOMIC POLICY

Module – 1

Indicators of Economic Development - PQLI, Human Development Index (HDI), Planning in India: Objectives and strategy of planning; Failures and achievements of plans.

Module – 2

Rural-urban migration; Urbanization and civic amenities; Poverty and Inequality, Globalisation of the Indian economy

Module – 3

Agrarian Structure - Land reforms in India; pricing of agricultural inputs and output; Agricultural finance policy; Agricultural Marketing and warehousing; Issues of food security.

Module – 4

Public sector enterprises and their performance; Industrial Sickness; Cottage and small-scale industries, Problems of Small-scale sector; Parallel economy.

Module – 5

Problems relating to fiscal policy: Fiscal crisis and fiscal sector reforms in India. Analysis of price behaviour in India: Financial sector reforms: Review of monetary policy of RBI.

Reference:

- Datt. R. (Ed.) (2001), Second Generation Economic Reforms in India, Deep & Deep Publications, New Delhi.
- Govt of India, Economic Survey (Annual), Ministry of Finance, New Delhi.
- Jain A.K. (1986), Economic Planning in India, Ashish Publishing House, New Delhi.
- Jalan, B. (1992), The Indian Economy Problems and Prospects, Viking, New Delhi.
- Jalan, B. (1996), India's Economic Policy Preparing for the Twenty First Century, Viking, New Delhi.
- Joshi, V. and I.M.D. Little (1999), India: Macroeconomics and Political Economy, 1964-1991, Oxford University Press, New Delhi.
- Parikh K.S. (1999), India Development Report-1999-2000, Oxford University Press, New Delhi.
- Sen, R.K. and B. Chatterjee (2001), Indian Economy: Agenda for 21st century (Essays in Honour of Prof. P.R. Brahamananda) Deep & Deep publications, New Delhi.

ECO- 105: INDIAN KNOWLEDGE SYSTEM

Module - 1: Introduction to the Indian Knowledge System

Ancient Indian Knowledge System- Definition, Types, Importance, and Relevance of Traditional Knowledge in Contemporary Economics. India's Initiatives to Protect Traditional Knowledge

Module - 2: Ancient Indian Economic Thought

Overview of economic concepts such as Artha (wealth), Dharma (duty, righteousness), Kama (desire/pleasure) and Moksha in Indian thought. Kautilya's Economic ideas and their relevance in the Indian knowledge system.

Module - 3: Modern Indian Economic Thought

Economic Ideas of R.C. Dutt, Dadabhai Naroji- The Drain Theory, Mahadev Govind Ranade and Economics of Development. Gandhian Economics.

Module - 4: Contemporary Economic Thought

P.C. Mahalanobis- Two-Sector Model, Dr. B.R. Ambedkar- Financial Economics, Agricultural

Economics, Economics of Caste.

Module - 5: Importance of Industrialization in India

Economics of Socialism, Economic Ideas of C. Rajagopalchari, V.K. R.V. Rao- Views on National Income, Industrialisation, D.R. Gadgil- Industrial Evolution in India.

Reference

- B. Mahadevan, Vinayak Rajat Bhat, Nagendra Pavana R.N. (2022), Introduction to Indian Knowledge System: Concepts and Application
- Ratan Lal Basu and Raj Kumar Sen (2008), Ancient Indian Economic Thought Relevance for Today
- Ajit Dasgupta (2002), A History of Indian Economic Thought, Routledge.
- Roy, T. (2011), The Economic History of India: Ancient to Present. Cambridge University Press.
- Tirthankar Roy (2011), The Economic History of India 1857-1947. OUP, India
- R C Dutt (2000), The Economic History of India under Early British Rule. Routledge, London
- Deshpande, S., & Patnaik, U. (Eds.). (2011), Indian Economic Thought: Ancient to Modern. Routledge.
- Lokanathan, V. (2015), A History of Economic Thought.

SEMESTER – II

ECO-201: MICRO ECONOMIC ANALYSIS II

Module - 1

Critical evaluation of marginal analysis; Baumol's sale revenue maximization model; Williamson's model of managerial discretion; Marris model of managerial enterprise; Full cost pricing rule; Bain's limit pricing theory.

Module - 2

Neo-classical approach - marginal productivity theory; Product exhaustion theorem; Elasticity of technical substitution; technical progress and factor shares.

Module - 3

Macro theories of distribution - Ricardian, Marxian, Kalecki and Kaldor's, Behavioural model of the firm; Game theoretic models

Module - 4

Pigouvian welfare economics; Pareto optimal conditions; Value judgement; Social welfare function; Compensation principle; Inability to obtain optimum welfare - Imperfections, market failure, transaction costs, externalities

Module - 5

Theory of Second Best - Arrow's impossibility theorem. Partial and general equilibrium, Walrasian excess demand and input-output approaches to general equilibrium, existence, stability and uniqueness of equilibrium and general equilibrium

Reference:

- Kreps. David M. (1990), A Course in Microeconomic Theory, Princeton University Press, Princeton.
- Koutsoyiannis, A. (1979), Modern Microeconomics, (2nd edition) Macmillan Press, London.
- Layard, P.R.G. and A.W. Walters (1979), Microeconomic Theory, McGraw-Hill, New York.
- Sen, A. (1999), Microeconomics: Theory and Applications, Oxford University Press, New Delhi.
- Stigler, G. (1996), Theory of Price, (4th Edition), Prentice Hall of India, New Delhi.
- Varian, H. (2000), Microeconomic Analysis, W.W. Norton, New York.

ECO-202: MACRO ECONOMIC ANALYSIS II

Module - 1

Post-Keynesian Demand for Money: Post-Keynesian approaches to demand for money - Patinkin and the real balance effect, Approaches of Baumol and Tobin; Friedman and the modern quantity theory.

Module - 2

Classical, Keynesian and Monetarist approaches to inflation; Structuralist theory of inflation; Phillips curve analysis; Samuelson and Solow - the natural rate of unemployment hypothesis.

Module - 3

Business Cycles: Theories of Schumpeter, Kaldor, Samuelson and Hicks, Goodwin's model: Control of business cycles - relative efficacy of monetary and fiscal policies.

Module - 4

Macroeconomics in an Open Economy: Mundell-Fleming model - Asset markets. Expectations and Exchange Rates: The Monetary Approach to the Balance of Payments.

Module - 5

New Classical Macroeconomics: The new classical critique of micro foundations, the new classical approach: policy implications of the new classical approach - empirical evidence.

Reference:

- Dornbusch, R. and F. Stanley (19997), Macroeconomics, McGraw-Hill, New York.
- Hall, R.E., and Taylor, J.B. (1986), Macroeconomics, W.W. Norton, New York.
- Heijdra, B.J. and Fredericck, V.P. (2001), Foundations of Modern Macroeconomics, Oxford University Press, New Delhi.
- Jha, R. (1991), Contemporary Macroeconomics Theory and Policy, Wiley Eastern Ltd.
- Romer D.L. (1977), Advanced Macroeconomics, McGraw-Hill, New York.
- Scarfe, B.L. (1977), Cycles, Growth and Inflation, McGraw-Hill, New York.
- Shapiro, E. (1996), Macroeconomic Analysis, Galgotia Publications, New Delhi.
- Survey, M.J.C. (Ed.) (1976). Macroeconomic Themes, Oxford University Press, Oxford.

ECO- 203: AGRICULTURAL ECONOMICS

Module - 1

Agriculture and Economic Development: Nature and scope of agricultural economics; Traditional agriculture and its modernization; Role of agriculture in economic development; Interdependence between agriculture and industry.

Module - 2

Diversification of Rural Economic Activities: Livestock economies - White revolution; Fishery and poultry development; Forestry, horticulture and floriculture; Agricultural cooperation in India; food security system in India

Module - 3

Rural Finance: Characteristics and sources of rural credit - Institutional and non-institutional; Cooperation in India: Cooperative movement; Genesis and growth of cooperative sector; Problems and prospects of cooperative institutions.

Module - 4

Agricultural Marketing and marketing efficiency - Marketing functions and costs; Market structure and imperfections; Agricultural Marketing; Behaviour of Agricultural Prices; Objectives of Agricultural Price Policy - Instruments and evaluation.

Module - 5

Land Reforms Measures: Principles of land utilization; Land farming systems - Peasant, capitalist, collective, contract and state farming; Problems of marginal and small farmers. Role of MNCs; Globalization of the Indian economy and problems and prospects of Indian agriculture; Impact of the World Trade Organization on Indian agriculture.

Reference:

- Bilgrami, S.A.R. (1996), Agricultural Economics, Himalaya Publishing House, Delhi.
- Dantwala, M. L. (1991), Indian Agricultural Development Since Independence, Oxford & IBM, New Delhi.
- Gulati, A. and T. Kelly (1999), Trade Liberalisation and Indian Agriculture, Oxford University Press, New Delhi.
- Rudra (1982), Indian Agricultural Economics: Myths and Reality, Allied Publishers, New Delhi.
- Saini G.R. (1979), Farm Size, Resource Use Efficiency and Income Distribution, Allied Publishers, New Delhi.
- Soni R. N., Leading Issues in Agricultural Economics, Vishal Publishing Co., Delhi.
- R K Lekhi & Joginder Singh, Agricultural Economics, Kalyani Publisher, New Delhi.

ECO-204: STATISTICS FOR ECONOMISTS

Module - 1

Simple correlation and regression analysis; Pearson's correlation coefficient and Spearman's rank correlation coefficients and their properties; Concept of the least squares and the lines of

regression; Standard error of estimate.

Module - 2

Deterministic and non-deterministic experiments; various types of events - classical and empirical definitions of probability; Laws of addition and multiplication; Baye's theorem and its applications.

Module - 3

Elementary concept of random variable; Probability, mass and density functions; Properties (without derivations) of Binomial, Poisson and Normal distributions.

Module - 4

Basic concepts of sampling - Determination of Sample size, Advantages and Disadvantages of Sampling Method, Random and non-random sampling; Estimation: Interval Estimation and Point estimation, An estimator and its sampling distribution; Desirable properties of an estimator.

Module - 5

Testing of Hypothesis - Null and alternative; Goodness of fit; Confidence intervals and level of significance; Procedure for testing of Hypothesis, Type 1 and Type 2 errors, Hypothesis testing based on t, Chi-square and F tests.

Reference:

- Gupta, S.C. (1993) Fundamentals of Applied Statistics, S.Chand & Sons, New Delhi.
- Handry, A.T. (1999), Operations Research, Prentice Hall of India, New Delhi.
- Speigal, M.R. (1992) Theory and Problems of Statistics, McGraw-Hill Book Co, London.

ECO-205: ECONOMIC ISSUES OF ODISHA

Module - 1: Overview of Odisha Economy

Structural change and occupational structure, Demographic features, Causes and effects of high growth rate of population, Measures to control population, Human Development, Trends of State Domestic Product, Fiscal Situation.

Module - 2: Agriculture in Odisha

Importance of Agriculture, Trends in Agriculture growth, Cropping pattern, green revolution, Agricultural finance, Land tenure and Land reforms etc. Agricultural Policies of Odisha.

Module - 3: Industry and Service Sector

Industrial Structure, performance of manufacturing sub sector, performance of large-scale industries, new industrial Policies, performance of banking and Tourism sector etc. MSMEs of Odisha.

Module - 4: Educational developments in Odisha

Education as an instrument of economic growth, Human capital Vs physical capital, demand for education- private & social, cost and benefits of education- direct & indirect benefits, reforms in educational policy in Odisha.

Module - 5: Health Development in Odisha

Development of Health in Odisha, determinants of health, economic dimensions of health care, rural health care, health care services, demand and supply of health care, institutional issues in health care delivery in Odisha.

Reference:

- Pany R.K., & Pani, K.K. (2024), Odisha Economy. Kitab Mahal, Cuttack.
- Sethy, S.K. (2022), Odisha Economy: Its Growing Dimensions. Bharati Publications, New Delhi.
- Nayak, P.B., Panda, S.C., Pattanaik, P.K. (Ed.) (2016), The Economy of Odisha: A Brief Profile. OUP, India.

SEMESTER-III

ECO – 301: ECONOMICS OF GROWTH AND DEVELOPMENT I

Module - 1

Economic growth and development - Factors affecting economic growth: capital, labour and technology; Growth models - Harrod and Domar, instability of equilibrium; Neo-classical growth models - Solow and Meade, Mrs. Joan Robinson's growth model

Module - 2

Cambridge criticism of Neo-classical analysis of growth, The capital controversy. Kaldor's growth model; Technological progress - embodied and disembodied technical progress; Hicks, Harrod; learning by doing.

Module - 3

Development and underdevelopment - perpetuation of underdevelopment; Poverty - absolute and relative; Human development index and other indices of development and quality of life.

Module - 4

Human resource development; Population problem and growth pattern of population - Theory of demographic transition; Population, poverty and environment.

Module - 5

Economic development and institutions - markets and market failure, state and state failure, issues of good governance, food security in India.

Reference:

- Sankar, U. (Ed.) (2001), Environmental Economics, Oxford University Press, New Delhi.
- Gimmell, N. (1987), Surveys in Development Economics, Blackwell, Oxford.
- Higgins, B. (1959), Economics Development, W.W. Norton, New York.
- Hogendrn. (1996), Economic Development, Addison, Wesley, New York.
- Kahkonon, S., and Olson, M. (2000), A New Institutional Approach to Economic Development, Vistaar.
- Todaro, M.P. (1996), (6th Edition), Economic Development, Longman, London.
- Thirwal, A.P. (1999), (6th Edition), Growth and Development, Macmillan, U.K.

ECO – 302: INTERNATIONAL TRADE AND FINANCE I

Module - 1

The pure theory of international trade - theories of absolute advantage, comparative advantage and opportunity costs, modern theory of international trade; Theorem of factor price equalization; Heckscher-Ohlin theory of trade.

Module - 2

Kravis and Linder's theory of trade; Role of dynamic factors, i.e. changes in tastes, technology and factor endowments in explaining the emergence of trade; The Rybczynski theorem; Causes of emergence and measurement of intra-industry trade.

Module - 3

Measurement of gains from trade and their distribution; Concepts of terms of trade, their uses and limitations; Hypothesis of secular deterioration of terms of trade; implications for less developed countries; Trade as an engine of economic growth.

Module - 4

Tariffs, Quotas and non-tariff barriers; Economic effects of tariffs and quotas on national income, output, employment, terms of trade, income distribution; Balance of payments on trading partners, both in partial and general equilibrium analysis.

Module - 5

The political economy of non-tariff barriers and their implications; nominal, effective and optimum rates of tariffs - their measurement, impact and welfare implications; Trade under imperfectly competitive markets.

Reference:

- Bhagwati, J. (1981), International Trade Selected Readings, Cambridge, University Press, Massachusetts.
- Dana, M.S. (2000), International Economics: Study, Guide and Workbook, Routledge Publishers, London.
- Dunn, R, M and H. Mutti (2000), International Economics, Routledge, London.
- Krugman, P.R. and Obstfeld, M. (1994), International Economics: Theory and Policy, Glenview, Foresman.
- Salvatore, D. (1997), International Economics, Prentice Hall, Upper Saddle River, N.J. New York.
- Soderston, Bo. (1991), International Economics, The Macmillan Press, London.

ECO- 303: MATHEMATICS FOR ECONOMISTS

Module – 1

Concept of function and types of functions; Limit, continuity and derivative; Rules of differentiation; Interpretation of revenue, cost, demand, supply functions; Elasticity and its types; partial differentiation.

Module – 2

Problems of maxima and minima in single and multivariable functions; Concept of integration; Simple rules of integration; Application to consumer's surplus.

Module – 3

Solution of simultaneous equations through Cramer's rule; Concept of matrix - their types, simple operations on matrices, matrix inversion and rank of a matrix; Concept of vector - its properties; Matrices and vectors; Difference equations - Solutions of first order and second order difference equations.

Module – 4

Linear programming - Basic concept; Formulation of a linear programming problem - Its structure and variables; Nature of feasible, basic and optimal solution; Solution of linear programming through graphical and simplex method.

Module – 5

Formulation of the dual of a programme; Shadow prices and their uses; Concept of duality and statement of duality theorems.

Reference

- Allen R.G.D. (1974), Mathematical Analysis for Economists, Macmillan Press and ELBS, London.
- Chiang, A.C. (1986), Fundamental Methods of Mathematical Economics, McGraw-Hill, New York.
- Gupta, S.C. (1993), Fundamentals of Applied Statistics, S.Chand & Sons, New Delhi.
- Handry, A.T. (1999), Operations Research, Prentice Hall of India, New Delhi.
- Speigal, M.R. (1992), Theory and Problems of Statistics, McGraw-Hill Book Co, London.
- Taha, H.A. (1997), Operations Research: An Introduction (6th Edition), Prentice Hall of India Pvt. Ltd, New Delhi.
- Yamane, T. (1975), Mathematics for Economists, Prentice Hall of India, New Delhi.

ECO- 304: ECONOMICS OF ENVIRONMENT

Module - 1

Pareto optimality and competitive equilibrium; Fundamental theorems of welfare economics; Externalities and market inefficiency, Pareto optimal provision of public goods - Lindahl's equilibrium; preference revelation problem and impure and mixed public goods, common property resources.

Module - 2

Use values; Option values and non-use values; Valuation methods: methods based on observed market behaviour; Hedonic property values and household production models (travel cost method and household health production function).

Module - 3

Environmental externalities: Pigouvian taxes and subsidies, marketable pollution permits and mixed instruments (the charges and standards approach), Informal regulation and the new model of pollution control.

Module – 4

Environmental institutions and grassroots movements; Global environmental externalities and climatic change.

Module - 5

Theories of optimal use of exhaustible and renewable resources; the concept of sustainable development; Integration of environment and economic accounting, and GDP.

Reference:

- Hussen A.M. (1999), Principles of Environmental Economics. Routledge, London.
- Jeroen, C.J.M. (1999), Handbook of Environmental and Resource Economics, Edward Elgar Publishing Ltd, U.K.
- Kolstad C.D. (1999), Environmental Economics, Oxford University Press, New Delhi.
- Pearce D.W. and Turner, R. (1991), Economics of Natural Resource Use and Environment, John Hopkins University Press, Baltimore.
- Perman R. Ma and J. McGilvary (1996), Natural Resource and Environmental Economics, Longman, London.
- Tietenberg, T. (1994), Environmental Economics Policy and Harper Collins, New York.

ECO – 305A: BASIC ECONOMETRICS

Module - 1

Nature, meaning and scope of econometrics; Simple and general linear regression model - Assumptions, Estimation (through OLS approach) and properties of estimators; Gauss-Markov theorem.

Module - 2

Standard Errors, Concepts of R^2 and $\text{adj } R^2$, Normality assumption, Statistical inference; Three variable linear regression model- OLS estimators and their properties, $\text{adj } R^2$, Inferences. Concept and analysis of variance approach and its applications in regression analysis.

Module - 3

Problems in Regression Analysis: Multicollinearity- sources, effects, detection and solution; Heteroscedasticity- tests, consequences, solution; Autocorrelation- sources, consequences, remedies. Estimation of non-linear equations - parabolic, exponential, geometric, hyperbolic, modified exponential; Gompertz and logistic functions.

Module - 4

Problems of specification error and errors of measurement, Dummy variable technique - Testing structural stability of regression models comparing two regressions, interaction effects, seasonal analysis, piecewise linear regression.

Module - 5

Use of dummy variables, regression with dummy dependent variables; The LPM, Logit, Probit and Tobit models.

Reference:

- Baltagi, B.H. (1998), Econometrics, Springer, New York.
- Dongherty, C. (1992), Introduction to Econometrics, Oxford University Press, New York.
- Goldberger, A.S. (1998), Introductory Econometrics, Harvard University Press.
- Gujarati, D.N. (1995), Basic Econometrics (2nd Edition), McGraw-Hill, New Delhi.
- Kennedy, P. (1998), A Guide to Econometrics (4th Edition) MIT Press, New York.
- Koutsoyiannis, A. (1977), Theory of Econometrics (2nd Edition), The Macmillan Press.
- Maddala G.S. (Ed) (1993) Econometrics Methods and Application (2vols) Aldershot, U.K.

ECO – 305B: FINANCIAL INSTITUTIONS AND MARKETS

Module - 1

Financial intermediation and financial intermediaries - The structure of the Financial System, Weaknesses of the Indian Financial System- Functions of the financial sector - Equilibrium in Financial Markets.

Module - 2

Indicators of Financial Development - Financial System and Economic Development – Theories of the Impact of Financial Development on Savings and Investment-Criteria to evaluate assets: Risk and financial assets, types of risk, return on assets, Risk-return trade off - Valuation of Securities.

Module - 3

Term Structure of Interest Rates – Theories of Term Structure of Interest Rates: Expectation Theory, Liquidity Premium Theory, Market Segmentation Theory; Appropriate interest rate policy.

Module - 4

The Reserve Bank of India: Functions of Central Bank, objectives of the monetary policy in developed and developing countries - Instruments of monetary policy, Recent Policy Developments.

Module - 5

Functions of Commercial Banks - Credit creation and its control; Services of banks in modern times, Development banks – types, role and functions; Investment banking and merchant banking; Financial Sector reforms in India.

Reference:

- Harker, P.T., and Zenios, S.A. (Eds.) (2000), Performance of Financial Institutions Cambridge University Press, Cambridge.
- Johnson, H.J. (1993), Financial Institutions and Markets, McGraw-Hill, New York.
- Khan M.Y. (1996), Indian Financial System, Tata McGraw Hill, New Delhi.
- Machiraju, M.R. (1999), Indian Financial System, Vikas Publishing House, New Delhi.
- Prasad, K.N. (2001), Development of India's Financial System, Sarup & Sons, New Delhi.
- Robinson, R.I., & Wrightman, D. (1981), Financial Markets, McGraw-Hill, London.

SEMESTER-IV

ECO- 401: RESEARCH METHODOLOGY

Module - 1

Social Science Research: Meaning, Objective, Type and Criteria of Good Research. Review of Literature: Need and Types of Literature Review, Finding the Gap

Module - 2

Data Collection: Census vis-à-vis Sample, Methods of Sampling Design, methods of collection of primary data with relative merits and demerits.

Module - 3

Research Design and Formulation of Hypothesis. Data Analysis: Descriptive Statistics, Correlation and Regression Analysis (Using MS-Excel & SPSS software)

Module - 4

Report Writing: Meaning, Type, Format, Organisation, and Presentation; Qualities of a Good Research Report; Research Ethics – An Introduction to the use of ‘Turnitin’ for plagiarism check.

Module - 5

Data entry and analysis using econometric software.

Reference:

- Kothari, C.R. Research Methodology, New Age International Publishers.
- Cauvery R. et al., Research Methodology, S.Chand Publishing House.
- Young, P.V. Scientific Social Survey and Research, Prentice Hall of India Pvt. Ltd.
- Chawla, D., & Sondhi, N. Research Methodology, Vikas Publishing House.
- e-Pg Pathshala: P-03 (M-27). P-04 (M-21), P-07 (M-06, M-07).
- Gaur, A.S., Gaur, A.S. Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS, 2nd Edition, Response Books, SAGE Publication.

ECO – 402: ECONOMICS OF GROWTH AND DEVELOPMENT II

Module - 1

Vicious circle of poverty, circular causation, unlimited supply of labour, big push, balanced growth, unbalanced growth, critical minimum effort thesis, low-equilibrium trap; Ranis and Fei model.

Module - 2

Role of agriculture in economic development; New technology and sustainable agriculture; Globalisation and agricultural growth. Infrastructure and its importance; Labour markets and

their functioning in developing countries.

Module - 3

Export-led growth; Dual gap analysis; Balance of payments; Tariffs and effective protection; WTO and developing countries. FDI, IMF and World Bank policies in developing countries.

Module - 4

Macroeconomic Policies and Development: Role of monetary and fiscal policies in developing countries - savings, inflation and growth.

Module - 5

Need for investment criteria in developing countries - present vs. future, Alternative investment criteria; Cost-benefit analysis, Shadow prices, Project evaluation and UNIDO guidelines.

Reference:

- Sankar, U. (Ed.) (2001), Environmental Economics, Oxford University Press, New Delhi.
- Dasgupta, P. (1993), An Enquiry into Well-being and Destitution, Clarendon Press, Oxford.
- Ghatak, S. (1986), An Introduction to Development Economics, Allen and Unwin, London.
- Gillis, M.D.H., Perkins, M. Romer, & Snodgrass, D.R. (1992), Economics of Development (3rd Edition), W.W. Norton, New York.
- Kahkonen, S., and Olson, M. (2000), A New Institutional Approach to Economic Development, Vistaar.
- Todaro, M.P. (1996), Economic Development, Longman (6th Edition), London.
- Thirwal, A.P. (1999), Growth and Development, Macmillan (6th Edition), U.K.

ECO – 403: INTERNATIONAL TRADE AND FINANCE II

Module - 1

Meaning and components of balance of payments; Equilibrium and disequilibrium in the balance of payments; fixed exchange rates and flexible exchange rates; Expenditure-reducing and expenditure-switching policies and direct controls for adjustment.

Module - 2

Monetary approach to the theory of balance of payments adjustment; Foreign trade multiplier with and without foreign repercussions and determination of national income and output.

Module - 3

Forms of economic co-operation; reforms for the emergence of trading blocs at the global level; Static and Dynamic effects of a customs union and free trade areas; Rationale and economic progress of SAARC/SAPTA and ASEAN regions; Multilateralism and WTO.

Module - 4

Trade problems and trade policies in India during the last five decades; recent changes in the direction and composition of trade and their implications; Rationale and impact of trade reforms since 1991 on balance of payments.

Module - 5

Problems of India's international debt; Working and regulations of MNCs in India; Instruments of export promotion and recent import and export policies, and agenda for the future.

Reference:

- King, P.G. (1995), International Economics and International Economic Policy: A Reader. McGraw-Hill International, Singapore.
- Krugman, P.R. and Obstfeld, M. (1994), International Economics: Theory and Policy, Glenview, Foresman.
- Salvatore, D. (1997), International Economics, Prentice Hall, Upper Saddle River, N.J. New York.
- Soderston, Bo. (1991), International Economics, The Macmillan Press, London.

ECO-404 INDUSTRIAL ECONOMICS

Module - 1

Concept and organization of a firm- ownership, control and objectives of the firm, active and passive behavior of the firm; Market structure: Seller's concentration; Product differentiation. Entry conditions.

Module – 2

Industrial Efficiency: Concept & Measurement; Size & Efficiency, Profitability & Stability; Theories of Industrial location – Weber and Sargent Florence.

Module – 3

Pricing Decisions: Pricing in practice & Pricing in public enterprise. Role and types of institutional finance – IDBI, IFCI, SFCs, SIDC, Commercial Banks; Financial statement – Balance sheet, profit and loss account, assessment of financial soundness; Ratio analysis.

Module – 4

Classification of industries; Industrial policy in India – Role of Public and Private sectors; Recent trends in Indian Industrial growth; Regional industrial growth in India; Industrial economic concentration and remedial measures

Module - 5

Industrial Labour: Structure of industrial labour; Employment dimensions of Indian industry; Industrial legislations; Industrial relations; Exit policy and social security; labour market reforms.

Reference:

- Ahluwalia, I.J. (1995), Industrial Growth in India, Oxford University Press.
- Barthwal, R.R. (1985), Industrial Economics, Wiley Eastern.
- Desai, B. (1999), Industrial Economy of India, Himalaya Publishing House.
- Divine, P.J., & Jones, R.M. (1976), An Introduction to Industrial Economics, George Allen and Unwin.
- Hay, D., & Morris, D.J. (1979). Industrial Economics – Theory and Evidence, Oxford University Press.

ECO – 405: DISSERTATION

MA ENGLISH

PROGRAM STRUCTURE

Semester-I

Course Code	Course Title	Credit	Marks		
			Internal	Semester	Total
ENG-101	Poetry I	5	30	70	100
ENG-102	Drama I	5	30	70	100
ENG-103	Non-Fictional Prose I	5	30	70	100
ENG-104	Novel I	5	30	70	100
ENG-105	Indian Knowledge System	5	30	70	100
Total		25	150	350	500

Semester-II

Course Code	Course Title	Credit	Marks		
			Internal	Semester	Total
ENG-201	Poetry II	5	30	70	100
ENG-202	Drama II	5	30	70	100
ENG-203	Non-Fictional Prose II	5	30	70	100
ENG-204	Novel II	5	30	70	100
ENG-205	Criticism II	5	30	70	100
Total		25	150	350	500

Semester-III

Course Code	Course Title	Credit	Marks		
			Internal	Semester	Total
ENG-301	Culture and Criticism I	5	30	70	100
ENG-302	Culture and Criticism II	5	30	70	100
ENG-303	Postcolonial Literature	5	30	70	100
ENG-304	Elective I (Poetry) Indian Poetry (A) Or American Poetry (B)	5	30	70	100
ENG-305	Research Methodology	5	30	70	100
Total		25	150	350	500

Semester-IV

Course Code	Course Title	Credit	Marks		
			Internal	Semester	Total
ENG-401	Elective II (Fiction) Indian Fiction (A) Or American Fiction (B)	5	30	70	100
ENG-402	Elective III (Drama) Indian Drama (A) Or American Drama (B)	5	30	70	100
ENG-403	Elective IV (Prose) Indian Prose (A) Or American Prose (B)	5	30	70	100
ENG-404	Elective V (Criticism) Indian Literary Criticism (A) Or American Literary Criticism (B)	5	30	70	100
ENG-405	Dissertation	5	30	70	100
Total		25	150	350	500
GRAND TOTAL		100	600	1400	2000

SEMESTER – I

ENG-101: POETRY I

PAPER OBJECTIVE: (i) To familiarise students with canonical works of English poetry (ii) To understand in depth allegory, sonnet and metaphysical poetry (iii) To examine the relation between love, religion and poetry in Early modern England.

Unit I: Edmund Spenser: *The Fairie Queene Book I*

Unit II: William Shakespeare. Sonnet: Nos, 18, 29, 55, 57, 64 and 73

Unit III: John Donne. “The Flea”, “Goe and Catche a Falling Star”, “A Valediction Forbidding Mourning” and “The Relic”

George Herbert. “The Collar”

Andrew Marvell. “To his Coy Mistress”

Unit IV: John Milton. *Paradise Lost*. Book-I

Unit V: Geoffrey Chaucer. *Prologue to Canterbury Tales*

PAPER OUTCOME: This paper helps students gain a good grasp of the poetic traditions of early modern and seventeenth-century England. It will enable them to understand various forms of poetry such as the epic, the sonnet and the allegorical poem. Themes of love, religion and politics are explored through close and careful reading of the poems.

References:

- Jill Craye ed. *Cambridge Companion to Renaissance Humanism*, Cambridge University Press, 1996.
- Jakob Burckhardt, *The Civilization of Renaissance in Italy*, Penguin Classics, 1990.

ENG-102: DRAMA I

PAPER OBJECTIVE: (i) To introduce Renaissance drama (ii) To understand tragedy and comedy, and their forms in Early modern England.

Unit I: Christopher Marlowe. *Dr Faustus*

Unit II: William Shakespeare. *Hamlet*

Unit III: John Webster. *The Duchess of Malfi*

Unit IV: Ben Jonson. *Volpone*

Unit V: Aeschylus. *Prometheus Bound*

PAPER OUTCOME: The paper familiarises students with drama in Renaissance and post-Renaissance England. The genres of tragedy, comedy and revenge drama are explored through some of the seminal texts of the period.

Reference:

- Stephen Greenblatt, *Renaissance Self-Fashioning*, University of Chicago Press, 2005.
- Jonathan Dollimore and Alan Sinfield, eds. *Political Shakespeare: New Essays in Cultural Materialism*, Manchester University Press, 1985.
- G. Blakemore Evans, ed. *Elizabethan-Jacobean Drama: The Theatre in Its Time*, New Amsterdam Books, 1998.
- John Bayly, *Shakespeare and Tragedy*, Routledge, 1981.

ENG-103: NON-FICTIONAL PROSE I

PAPER OBJECTIVE: (i) To trace the emergence of the essay as a form, (ii) To map the evolution of prose in early modern England, (iii) To get a grasp on literature, politics and the public sphere.

Unit I: Francis Bacon. *Essays*. “Of Studies”, “Of Adversity”, “Of Truth”, “Of Revenge”, “Of Plantation”

Unit II: Richard Steele, “The Spectator Club”

Unit III: William Hazlitt. “The Indian Jugglers”.

Unit IV: Mary Wollstonecraft. *A Vindication of the Rights of Woman with Strictures on Political and Moral Subjects*.

“Chapter 2: The Prevailing Opinion about Sexual Differences”

“Chapter 9: The pernicious effects of the unnatural distinctions established in society”

“Chapter 12: National Education”

Unit V: Samuel Johnson. “Life of Alexander Pope”

PAPER OUTCOME: This paper traces the development of prose writing in English from the time of one of the pioneers of the genre, Francis Bacon, till the nineteenth century, when the essay underwent crucial changes and became an important vehicle of social and political reform. Students will benefit from this paper by acquiring in-depth knowledge of various types of prose writing, such as discursive essay, biographical essay, political writing, etc.

Reference:

- Theodore W Adorno, „The Essay as Form“, *Notes to Literature, Volume I*, ed. Rolf Tiedeman Columbia University Press, 1991.
- Michel de Montaigne, *Essays*, tr. Charles Cotton, Project Gutenberg, <https://www.gutenberg.org/files/3600/3600h/3600-h.htm>
- Stanley Fish (ed) *Seventeenth Century Prose: Modern Essay in Criticism*, OUP.
- John Gross, *The Rise and Fall of the Man of Letters*, Evan R Dee, 1992

ENG-104: NOVEL I

PAPER OBJECTIVE: (i) To introduce realism as an aesthetic in literature, (ii) To understand Victorian society, culture and political climate of 19th-century England.

Unit I: Jane Austen. *Emma*

Unit II: Charles Dickens. *Great Expectations*

Unit III: George Eliot. *Adam Bede*

Unit IV: Thomas Hardy. *The Mayor of Casterbridge*.

Unit V: Emily Brontë: *Wuthering Heights*

PAPER OUTCOME: Students will find this paper particularly helpful in learning about the rise of the novel as a preeminent literary genre in the long nineteenth century and the way it explores the lifeworld of cities, provincial towns and the countryside. The paper critically examines various types of novels, such as the realist Victorian novel and the bildungsroman.

Reference:

- Georg Lucaks, *Studies in European Realism*, Merlin Press, 1991.
- Raymond Williams, *The Country and the City*, Vintage Classics, 2016.
- Nancy L Paxton, *George Eliot and Herbert Spencer: Feminism, Evolutionism and Reconstruction of Gender*, Princeton University Press, 2014.
- Ian Watt, *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*, Bodley Head, 2015

ENG-105: INDIAN KNOWLEDGE SYSTEM IN ENGLISH

PAPER OBJECTIVES: (i) To introduce students to the rich and diverse traditions of Indian knowledge. (ii) To foster an appreciation for the English language as a tool for cultural exchange and intellectual growth. (iii) To develop critical thinking skills and the ability to analyze complex texts. (iv) To promote intercultural understanding and respect for different perspectives.

Unit I: *The Origin: A Brief History*

- To trace the historical roots of English language learning and usage in India.
- To explore the impact of colonialism on the development of English education. (Macaulay's Minutes)
- To examine the role of missionaries and educational institutions in promoting English. (A History of Christianity in India by John Wilson)

Unit II: *Indian Writing in English*

- To analyze the evolution of Indian literature in English from its early beginnings to contemporary times. (Raja Ram Mohan Roy to Arundhati Roy)
- To study the major genres of Indian English literature, including fiction, poetry and drama (*Malgudi Days* of R.K. Narayan, *The Pardah Nashin* by Sarojini Naidu and *Sacrifice* by Tagore)

Unit III: *Modern Indian Writing in English*

- To explore the themes and concerns that have shaped Indian English writing. (Mulk Raj Anand, Raja Rao, Khushwant Singh, Ruskin Bond)

Unit IV: *Diasporic Studies*

To examine the experiences and contributions of Indians who have migrated to other countries, like Toru Dutt, Kamala Markandaya and Jhumpa Lahiri.

Unit V: *Indian Periodicals in English*

- To analyze the role of newspapers, magazines, and journals in shaping Indian public opinion.
- To study the evolution of Indian English journalism.
- To examine the impact of digital media on Indian English periodicals.

PAPER OUTCOME: This paper demonstrates a comprehensive understanding of the history and development of the English language in India. It analyzes the major trends and themes in Indian English literature. It appreciates the contributions of the Indian diaspora to global culture. And also evaluates the role of Indian English periodicals in shaping public discourse.

Reference:

- A History of Indian English Literature by K. N. Prabhakar
- The Indian Diaspora by Partha Chatterjee
- The Oxford History of Indian English Literature edited by Sujit Mukherjee
- Indian English Journalism: A Historical Perspective by R. K. Kaul
- Selected Works of Indian English Writers (Anthologies)
- The History of Indian Journalism by P. C. Joshi
- Ancient Ballads and Legends of Hindustan by Toru Dutt
- Nectar in a Sieve by Kamala Markandaya
- Interpreter of Maladies by Jhumpa Lahiri

SEMESTER – II

ENG-201: POETRY II

PAPER OBJECTIVES: (i) To understand poetic traditions of modern English poetry (ii) To highlight various poetic techniques deployed by British poets from 18th century onwards—heroic couplet, free verse, etc. (iii) To develop an understanding of the socio-political conditions that shaped English poetry

Unit I: John Dryden. *Mac Flecknoe*

Unit II: William Wordsworth. Lucy Poems

Unit III: Alfred Lord Tennyson. “The Defence of Lucknow”

Unit IV: T.S. Eliot. *The Waste Land*

Unit V: W.B. Yeats. “Sailing to Byzantium”, “The Second Coming”, “Easter 1916”, “Leda and the Swans”

Reference:

- Christopher Yu, *Nothing to Admire: The Politics of Poetic Satire: From Dryden to Merrill*, Oxford University Press, 2003.
- Jonathan Bate, *Radical Wordsworth: The Poet who Changed the World*.
- William Collins, 2020 J Timothy Lovelace, *The Artistry and Tradition of Tennyson’s Love Poetry*, Routledge, 2003.
- T.S. Eliot, *The Waste Land*, Michael North (ed), Norton, 2004

ENG-202: Drama II

PAPER OBJECTIVES: (i) To study the nature and evolution of experimental theatre in 20th century England and America. (ii) To understand key terms associated with modern theatre, such as „theatre of the absurd, “alienation effect” etc. (iii) To get an overview of post-war European societies and their political climate.

Unit I: Oscar Wilde. *Importance of Being Earnest*

Unit II: Eugene O’Neil. *The Hairy Ape*

Unit III: Samuel Beckett. *Waiting for Godot*

Unit IV: Harold Pinter. *The Birthday Party*

Unit V: T.S. Eliot. *Murder in the Cathedral*

PAPER OUTCOME: Texts covered in this paper are examples of the experimental theatre that emerged in the twentieth century. Students will get an opportunity to understand both the novelty and complexities of drama in English. Concepts like theatre of the absurd, alienation

effect etc are discussed to help students understand not only the prescribed texts but also the politics and philosophy that underlined drama in twentieth-century Europe.

Reference:

- Martin Esslin, *The Theatre of the Absurd: Plays and Playwrights*, Bloomsbury, 2001.
- Bertolt Brecht, *A Short Organum for the Theatre*, 1948.
- Michele Mendelsshon, *Henry James, Oscar Wilde and Aesthetic Culture*, Edinburgh University Press, 2007.
- Mary Lockhurst, *A Companion to Modern British and Irish Drama*, 1880–2005, Wiley-Blackwell, 2006

ENG-203: NON-FICTIONAL PROSE II

PAPER OBJECTIVES: (i) To introduce students to forms of prose-writing that were critical in character and engaged in political issues. (ii) To develop familiarity with on-fictional writings of 20th century England, which was rather known for its modernist literature.

Unit I: G.K. Chesterton. “On the Pleasures of No Longer Being Very Young”

Unit II: E.M. Forster. “Tolerance”

Unit III: Aldous Huxley. “Pleasures”

Unit IV: George Orwell. “Books vs Cigarettes”

Unit V: Graham Green. “Reflections”

Paper Outcome: In exploring some of the prose writings of early and mid- twentieth century, students will get introduced to the cultural and political significance of various types of prose that were published in the period mentioned above.

Reference:

- G.K. Das, John Beer (eds). *E.M. Forster: A Human Exploration*, Palgrave, 1979.
- John Rodden, *The Cambridge Companion to George Orwell*, Cambridge University Press, 2007.
- William Oddie, *Chesterton and the Romance of Orthodoxy, 1874–1908*, Oxford University Press, 2009
- *The Broadview Anthology of English Literature*, Broadview Press, 2006.

ENG-204: Novel II

PAPER OBJECTIVES: (i) To familiarise students with important works of British fiction of the 20th century (ii) to make them aware of the various styles and techniques that shaped modernism, such as stream of consciousness, surrealism etc (iii) to bring in perspectives from literature as a way of surveying the history of during the war-years and immediately after.

Unit I: D.H. Lawrence. *The Rainbow*

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

Unit III: Virginia Woolf. *The Waves*

Unit IV: William Golding. *Lord of the Flies*

Unit V: Joseph Conrad. *The Heart of Darkness*

PAPER OUTCOME: This paper serves as an important introductory course on twentieth-century British fiction and the various aesthetic innovations (stream of consciousness, symbolism, impressionism, surrealism etc.) that accompanied the rise of the modernist novel. The paper also establishes the larger political contexts in which these fictions were set, such as colonialism and World War II.

Reference:

- Arthur Symons, *The Symbolist Movement in Literature*, Project Gutenberg, <https://www.gutenberg.org/ebooks/53849>.
- Michael Levenson, *The Cambridge Companion to Modernism*, Cambridge University Press, 1999.
- Hermione Lee, *Virginia Woolf*, Vintage, 1994. John Carey, *William Golding: The Man who Wrote Lord of the Flies*, Faber & Faber, 2009.

ENG-205: CRITICISM I

PAPER OBJECTIVES: (i) To understand Romantic concepts of mimesis and literary criticism. (ii) To examine the influence of Psychology and philosophy on literary criticism. (iii) To carefully study culture as a subject of criticism in the late 19th and early 20th-century England.

Unit I: S.T. Coleridge. *Biographia Literaria*. Chapter XIII and XIV

Unit II: P.B. Shelley. "A Defence of Poetry"

Unit III: Matthew Arnold. "Function of Criticism at the Present Time"

Unit IV: T.S. Eliot. "The Function of Criticism"

Unit V: P.B. Shelley. "A Defense of Poetry"

PAPER OUTCOME: This paper introduces students to practices of literary criticism, which bring nuances into the mimetic functions of art by engaging with questions of psychology, culture and politics. Students will be introduced to a few important critical terms such as Primary and Secondary imagination, fancy, culture, new criticism etc.

Reference:

- W. K. Wimsatt and Cleanth Brooks. *Literary Criticism: A Short History*, Oxford University Press, 1957.
- C.M. Bowra, *The Romantic Imagination*, Oxford University Press, 1961.
- John Carey, *The Intellectuals and the Masses*, Faber & Faber, 2012.
- T.S. Eliot, *Notes towards the Definition of Culture*, Cambridge University Press, 1948.

SEMESTER – III

ENG-301: CULTURE AND CRITICISM I

PAPER OBJECTIVES: (i) To broaden students' understanding of literary criticism by bringing into discussion culture. (ii) To understand varying and sometimes conflicting definitions of culture. (iii) To examine political and ethical dimensions of criticism.

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

Unit II: F.R. Leavis. "Mass Civilisation and Minority Culture"

Unit II: Viktor Shklovsky. "Art as Technique"

Unit IV: Roland Barthes. "Death of the Author"

Unit V: Michel Foucault. "Truth and Power"

PAPER OUTCOME: Building on previous papers on criticism in the syllabus, this paper offers a broader understanding of criticism and attempts to familiarise students with ideas of criticism that directly engage with art, culture and society. The paper also helps students in understanding and deploying methods from other disciplines. Students will also develop clarity on critical theories and cultural studies. With the inclusion of culture and critical theories, the paper also has the potential to enhance employability prospects in journalism and interdisciplinary research projects.

Reference:

Francis Mulhern, *The Moment of Scrutiny*, Verso Books, 1981.

Catherine Belsey, *Critical Practice*, Routledge, 2002.

Graeme Turner, *British Cultural Studies: An Introduction*, Routledge, 2003.

John Berger. *Ways of Seeing*. Penguin: London, 1972.

ENG-302: CULTURE AND CRITICISM II

PAPER OBJECTIVES: (i) To introduce postcolonial thought into the field of literary and culture criticism. (ii) To familiarise students with crucial concepts of post-colonialism and make them engage with ethical issues surrounding gender and race (iii) To encourage students to ask important questions about empirical evidence and materiality of texts while examining theoretical concepts.

Unit I: Edward Said. "Introduction to Orientalism"

Unit II: Chandra Talpade Mohanty. "Under Western Eyes". *Boundary 2*, Vol. 12, No. 3, On Humanism and the University I: The Discourse of Humanism. (Spring - Autumn, 1984).

Unit III: Aijaz Ahmad. "Literary Theory and Third World Literature"

Unit IV: Homi K Bhabha. "Signs Taken for Wonders: Questions of Ambivalence and Authority under a Tree outside Delhi, May 1817"

Unit V: Abhijit Gupta. “What Really Happened under a Tree outside Delhi, May 1817”

PAPER OUTCOME: This paper introduces students to what can be broadly called postcolonial criticism. However, it uses concepts and critical idioms drawn from a broad range of disciplines like feminism, cultural studies and book history, among others. The paper has the scope to enhance the employability prospects of students in the field of research and in the media.

Reference:

- Bill Ashcroft, Gareth Griffiths and Helen Tiffin, *The Empire Writes Back*, Routledge, 2002.
- Bill Ashcroft, Gareth Griffiths and Helen Tiffin, *Postcolonial Studies: Key Concepts*, Routledge, 2013.
- Frederic Jameson, “Third World Literature in the Era of Multinational Capitalism,” *Social Text*, No. 15, 1986, pp. 65–88.
- Robert Darnton, “What is the History of Books,” *Daedalus*, Vol. 111, No.3, 1982, pp 65–83.

ENG-303: POSTCOLONIAL LITERATURE

COURSE OBJECTIVES: (i) To introduce students to key texts of postcolonial fiction, (ii) To help them understand histories of colonialism and cultural transactions better, (iii) To encourage students to take up research in future on underexplored texts and subjects, including those which deal with issues of race, gender and ethnicity.

Unit I: Chinua Achebe. *Things Fall Apart*

Unit II: Salman Rushdie. *Shame*

Unit III: V.S. Naipaul. *Miguel Street*

Unit IV: Margaret Atwood. *Surfacing*

Unit V: Jean Rhys. *Wide Sargasso Sea*

PAPER OUTCOME: This course seeks to familiarise students with postcolonialism through a few important works of fiction by writers from formerly colonised spaces. Concepts like mimicry, ambivalence, nationalism, „the other“, centre and periphery are also discussed.

Reference:

- Robert J.C. Young, *Colonial Desire: Hybridity in Theory, Culture and Race*, Routledge, 1985.
- Harish Trivedi, *Colonial Transactions: English Literature in India*, Papyrus, 1993.
- Ania Loomba, *Colonialism/Postcolonialism*, Routledge, 1998.
- Eva-Marie Kröller, *The Cambridge Companion to Canadian Literature*, Cambridge University Press, 2004.

ENG-304 (A): INDIAN LITERATURE (POETRY)

PAPER OBJECTIVES: (i) To offer a critical survey of Indian poetry across languages (ii) To foster appreciation for literary traditions in India and their inherent plurality (iii) To study aspects of translations.

Unit I: Nissim Ezekiel. “Poet, Lover, Birdwatcher”, “Enterprise”, and “Goodbye Party for Miss Pushpa T.S.”

Unit II: A.K. Ramanujan. “Of Mothers among other Things”, “Obituary” and “River” Arun Kolatkar. “Woman”, “Irani Restaurant Bombay” and “Jejuri”

Unit III: Jayanta Mahapatra. “Hunger”, “A Rain of Rites”, and “The Captive Air of Chandipur-on-Sea”

Unit IV: Kamala Das. “A Hot Noon in Malabar”, “My Grandmother’s House”, and “The Invitation”. Aga Shahid Ali. “Postcard from Kashmir”, “Ghazal” and “Cracked Portraits”

Unit V: Namdeo Dhasal “Autobiography”, “A Notebook of Poems”, and “Mandakini Patil: A Young Prostitute”. Vikram Seth. “The Humble Administrator’s Garden”, “Unclaimed”

PAPER OUTCOME: Through a historical survey of poetry in India from the medieval to the modern period, this paper traces the development of the genre and its social impact.

References:

Sisir Kumar Das, *A History of Indian Literature, Vol I–III*, Sahitya Akademi, 1991, 1993, 1995.

Arvind Krishna Mehrotra, *Concise History of Indian Literature in English*, Orient Blackswan, 2017.

Rosinka Chaudhuri, *A History of Indian Poetry in English*, Cambridge University Press, 2017.

ENG-304 (B): AMERICAN LITERATURE (POETRY)

PAPER OBJECTIVES (i) To critically survey the history of American literature. (ii) To introduce students to core areas of American poetry and the various forms and techniques involved therein. (iii) To underline the various sociocultural and political concerns that underlie important works of American literature.

Unit I: Walt Whitman. *Leaves of Grass*. Poems Prescribed: “Song of Myself”, “One’s Self I sing”, “O Captain My Captain I”, “Passage to India”

Unit II: Robert Frost. “Mending Walls”, “After Apple Picking”, “Stopping by Woods on a Snowy Evening”, “Two Tramps in Mud Time”, “Birches”,

Unit III: Emily Dickinson. “I Taste a Liquor Never Brewed”, “There’s a Certain Slant of Light”, “Because I Could not Stop for Death”

Unit IV: Allen Ginsberg. “Howl”

Unit V: Louise Glück, “Aboriginal Landscape”, “A Village Life”, “Pictures of the People in the War”

PAPER OUTCOME: In surveying some of the crucial works of American poetry, this paper

familiarises students with classics of the genre as well as contemporary ones. Additionally, the paper provides the opportunity to understand the socio-cultural contexts that shaped American poetry of different periods.

Reference:

Malcolm Bradbury and Richard Ruland, *From Puritanism to Postmodernism: A History of American Literature*, Penguin, 1992.

Geoffrey Moore, eds. *The Penguin Book of American Verse*, Penguin, 2013.

ENG-305: RESEARCH METHODOLOGY

PAPER OBJECTIVES: (i) To initiate students into research and encourage critical thinking, (ii) To teach them practical skills like editing, (iii) To emphasise the significance of research ethics.

Unit I: Definition and Characteristics of Research

Unit II: Formulation of Research Question

Unit III: Stages of Research: Survey of literature and preparation of annotated bibliography, collection and analysis of data, Ordering and evaluation of evidence.

Unit IV: Indexing, preparation of bibliography, Editing, Proofreading, Plagiarism check and Peer reviewing.

Unit V: Ethics of Research Supervision

PAPER OUTCOME: This paper guides students in understanding various stages and methodologies of research. It trains them in important practical skills such as copy editing and proofreading. Importantly, it introduces research ethics to students.

Reference:

George Watson, *Writing a Thesis*, Longman, 1987.

Wendy Laura Belcher, *Writing Your Journal Article in Twelve Weeks*, University of Chicago Press, 2019.

Eric Hayot, *The Elements of Academic Style: Writing for the Humanities*, Columbia University Press, 2014.

Henrikka Mustajoki and Arto Mustajoki, *A New Approach to Research Ethics*, Routledge, 2017.

SEMESTER – IV

ENG-401 (A): INDIAN LITERATURE (FICTION)

PAPER OBJECTIVES: (i) to explore the development of fiction in modern India through a select few but crucial texts. (ii) To study socio-political issues in different regions of India through these texts.

- Unit – I:** i. Rabindranath Tagore. *Gora*
ii. U.R. Ananthamurthy. *Samskara*
- Unit – II:** i. R.K. Narayan: *The Man Eater of Malgudi*.
ii. Ravi Masoom Raza: *A Village Divided*
- Unit – III:** i. Amrita Pritam. “Pinjar”
ii. Rohinton Mistry. *Such a Long Journey*
- Unit– IV:** i. Hansdah Sowvendra Shekhar. “*This Adivasi will not Dance*”
Akhila Naik. *Bheda*
- Unit – V:** i. Raja Rao. *Kanthapura*

PAPER OUTCOME: The texts provide an opportunity to study the diverse cultures and complex social histories of India, apart from tracing the arrival and transformation of a European genre in India.

Reference:

Meenakshi Mukherjee, *Early Novels in India*, Sahitya Akademi, 2002.
Subhendu Mund, *The Making of Indian English Literature*, Routledge, 2021.

ENG 401 (B): AMERICAN FICTION

PAPER OBJECTIVES: (i) To introduce students to modern American fiction and its historical contexts. (ii) To help students understand American culture and society through these works.

Unit I: Herman Melville. *Moby Dick*

Unit II: Mark Twain. *Huckleberry Finn*

Unit III: Ernest Hemingway. *The Old Man and the Sea*

Unit IV: Cormac McCarthy. *No Country for Old Men*

Unit V: Nathaniel Hawthorne. *The Scarlet Letter*

PAPER OUTCOME: This paper introduces some of the major canonical works of American fiction from the nineteenth, the twentieth as well as the twenty-first centuries. Each of these serves not only as a significant example of American literature but also helps to illuminate the complex contours of American culture.

Reference:

Walter Kaladjian, *The Cambridge Companion to Modern American Fiction*, Cambridge University Press, 2006.

Keith Byerman, *The Cambridge Companion to African American Fiction*, Cambridge University Press, 2012.

ENG 402 (A): INDIAN LITERATURE (DRAMA)

PAPER OBJECTIVE: This paper is a survey of theatre in modern India. (i) It aims to draw the attention of students towards the intermingling of Western and Eastern aesthetic traditions, which have shaped Indian theatre in the last two centuries. (ii) It also proposes to underline the commitment of theatre to social reform and progressive politics.

Unit I: Rabindranath Tagore. *The Red Oleanders*.

Unit II: Girish Karnad. *Naga Mandala*.

Unit III: Badal Sircar. *Evam Indrajit*.

Unit IV: Mahesh Dattani. *Final Solutions*.

Unit V: Vijay Tendulkar. *Silence! The Court is in Session*.

PAPER OUTCOMES: Students will grow familiar with the history of theatre in India, its cultural roots and its socio-political contexts.

Reference:

Ananda Lal, ed. *Theatres of India: A Concise Companion*, Oxford University Press, 2008

Aparna Dharwadker, *Theatres of Independence*, University of Iowa Press, 2005

ENG 402 (B): AMERICAN DRAMA

PAPER OBJECTIVES: (i) To explore and comprehend American drama and its dramaturgical traditions. (ii) To study the cultural origins of American drama, influenced as it is by the nation's cosmopolitan culture.

Unit I: Arthur Miller. *Death of a Salesman*

Unit II: Eugene O'Neill. *The Emperor Jones*

Unit III: Edward Albee. *Who's Afraid of Virginia Woolf*

Unit IV: James Baldwin. *The Amen Corner*

Unit V: Tennessee Williams. *A Streetcar Named Desire*

PAPER OUTCOME: This paper will help students understand the rich tradition of theatre in America, while underlining the cultural and political movements that had a strong impact on American literature. The experiences of people of diverse races are subtly but powerfully depicted in some of these works.

Reference:

Susan Haris Smith, *American Drama: The Bastard Art*, Cambridge University Press, 2009.

Crystal Parikh and Daniel Y. Kim, eds. *The Cambridge Companion to Asian American Literature*, Cambridge University Press, 2015.

ENG-403 (A): INDIAN LITERATURE (PROSE)

PAPER OBJECTIVES: (i) Students will also get to survey the rich intellectual history of modern India. (ii) They will become familiar with forms and styles of prose writing that characterised the literary oeuvre from the subcontinent.

Unit I: Raja Ram Mohan Roy. *“Relations between Men and Women”

Unit II: M.K. Gandhi. *Selections from Hind Swaraj*: “What is Swaraj?”, “What is True Civilisation”?

Unit III: B. R. Ambedkar *Annihilation of Caste*

Unit III: Namwar Singh. “Decolonising the Indian Mind”

Unit IV: Amartya Sen. “Indian Identity” from *The Argumentative Indian*

Unit V: Ramachandra Guha. “The Rise and Fall of the Bilingual Intellectual”. Selections from Ramachandra Guhaed. *Makers of Modern India*

PAPER OUTCOME: This paper serves as an important introduction to forms of prose writing in the subcontinent, which are characterised by their polemical rigour, powerful sense of observation and their direct engagement with questions of social and political relevance.

Reference:

Ramachandra Guha, ed. *Makers of Modern India*, Penguin, 2012.

D.R. Nagaraj, *The Flaming Feet and Other Essays*, Permanent Black, 2012.

ENG 403 (B): AMERICAN LITERATURE (PROSE)

PAPER OBJECTIVE: Some of the most popular and critically acclaimed works of prose from America constitute this paper. Speeches, memoirs, scholarly writings and first-hand accounts of war reporting have been included to understand a significant part of the literary oeuvre coming from America. Equally important is the complex history of America, which this paper seeks to explore.

Unit I: Ralph Waldo Emerson. “The American Scholar”

Unit II: Martin Luther King Jr. “I Have a Dream”

Unit III: Elaine Showalter. “Feminist Criticism in the Wilderness”

Unit IV: Philip Caputo. Selections from *A Rumour of War* (“Prologue”, Chapter 1, Chapter 14, “Epilogue”)

Unit V: Henry David Thoreau: “Civil Disobedience”

PAPER OUTCOME: Students will get the opportunity to become familiar with the intellectual

tradition of America, which is marked by its internal struggles, quest for liberty and is represented by people of various cultures, which constitutes America.

Reference:

Christopher N Philips, *The Cambridge Companion to American Renaissance*, Cambridge University Press, 2018

Richard D Ryder, „The Ethics of Iraq War“, *Think Philosophy for Everyone*, Vol. 3, No. 8, 2009, pp 17-26

ENG 404 (A): INDIAN LITERATURE (CRITICISM)

PAPER OBJECTIVE: Explore foundational Indian literary theories like *Rasa* and *Dhvani*, and the contributions of key thinkers. Analyse the evolution of modern Indian literary criticism with the influence of Western theories and nationalism. Examine postcolonial and *Dalit* literature, focusing on marginalised voices and socio-political issues.

Unit I: *Bharata – Nāṭyaśāstra (Chapter 6: Rasa Theory)*

Unit II: *Ānandavardhana – Dhvanyāloka (Chapter 1: The Nature of Suggestion)*

Unit III: Kabir – Selected verses from *Kabir's Criticism of Rituals*

Unit IV: M. K. Naik – *Literary Criticism in India* (Chapter on The Impact of Western Criticism)

Unit V: GayatriSpivak – *Can the Subaltern Speak?* (Chapter 1)

PAPER OUTCOME: Students will gain a comprehensive understanding of Indian literary criticism, exploring its classical and modern traditions. They will develop analytical skills to engage with key theoretical frameworks like *Rasa* theory, *Dhvani*, and postcolonial criticism, and their applications to Indian literature and culture.

Reference:

Bharata, *Nāṭyaśāstra* (Excerpts from Chapter 6: *Rasa Theory*)

Ānandavardhana, *Dhvanyāloka* (Chapter 1: The Nature of Suggestion)

Kabir, *Selected Verses from Kabir's Poems* (Especially "Kabir's Criticism of Rituals")

M. K. Naik, *Literary Criticism in India* (Chapter on The Impact of Western Criticism)

GayatriSpivak, *Can the Subaltern Speak?* (Chapter 1)

ENG 404 (B): AMERICAN LITERATURE (CRITICISM)

PAPER OBJECTIVE: This paper examines key critical traditions in American literary criticism, focusing on intellectual debates, major theorists, and the evolution of critical approaches. It provides students with insights into American contributions to literary thought and their impact on global criticism.

Unit I: Edgar Allan Poe- *The Philosophy of Composition*

Unit II: Henry James- *The Art of Fiction*

Unit III: Louise Rosenblatt- *The Reader, the Text, the Poem*

Unit IV: Fredric Jameson- Postmodernism, or, *The Cultural Logic of Late Capitalism*

Unit V: Judith Butler- *Gender Trouble*

PAPER OUTCOME: Students will gain a comprehensive understanding of American literary criticism, exploring its historical evolution and contemporary relevance. They will develop analytical skills to engage with various critical methodologies and their applications to literary studies.

Reference:

Edgar Allan Poe, *The Philosophy of Composition*, 1846.

Henry James, *The Art of Fiction*, Macmillan, 1884.

Louise Rosenblatt, *The Reader, the Text, the Poem*, Southern Illinois University Press, 1978.

Fredric Jameson, *Postmodernism, or, The Cultural Logic of Late Capitalism*, Duke University Press, 1991.

Judith Butler, *Gender Trouble*, Routledge, 1990.

ENG 405: DISSERTATION

OBJECTIVES: (i) To initiate students into research, (ii) To enhance prospects of employment.

OUTCOME: The Project work initiates post-graduate students into research and enables critical thinking. It also helps students to develop distinct writing styles. Additionally, students working in niche areas may also find employment opportunities in the media and publishing sectors.

MA ODIA**PROGRAM STRUCTURE**

SEM	Paper Code	Paper Name	Credit	Full Mark	Internal	END SEM EXAM
I	ODI-101	Prachina O Madhyayugiya Odia Kabya	5	100	30	70
	ODI-102	Adhunika Odia Kabya	5	100	30	70
	ODI-103	Prachina O Madhyayugiya Odia Kabita	5	100	30	70
	ODI-104	Adhunika Odia Kabita	5	100	30	70
	ODI-105	Odia Natya Sahitya	5	100	30	70
	TOTAL		25	500	150	350
II	ODI-201	Bhasa Bijnana (Supportive-I)	5	100	30	70
	ODI-202	Prachina O Madhyayugiya Odia Sahityara Itihasa	5	100	30	70
	ODI-203	Adhunika Odia Sahityara Itihasa	5	100	30	70
	ODI-204	Prachina O Madhyayugiya Katha Sahitya	5	100	30	70
	ODI-205	Adhunika Katha Sahitya	5	100	30	70
	TOTAL		25	500	150	350
III	ODI-301	Odia Bhasa (Supportive-II)	5	100	30	70
	ODI-302	Odia Loka Sahitya	5	100	30	70
	ODI-303	Odia Gadya Sahitya (Prabandha, Atmajibani O Bhraman Sahitya)	5	100	30	70
	ODI-304	Tulanatmaka Sahitya, Samikshyatatwa O Anubad	5	100	30	70
	ODI-305	Sarala O Panchasakha Sahitya (Sarala Sahitya) Elective- I	5	100	30	70
	TOTAL		25	500	150	350
IV	ODI-401	Gabeshana Paddhati	5	100	30	70
	ODI-402	Odia Gadya Sahitya (Samalochana)	5	100	30	70
	ODI-403	Sarala O Panchasakha Sahitya (Panchasakha Sahitya)	5	100	30	70
	ODI-404	Gabeshanadharmi	5	100	30	70
	ODI-405	Sandarbha Prastuti (Research-Oriented Dissertation)	5	100	30	70
	TOTAL		25	500	150	350
GRAND TOTAL			100	2000	600	1400

ପ୍ରଥମ ସେମିଷ୍ଟର : (SEMESTER-1)

ପ୍ରଥମ ପତ୍ର : PAPER-I-ODI-101

ପ୍ରାଚୀନ ଓ ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ କାବ୍ୟ

ପାଠ୍ୟକ୍ରମ ଫଳଶ୍ରୁତି (Course out come)

ପ୍ରାଚୀନ ଓ ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ କାବ୍ୟ ମାଧ୍ୟମରେ ଛାତ୍ର ଛାତ୍ରୀମାନେ ଓଡ଼ିଶାର ସମୃଦ୍ଧ ଐତିହ୍ୟ ସଂସ୍କୃତି ଉପରେ ଅବଗତ ହୋଇପାରିବେ ଏବଂ ଓଡ଼ିଶାର ବର୍ଣ୍ଣାତ୍ମକ ସାରସ୍ୱତ ପରମ୍ପରାକୁ ଉପଲକ୍ଷ୍ୟ କରିପାରିବେ ।

(ପାଠ୍ୟ ବିଷୟ)

ଯୁନିଟ୍ : ୧	ସାରଳା ଦାସ – ସାରଳା ମହାଭାରତ (ସ୍ୱର୍ଗାରୋହଣ ପର୍ବ)
ଯୁନିଟ୍ : ୨	ଜଗନ୍ନାଥ ଦାସ – ଶ୍ରୀମଦ୍ ଭାଗବତ (ରାସପଞ୍ଚାଧ୍ୟାୟ)
ଯୁନିଟ୍ : ୩	ଉପେନ୍ଦ୍ର ଭଞ୍ଜ – କୋଟି ବ୍ରହ୍ମାଣ୍ଡ ସୁନ୍ଦରୀ (୧, ୭ ଓ ୧୧ ଛାନ୍ଦ)
ଯୁନିଟ୍ : ୪	ଦୀନକୃଷ୍ଣ ଦାସ – ରସକଲ୍ଲୋକ (୧, ୩୩ ଓ ୩୪ ଛାନ୍ଦ)
ଯୁନିଟ୍ : ୫	ଅଭିମନ୍ୟୁ ସାମନ୍ତ ସିଂହାର – ବିଦଗ୍ଧ ଚିନ୍ତାମଣି (୧, ୪ ଓ ୩୯ ଛାନ୍ଦ)

ଦ୍ୱିତୀୟ ପତ୍ର : PAPER-II-ODI-102

ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟ

ପାଠ୍ୟକ୍ରମ ଫଳଶ୍ରୁତି (Course out come)

ଯୁଗ ପ୍ରବର୍ତ୍ତକ କବି ରାଧାନାଥଙ୍କଠାରୁ ଆରମ୍ଭ କରି ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ କାବ୍ୟର ଛିତି ଓ ଗତିକୁ ଉପଲକ୍ଷ୍ୟ କରିବା ପାଇଁ ଏହି ପତ୍ରଟି ଉଦ୍ଦିଷ୍ଟ । ଓଡ଼ିଆ ସାହିତ୍ୟରେ ଏହି କାଳରେ ପାଶ୍ଚାତ୍ୟ ସାହିତ୍ୟର ପ୍ରଭାବ କିପରି ଅନୁଭୂତ ତାହା ଉପଲକ୍ଷ୍ୟ ହେବ । ଓଡ଼ିଆ ଜାତିର କଳା କାରିଗର ମହାନତା ସହ ଭାରତୀୟ ସ୍ୱାଧୀନତା ଆନ୍ଦୋଳନରେ ଓଡ଼ିଶାର ସଂପୃକ୍ତିକୁ ମଧ୍ୟ ଜାଣି ହେବ ।

(ପାଠ୍ୟ ବିଷୟ)

ଯୁନିଟ୍ : ୧	ରାଧାନାଥ ରାୟ – ଚନ୍ଦ୍ରଭାଗା
ଯୁନିଟ୍ : ୨	ଗଙ୍ଗାଧର ମେହେର – ତପସ୍ୱିନୀ (୧ମ ରୁ ୫ମ ଛାନ୍ଦ)
ଯୁନିଟ୍ : ୩	ନନ୍ଦ କିଶୋର ବଳ – ଶର୍ମିଷ୍ଠା
ଯୁନିଟ୍ : ୪	ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ – ବାଜି ରାଉତ
ଯୁନିଟ୍ : ୫	ଗୋପବନ୍ଧୁ ଦାସ – ଧର୍ମପଦ

ତୃତୀୟ ପତ୍ର : PAPER-III-ODI-103

ପ୍ରାଚୀନ ଓ ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ କବିତା

ପାଠ୍ୟକ୍ରମ ଫଳଶ୍ରୁତି (Course out come)

ପ୍ରାଚୀନ ଓଡ଼ିଆ କବିତାର ରୂପ ବୈଚିତ୍ର୍ୟକୁ ଚିହ୍ନିବା ସହିତ ମଧ୍ୟଯୁଗୀୟ କବିତାର ସାଙ୍ଗୀତିକତା ଓ କଳା-ନୈପୁଣ୍ୟକୁ ଛାତ୍ର ଛାତ୍ରୀ ଅବଗତ ହେବା ଉଦ୍ଦେଶ୍ୟରେ ଏହି ପତ୍ରଟି ସଂଯୋଜିତ ।

(ପାଠ୍ୟ ବିଷୟ)

ଯୁନିଟ୍ : ୧ (କ) ମାର୍କଣ୍ଡ ଦାସ – କେଶବ କୋଇଲି

(ଖ) ସାରଳା ଦାସ – ଭୀଷ୍ମଙ୍କ ଉପଦେଶ

ଯୁନିଟ୍ : ୨ (କ) ବଳରାମ ଦାସ – ଅଯୋଧ୍ୟା ବର୍ଣ୍ଣନା

(ଖ) ଜଗନ୍ନାଥ ଦାସ – ବର୍ଷା

ଯୁନିଟ୍ : ୩ (କ) ଭକ୍ତ ଚରଣ ଦାସ – ମନବୋଧ ଚଉତିଶା

(ଖ) ଦୀନକୃଷ୍ଣ ଦାସ – ଆର୍ତ୍ତତ୍ରାଣ ଚଉତିଶା

ଯୁନିଟ୍ : ୪ (କ) ଅଭିମନ୍ୟୁ ସାମନ୍ତ ସିଂହାର – ବୋଲେ ହୁଁ ତି

(ଖ) ବନମାଳୀ ଦାସ – ତୋ ଲାଗି ଗୋପଦାଣ୍ଡ ମନା

ଯୁନିଟ୍ : ୫ (କ) ଗୋପାଳ କୃଷ୍ଣ – ଶ୍ୟାମ ଅପବାଦ ମୋତେ ଲାଗିଥାଉ

(ଖ) ବଳଦେବ ରଥ – ଗଲାଣିତ ଗଲା କଥାରେ ସଙ୍ଗାତ

ଚତୁର୍ଥ ପତ୍ର : PAPER-IV-ODI-104

ଆଧୁନିକ ଓଡ଼ିଆ କବିତା

ପାଠ୍ୟକ୍ରମ ଫଳଶ୍ରୁତି : (Course out come)

ସଂସ୍କାରବୋଧ ସହିତ ସ୍ୱଦେଶପ୍ରୀତି ଓ ଜାତୀୟ ଭାବଧାରା ପ୍ରାକୃତିକ ବୈଭବ ଓ ରୋମାଞ୍ଚିକ୍ ଅନୁଚିନ୍ତା ତଥା ସର୍ବହରା ଗୋଷ୍ଠୀ ପ୍ରତି ସମବେଦନା ସହିତ ଜନଜୀବନର ବାସ୍ତବତା ଆମ ଆଧୁନିକ କବିତାରେ କିପରି ପ୍ରତିଫଳିତ, ତାହା ଏହି ପତ୍ରରେ ପରିଲକ୍ଷିତ ହେବ ।

(ପାଠ୍ୟ ବିଷୟ)

ଯୁନିଟ୍ : ୧ (କ) ଗୋପବନ୍ଧୁ ଦାସ – ଶିବରାତ୍ରୀ

(ଖ) ଗୋଦାବରୀଶ ମିଶ୍ର – କାଳିଜାଲ

ଯୁନିଟ୍ : ୨ (କ) ଗୋଦାବରୀଶ ମହାପାତ୍ର – ଉଠ କଙ୍କାଳ

(ଖ) ରାଧାମୋହନ ଗଡନାୟକ – ମାଟି

ଯୁନିଟ୍ : ୩ (କ) ମାୟାଧର ମାନସିଂହ – ନିଦ୍ରିତ ଭଗବାନ

(ଖ) ବୈକୁଣ୍ଠନାଥ ପଟ୍ଟନାୟକ – ଯାତ୍ରା ସଂଗୀତ

- ଯୁନିଟ୍ : ୪ (କ) ସୌରୀନ୍ଦ୍ର ବାରିକ - ଅତିଥି
(ଖ) ଚିନ୍ତାମଣି ବେହେରା – ମୁଁ ତାର ବନ୍ଦନା କରେ
ଯୁନିଟ୍ : ୫ ଆଧୁନିକ କାବ୍ୟକବିତାର ସଂଜ୍ଞା ଓ ସ୍ୱରୂପ
(କାବ୍ୟ, ମହାକାବ୍ୟ, ଗାଥା କବିତା, ଗୀତି କବିତା)

ପଞ୍ଚମ ପତ୍ର : PAPER-V-ODI-105

ଓଡ଼ିଆ ନାଟ୍ୟ ସାହିତ୍ୟ

ପାଠ୍ୟକ୍ରମ ଫଳଶ୍ରୁତି : (Course out come)

ଉନ୍ନତ କଳାର ଦେଶ ଉତ୍କଳରେ ନାଟ୍ୟକାରର ଏକ ସମୃଦ୍ଧ ପରମ୍ପରା ରହିଛି । ସୁତରାଂ ଏହି ପତ୍ରରେ ଓଡ଼ିଶାରେ ମଞ୍ଚକଳାର ବିକାଶ ସହିତ ଓଡ଼ିଆ ନାଟ୍ୟଧାରାର ସ୍ଥିତି ଓ ବ୍ୟାପ୍ତି ଉପଲକ୍ଷି କରି ପାରିବେ ଛାତ୍ର-ଛାତ୍ରୀମାନେ ।

(ପାଠ୍ୟ ବିଷୟ)

- ଯୁନିଟ୍ : ୧ କାଳିଚରଣ - ଭାତ
ଯୁନିଟ୍ : ୨ ମନୋରଞ୍ଜନ ଦାସ - ଅମୃତସ୍ୟ ପୁତ୍ରାଃ
ଯୁନିଟ୍ : ୩ ବିଜୟ ଶତପଥୀ – ଏ ଜାତିର ସେନାପତି
ଯୁନିଟ୍ : ୪ ନାରାୟଣ ସାହୁ - ଅନାଗତ
ଯୁନିଟ୍ : ୫ ଏକାଙ୍କିକା : (କ) ବିଶ୍ୱଜିତ ଦାସ – ଛତ୍ରବେଶୀ,
(ଖ) ରଘୁକର ଚକ୍ରବର୍ତ୍ତୀ – ଏ ଯୁଗର ଶ୍ରମଣ କୁମାର

ଦ୍ୱିତୀୟ ସେମିଷ୍ଟର : (SECOND SEMESTER)

ଷଷ୍ଠ ପତ୍ର : PAPER-VI-ODI-201

ଭାଷା ବିଜ୍ଞାନ (Supportive-I)

ପାଠ୍ୟକ୍ରମ ଫଳଶ୍ରୁତି: (Course out come)

ଭାଷା ହିଁ ଭାବ ବିନିମୟର ପ୍ରଧାନ ମାଧ୍ୟମ । ସାହିତ୍ୟ କର୍ମର ପ୍ରଥମ ଉପାଦାନ ମଧ୍ୟ ଭାଷା । ଓଡ଼ିଆ ଭାଷା ଆଧୁନିକ ଭାରତୀୟ ଭାଷାମାନଙ୍କ ମଧ୍ୟରେ ଏକ ଅଗ୍ରଣୀ ତଥା ଶାସ୍ତ୍ରୀୟ ମାନ୍ୟତା ପ୍ରାପ୍ତ ଆର୍ଯ୍ୟ ଭାଷା । ବହୁତଃ ଭାଷା ବିଜ୍ଞାନ ଦୃଷ୍ଟିକୋଣରୁ ଏହି ଭାଷାର ବୈଶିଷ୍ଟ୍ୟ ଓ କେତେକ ରୂପ-ତାତ୍ତ୍ୱିକ ଦିଗ ଏହି ପତ୍ରରେ ସୂଚିତ ।

(ପାଠ୍ୟ ବିଷୟ)

- ଯୁନିଟ୍ : ୧ ଭାଷାର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାର ଭେଦ
ଯୁନିଟ୍ : ୨ ଭାଷା ସୃଷ୍ଟି ସମ୍ପର୍କୀୟ ବିଭିନ୍ନ ମତବାଦ
ଯୁନିଟ୍ : ୩ ବାର୍ ମନ୍ତ୍ର ଓ ତାହାର ବିଭିନ୍ନ ଅଂଶର କାର୍ଯ୍ୟ

ଯୁନିଟ୍ : ୪	ଓଡ଼ିଆ ଭାଷିକ ଧ୍ବନିମାନଙ୍କର ପରିଚୟ ଓ ବର୍ଗୀକରଣ ।
ଯୁନିଟ୍ : ୫	ଭାଷା ବିଜ୍ଞାନ-ଜନ୍ ବୀମସ୍, ଗ୍ରୀକ୍ସରସନ, ଗୋପୀନାଥ ନନ୍ଦ

ସପ୍ତମ ପତ୍ର : PAPER-VII-ODI-202

ପ୍ରାଚୀନ ଓ ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ

ପାଠ୍ୟକ୍ରମ ଫଳଶ୍ରୁତି (Course out come)

ଓଡ଼ିଆ ସାହିତ୍ୟର ଉଦ୍ଦେଶ୍ୟ ପର୍ବ ସହିତ ପ୍ରାଚୀନ ଓ ମଧ୍ୟଯୁଗୀୟ ସାହିତ୍ୟିକଙ୍କ ଧାରାରେ ଐତିହାସିକ ବିକାଶ କ୍ରମ ଉପରେ ଜ୍ଞାନ ଆହରଣ କରିବା ନିମିତ୍ତ ଏହି ପତ୍ରଟି ସଂଯୋଜିତ ।

(ପାଠ୍ୟ ବିଷୟ)

ଯୁନିଟ୍ : ୧	ପ୍ରାଚୀନ ଓ ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି (ଧାର୍ମିକ, ସାମାଜିକ, ରାଜନୀତିକ)
ଯୁନିଟ୍ : ୨	ପ୍ରାକ୍ ସାରଳା ଯୁଗ ସାହିତ୍ୟ
ଯୁନିଟ୍ : ୩	ସାରଳା ଯୁଗ ସାହିତ୍ୟ
ଯୁନିଟ୍ : ୪	ପଞ୍ଚସଖା ଯୁଗ ସାହିତ୍ୟ
ଯୁନିଟ୍ : ୫	ରୀତି ଯୁଗ ସାହିତ୍ୟ

ଅଷ୍ଟମ ପତ୍ର : PAPER-VIII-ODI-203

ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ

ପାଠ୍ୟକ୍ରମ ଫଳଶ୍ରୁତି: (Course out come)

ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ବିକାଶଧାରା ଅତ୍ୟନ୍ତ ବୈଚିତ୍ର୍ୟମୟ । ପଦ୍ୟ ସହିତ ଗଳ୍ପ, ଉପନ୍ୟାସ, ନାଟକ, ପ୍ରବନ୍ଧ ଆଦି ଗଦ୍ୟ ସାହିତ୍ୟର ବିଶାଳ ଦିଗନ୍ତ ସୂଚନାତ୍ମକ ଭାବେ ଉପଲବ୍ଧି କରିବା ପାଇଁ ଏହି ପତ୍ରରେ ସୁଯୋଗ ରହିଛି ।

(ପାଠ୍ୟ ବିଷୟ)

ଯୁନିଟ୍ : ୧	ରାଧାନାଥ ଯୁଗୀୟ ସାହିତ୍ୟ
ଯୁନିଟ୍ : ୨	ସତ୍ୟବାଦୀ ଯୁଗୀୟ ସାହିତ୍ୟ
ଯୁନିଟ୍ : ୩	ସବୁଜ ସାହିତ୍ୟ
ଯୁନିଟ୍ : ୪	ପ୍ରଗତିବାଦୀ ସାହିତ୍ୟ
ଯୁନିଟ୍ : ୫	ସ୍ବାଧୀନତା ପରବର୍ତ୍ତୀ ସାହିତ୍ୟ

ନବମ ପତ୍ର : PAPER-IX-ODI-204

ପ୍ରାଚୀନ ଓ ମଧ୍ୟଯୁଗୀୟ କଥାସାହିତ୍ୟ

ପାଠ୍ୟକ୍ରମ ଫଳଶ୍ରୁତି : (Course out come)

‘ରୁଦ୍ର ସୁଧାନିଧି’, ‘ମାଦଳା ପାଞ୍ଜି’, ‘ଚତୁର ବିନୋଦ’ ଆଦି ରଚନା ପ୍ରାଚୀନ ଓ ମଧ୍ୟକାଳୀନ ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟର ଐଶ୍ବର୍ଯ୍ୟ । ପଦ୍ୟ ରଚନାର ପ୍ରାବଲ୍ୟ କାଳରେ ଓଡ଼ିଆ ଲେଖକମାନେ କାହାଣୀଧର୍ମୀ ଗଦ୍ୟ ରଚନାରେ କିପରି ନିପୁଣ ଥିଲେ, ତାହା ଏହି ପତ୍ରରୁ ଉପଲବ୍ଧ ହେବ ।

(ପାଠ୍ୟ ବିଷୟ)

ଯୁନିଟ୍ : ୧ ସଂକଳକ - ଅଧ୍ୟାପକ ମୃତ୍ୟୁଞ୍ଜୟ ନାୟକ – ମାଦଳା ପାଞ୍ଜି
(ଅନଙ୍ଗ ଭୀମଦେବ, କପିଳେନ୍ଦ୍ର ଦେବ, ବ୍ରତୀୟ ରାମଚନ୍ଦ୍ର ଦେବ)

ଯୁନିଟ୍ : ୨ ନାରାୟଣ ନନ୍ଦ ଅବଧୂତ ସ୍ବାମୀ – ରୁଦ୍ରସୁଧାନିଧି
(ଅଭିନବ ଚୈତନ୍ୟର ଜନ୍ମ ବୃତ୍ତାନ୍ତ ପର୍ଯ୍ୟନ୍ତ)

ଯୁନିଟ୍ : ୩ ବ୍ରଜନାଥ ବଡ଼ଜେନା – ଚତୁର ବିନୋଦ (ନୀତି ବିନୋଦ)

ଯୁନିଟ୍ : ୪ ବଳଦେବ ରଥ - ହାସ୍ୟ କଲ୍ଲୋଳ

ଯୁନିଟ୍ : ୫ ପ୍ରାଚୀନ ଓ ମଧ୍ୟଯୁଗୀୟ କଥାସାହିତ୍ୟର ବିଶେଷତ୍ବ

ଦଶମ ପତ୍ର : PAPER-X-ODI-205

ଆଧୁନିକ କଥାସାହିତ୍ୟ

ପାଠ୍ୟକ୍ରମ ଫଳଶ୍ରୁତି : (Course out come)

କଥା ସର୍ଜନାରେ ଓଡ଼ିଆ ଲେଖକଙ୍କ ସିଦ୍ଧି ଅନସ୍ମରଣୀୟ । ଓଡ଼ିଆ ସାହିତ୍ୟରେ ରଚିତ ଗଳ୍ପ ଓ ଉପନ୍ୟାସ ଗୁଡ଼ିକରେ ସମକାଳୀନ ସମାଜର ବାସ୍ତବତା ସହ ଓଡ଼ିଶାର ଜାତୀୟ ଜୀବନରେ ପରିଲକ୍ଷିତ ଦୁର୍ଦ୍ଦିନର ଛବି କିପରି ଫୁଟିଛି, ତାହାର ଝଲକ ଶଂସିତ ପତ୍ରରେ ସ୍ଥାନୀତ ରଚନାରୁ ଛାତ୍ରଛାତ୍ରୀ ଅବଗତ ହୋଇପାରିବେ ।

(ପାଠ୍ୟ ବିଷୟ)

ଯୁନିଟ୍ : ୧ କାହ୍ନୁଚରଣ ମହାନ୍ତି - ଶାସ୍ତି

ଯୁନିଟ୍ : ୨ ସୁରେନ୍ଦ୍ର ମହାନ୍ତି - ନୀଳଶୈଳ

ଯୁନିଟ୍ : ୩ (କ) ଫକୀର ମୋହନ ସେନାପତି – ଡାକମୁନସୀ
(ଖ) ଲକ୍ଷ୍ମୀକାନ୍ତ ମହାପାତ୍ର – ବୁଢ଼ାଶଙ୍ଖାରୀ

(ଗ) ଗୋଦାବରୀଶ ମହାପାତ୍ର – ମାଗୁଣିର ଶଗଡ଼

ଯୁନିଟ୍ : ୪ (କ) ଅଖିଳ ମୋହନ ପଟ୍ଟନାୟକ – ତିମିର ଫୁଲ

(ଖ) ବସନ୍ତ କୁମାର ଶତପଥୀ – ଗଙ୍ଗା ଓ ଗାଙ୍ଗୀ

(ଗ) ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ – ମଶାଣିର ଫୁଲ

- ଯୁନିଟ୍ : ୫ (କ) ସୁରେନ୍ଦ୍ର ମହାନ୍ତି - ସାରୀପୁର
(ଖ) ରବି ପଟ୍ଟନାୟକ - ବନ୍ୟାଗାନ୍ଧାରୀ
(ଗ) ମନୋଜ ଦାସ - ଲକ୍ଷ୍ମୀର ଅଭିସାର

ତୃତୀୟ ସେମିଷ୍ଟର : SEMESTER- III

ଏକାଦଶ ପତ୍ର : PAPER-XI-ODI-301

ଓଡ଼ିଆ ଭାଷା (Supportive-II)

ପାଠ୍ୟକ୍ରମ ଫଳଶ୍ରୁତି: (Course out come)

ଇଣ୍ଡୋ-ୟୁରୋପୀୟ ଭାଷା ପରିବାର ମଧ୍ୟରେ ଓଡ଼ିଆ ଭାଷାର ଉଦ୍ଦେଶ୍ୟ ଓ ବିକାଶ ପ୍ରଦର୍ଶନ ସହିତ ଏହି ଭାଷାର ଧ୍ବନି ତାତ୍ତ୍ୱିକ ଓ ଅର୍ଥତାତ୍ତ୍ୱିକ ଦିଗର ପରିଚୟ ଏହି ପତ୍ରରେ ପ୍ରଦତ୍ତ । ପୁନଶ୍ଚ ବିଭିନ୍ନ ବୈଦେଶିକ ଭାଷାର ପ୍ରଭାବରେ ଓଡ଼ିଆ ଶବ୍ଦ ଭଣ୍ଡାର କିପରି ସମୃଦ୍ଧ, ଓଡ଼ିଆ ଭାଷାର ବିବିଧ ଉପଭାଷାର ବୈଶିଷ୍ଟ୍ୟ ଆଦି ମଧ୍ୟ ଏଥିରେ ସ୍ପଷ୍ଟ ।

(ପାଠ୍ୟ ବିଷୟ)

- ଯୁନିଟ୍ : ୧ ଇଣ୍ଡୋ ଇଉରୋପୀୟ ଭାଷା ପରିବାର
ଯୁନିଟ୍ : ୨ ଓଡ଼ିଆ ଭାଷାର ଉଦ୍ଭବ ଓ ବିକାଶକ୍ରମ (ସୋଡ଼ଶ ଶତାବ୍ଦୀ ପର୍ଯ୍ୟନ୍ତ)
ଯୁନିଟ୍ : ୩ ଓଡ଼ିଆ ଭାଷାର ସ୍ୱରୂପ ଓ ଓଡ଼ିଆ ଉପଭାଷା
ଯୁନିଟ୍ : ୪ ଧ୍ବନି ପରିବର୍ତ୍ତନ ଓ ଅର୍ଥ ପରିବର୍ତ୍ତନର କାରଣ ଓ ଦିଗ
ଯୁନିଟ୍ : ୫ ଓଡ଼ିଆ ଭାଷା ଉପରେ ବିଭିନ୍ନ ଭାଷାର ପ୍ରଭାବ

ଦ୍ୱାଦଶ ପତ୍ର : PAPER-XII-ODI-302

ଓଡ଼ିଆ ଲୋକସାହିତ୍ୟ

ପାଠ୍ୟକ୍ରମ ଫଳଶ୍ରୁତି: (Course out come)

ଓଡ଼ିଆ ଲୋକ ସାହିତ୍ୟର କ୍ଷେତ୍ର ବିସ୍ତୃତ । ଲୋକଗୀତ, ଲୋକଗଳ୍ପ, ଲୋକ ନାଟକ ଆଦି ବହୁ ପ୍ରାଚୀନକାଳରୁ ଉଦ୍ଭବୀୟ ସମାଜରେ ପ୍ରଚଳିତ ହୋଇ ଆସିଛି । ଏହି ଲୋକ ସାହିତ୍ୟର ତାତ୍ତ୍ୱିକ ଦିଗ ଉପରେ ଜ୍ଞାନ ଆହରଣ ସହିତ ଓଡ଼ିଶାରେ ପ୍ରଚଳିତ ବହୁ ତରଙ୍ଗମାଳି ଓ ପ୍ରବାଦ-ପ୍ରବଚନ ଆଦିର ସାହିତ୍ୟିକ ବିଶେଷତ୍ୱ ଏହି ପତ୍ରର ଅଧ୍ୟୟନ ମାଧ୍ୟମରେ ଜାଣିହେବ ।

(ପାଠ୍ୟ ବିଷୟ)

- ଯୁନିଟ୍ : ୧ ଓଡ଼ିଆ ଲୋକ ସାହିତ୍ୟର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାର ଭେଦ
ଯୁନିଟ୍ : ୨ ଓଡ଼ିଆ ଲୋକଗୀତ
ଯୁନିଟ୍ : ୩ ଓଡ଼ିଆ ଲୋକଗଳ୍ପ

ଯୁନିଟ୍ : ୪	ଓଡ଼ିଆ ଲୋକ ନାଟକ
ଯୁନିଟ୍ : ୫	ଲୋକ ସାହିତ୍ୟ ତତ୍ତ୍ୱର ବିଭିନ୍ନ ଦିଗ (ଟାଲପ୍, ମୋଟିଫ୍, ମରଫୋଲୋଜି)

ତୃତୀୟ ପତ୍ର : PAPER-XIII-ODI-303

ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟ (ପ୍ରବନ୍ଧ, ଆତ୍ମଜୀବନୀ ଓ ଭ୍ରମଣ କାହାଣୀ)

ପାଠ୍ୟକ୍ରମ ଫଳଶ୍ରୁତି: (Course outcome)

ଆଧୁନିକ ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟର ବହୁମୁଖୀ ବିକାଶ ଓ ବୈଚିତ୍ର୍ୟ ଉପରେ ଜ୍ଞାନ ଲାଭ କରିବା ନିମିତ୍ତ ଏହି ପତ୍ରଟି ଉଦ୍ଦିଷ୍ଟ । ବିଶେଷତଃ ପ୍ରବନ୍ଧ, ଭ୍ରମଣ କାହାଣୀ, ଜୀବନୀ ଓ ଆତ୍ମଜୀବନୀ ଉପରେ ଧ୍ୟାନ ଦେଇ ଲାଭ କରିବାର ସୁଯୋଗ ରହିଛି ଏହି ପତ୍ରରେ ।

(ପାଠ୍ୟ ବିଷୟ)

ଯୁନିଟ୍ : ୧	(କ) ଶଶୀଭୂଷଣ ରାୟ – ସୌନ୍ଦର୍ଯ୍ୟ ଓ ପ୍ରେମ (ଖ) ନୀଳକଣ୍ଠ ଦାସ - ଅଛୁ ଓ ହେବୁ (ଗ) ଗୋବିନ୍ଦ ଚନ୍ଦ୍ର ତ୍ରିପାଠୀ – ବରୁଆ
ଯୁନିଟ୍ : ୨	ଗୋଲକ ବିହାରୀ ଧଳ – ଆମେରିକା ଅନୁଭୂତି
ଯୁନିଟ୍ : ୩	କୃଷ୍ଣଚନ୍ଦ୍ର ପାଣିଗ୍ରାହୀ – ମୋ ସମୟର ଓଡ଼ିଶା
ଯୁନିଟ୍ : ୪	ପ୍ରବନ୍ଧ ଓ ଭ୍ରମ ସାହିତ୍ୟର ସଂଜ୍ଞା ସ୍ୱରୂପ ଓ ପ୍ରକାର ଭେଦ
ଯୁନିଟ୍ : ୫	ଜୀବନୀ ଓ ଆତ୍ମ ଜୀବନୀ ସାହିତ୍ୟ

ଚତୁର୍ଥ ପତ୍ର : PAPER-XIV-ODI-304

ତୁଳନାତ୍ମକ ସାହିତ୍ୟ, ସମୀକ୍ଷାତତ୍ତ୍ୱ ଓ ଅନୁବାଦ

ପାଠ୍ୟକ୍ରମ ଫଳଶ୍ରୁତି: (Course outcome)

ଆଜିର ଯୁଗରେ ତୁଳନାତ୍ମକ ସାହିତ୍ୟ ଓ ଅନୁବାଦର ଭୂମିକା ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ । ସାହିତ୍ୟ ସମୀକ୍ଷାତତ୍ତ୍ୱ ଶେଷରେ ମଧ୍ୟ ଅନେକ ନୂତନ ଦୃଷ୍ଟିକୋଣର ବିକାଶ ଘଟିଛି । ଏସବୁ ସମ୍ପର୍କରେ ତାତ୍ତ୍ୱିକ ଜ୍ଞାନ ଅର୍ଜନ କରିବା ଛାତ୍ରଛାତ୍ରୀଙ୍କ ପାଇଁ ଅତ୍ୟନ୍ତ ଉପଯୋଗୀ ।

(ପାଠ୍ୟ ବିଷୟ)

ଯୁନିଟ୍ : ୧	ତୁଳନାତ୍ମକ ସାହିତ୍ୟର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପରିସର ।
ଯୁନିଟ୍ : ୨	ତୁଳନାତ୍ମକ ସାହିତ୍ୟର ଉପଯୋଗିତା ଓ ବିଚାର ଧାରା ।
ଯୁନିଟ୍ : ୩	ସମୀକ୍ଷାତତ୍ତ୍ୱ (ରସବାଦୀ, ରୀତିବାଦୀ, ଶୈଳୀତାତ୍ତ୍ୱିକ, ସଂରଚନାବାଦ)
ଯୁନିଟ୍ : ୪	ଅନୁବାଦ (ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ)
ଯୁନିଟ୍ : ୫	ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ।

ସ୍ବତନ୍ତ୍ର ପତ୍ର : SPECIAL PAPER

ସାରଳା ଓ ପଞ୍ଚସଖା ସାହିତ୍ୟ (ସାରଳା ସାହିତ୍ୟ)

ପଞ୍ଚଦଶ ପତ୍ର : PAPER-XV-ODI-305 (Elective-I)

ପାଠ୍ୟକ୍ରମ ଫଳଶ୍ରୁତି: (Course out come)

ଓଡ଼ିଆ ଭାଷା-ସାହିତ୍ୟକୁ ମର୍ଯ୍ୟାଦାବଦ୍ଧ ରୂପଦେବାରେ ସାରଳା ସାହିତ୍ୟର ଅବଦାନ ଅତୁଳନୀୟ । ତେଣୁ ମହାକବି ସାରଳା ଦାସଙ୍କ ସାହିତ୍ୟର ଦିଗ-ଦିଗନ୍ତକୁ ସ୍ବତନ୍ତ୍ର ରୂପ ଅଧ୍ୟୟନ କରି ଛାତ୍ର-ଛାତ୍ରୀମାନେ ଆମର ପ୍ରାଚୀନ ସାହିତ୍ୟର ପ୍ରାଣ ପ୍ରତିଷ୍ଠାତା ସାରଳାଙ୍କ ସମ୍ପର୍କରେ ସବିଶେଷ ଜ୍ଞାନଲାଭ କରିବେ- ଏହି ଲକ୍ଷ୍ୟରେ ଶଂସିତ ପଦ୍ଧତିର ପରିକଳ୍ପନା କରାଯାଇଛି ।

ଏହାର ବିକଳ ରୂପେ ଛାତ୍ର-ଛାତ୍ରୀମାନେ ଓଡ଼ିଆ ଜାତିର କର୍ଣ୍ଣଧାର, ପରମାରାଧ୍ୟ ଶ୍ରୀଜଗନ୍ନାଥଙ୍କ ସଂସ୍କୃତିର ମହତ୍ତ୍ବ ଓ ବ୍ୟାପକତାକୁ ଅଧ୍ୟୟନ କରି ପାରିବେ । ଜଗନ୍ନାଥ ସର୍ବଧର୍ମ ସମନ୍ବୟର ଦେବତା । ସୁତରାଂ ଜଗନ୍ନାଥ ଧର୍ମ ସହିତ ଅନ୍ୟ ଧର୍ମର ସମ୍ପର୍କ କିପରି ରହିଛି, ତାହା ଏହି ପତ୍ରରେ ପ୍ରଦତ୍ତ ।

(ପାଠ୍ୟ ବିଷୟ)

ଯୁନିଟ୍ : ୧ ସାରଳା ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି

(ସାମାଜିକ, ସାଂସ୍କୃତିକ, ରାଜନୀତିକ)

ଯୁନିଟ୍ : ୨ ସାରଳା ସାହିତ୍ୟର ମୌଳିକତା, ଆହରଣ ଓ ଆରୋପଣ

ଯୁନିଟ୍ : ୩ ସାରଳା ସାହିତ୍ୟରେ ଧର୍ମଧାରା

(ବୌଦ୍ଧ, ଶୈବ ଓ ବୈଷ୍ଣବ)

ଯୁନିଟ୍ : ୪ ସାରଳା ମହାଭାରତର ଚରିତ୍ର ଚିତ୍ର

ଯୁନିଟ୍ : ୫ ସାରଳା ସାହିତ୍ୟରେ ଜଗଜ୍ଜମାଳି

ଚତୁର୍ଥ ସେମିଷ୍ଟର : (SEMESTER-IV)

ଶୋଡ଼ଷ ପତ୍ର : PAPER-XVI-ODI-401

ଗବେଷଣା ପଦ୍ଧତି

ପାଠ୍ୟକ୍ରମ ଫଳଶ୍ରୁତି : (Course out come)

ଏହି ପତ୍ରରେ ଛାତ୍ର-ଛାତ୍ରୀମାନେ ଗବେଷଣା ପଦ୍ଧତିର ତାତ୍ତ୍ବିକ ଦିଗଗୁଡ଼ିକ ଉପରେ ଅବଗତ ହୋଇପାରିବେ । ଏତଦ୍ ବ୍ୟତୀତ ବିବିଧ ପ୍ରକାର ଗବେଷଣା ରୀତି ଓ ନିବନ୍ଧ ରଚନାର ବିଧିବିଧାନ ଉପରେ ସାଧାରଣ ଧାରଣା ଲାଭ କରିପାରିବେ ।

(ପାଠ୍ୟ ବିଷୟ)

ଯୁନିଟ୍ : ୧ ଗବେଷଣାର ସଂଜ୍ଞା ଓ ସ୍ବରୂପ ଓ ପ୍ରକାର ଭେଦ

ଯୁନିଟ୍ : ୨	ଗବେଷଣାର ବିବିଧ ପର୍ଯ୍ୟୟ
ଯୁନିଟ୍ : ୩	ଗବେଷଣା ନିବନ୍ଧର ଗଠନ ରୀତି
ଯୁନିଟ୍ : ୪	ଗବେଷଣା ତତ୍ତ୍ୱାବଧାରକ କର୍ତ୍ତବ୍ୟ ଓ ଦାୟିତ୍ୱ
ଯୁନିଟ୍ : ୫	ଗବେଷଣା ନିବନ୍ଧର ଭାଷା ଓ ଶୈଳୀ

ସପ୍ତଦଶ ପତ୍ର : PAPER-XVII-ODI-402

ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟ (ସମାଲୋଚନା)

ପାଠ୍ୟକ୍ରମ ଫଳଶ୍ରୁତି (Course out come)

‘ସମାଲୋଚନା’ ଗଦ୍ୟ ସାହିତ୍ୟର ଏକ ବଳିଷ୍ଠ ଅଂଶ । ସୃଷ୍ଟି କର୍ମ ଉପରେ ନିରପେକ୍ଷ ବିଚାର-ଆଲୋଚନା ସର୍ବଦା ପ୍ରାସଙ୍ଗିକ । ଏହି ପତ୍ରରେ ସମାଲୋଚନାର ସ୍ୱରୂପ, ଅଭିମୁଖ୍ୟ ଓ ପ୍ରକାର ଭେଦ ସହିତ ଓଡ଼ିଆ ସମାଲୋଚନା ସାହିତ୍ୟର ଐତିହାସିକ ବିକାଶକ୍ରମ ସଂପର୍କରେ ଛାତ୍ର-ଛାତ୍ରୀ ଅବଗତ ହୋଇପାରିବେ ।

(ପାଠ୍ୟ ବିଷୟ)

ଯୁନିଟ୍ : ୧	ସମାଲୋଚନା ସାହିତ୍ୟର ସଜ୍ଞା, ସ୍ୱରୂପ ଓ ଆଭିମୁଖ୍ୟ
ଯୁନିଟ୍ : ୨	ପ୍ରାକ୍ – ଉନବିଂଶ ଶତାବ୍ଦୀର ଓଡ଼ିଆ ସମାଲୋଚନା ସାହିତ୍ୟ
ଯୁନିଟ୍ : ୩	ଉନବିଂଶ ଶତାବ୍ଦୀର ଓଡ଼ିଆ ସମାଲୋଚନା ସାହିତ୍ୟ
ଯୁନିଟ୍ : ୪	ବିଂଶ ଶତାବ୍ଦୀର ଓଡ଼ିଆ ସମାଲୋଚନା (୧୯୦୧ ରୁ ୧୯୫୦)
ଯୁନିଟ୍ : ୫	ବିଂଶ ଶତାବ୍ଦୀର ଓଡ଼ିଆ ସମାଲୋଚନା (୧୯୫୧ ରୁ ୨୦୦୦)

ସ୍ପେସାଲ ପତ୍ର : SPECIAL PAPER

ସାରଳା ଓ ପଞ୍ଚସଖା ସାହିତ୍ୟ (ପଞ୍ଚସଖା ସାହିତ୍ୟ)

ଅଷ୍ଟାଦଶ ପତ୍ର : PAPER-XVIII-ODI-403

Elective-II

ପାଠ୍ୟକ୍ରମ ଫଳଶ୍ରୁତି : (Course out come)

ପଞ୍ଚସଖା ସାହିତ୍ୟ ଓଡ଼ିଶାର ବୈଷ୍ଣବ ଧର୍ମ ଦର୍ଶନର ମହତ୍ତ୍ୱ ପ୍ରତିପାଦନ କରେ । ଛାତ୍ର-ଛାତ୍ରୀମାନେ ଏହି ପତ୍ରରେ ତାହା ଜାଣିପାରିବେ । ତା’ ସହିତ ପଞ୍ଚସଖା ସାଧକଙ୍କର ଜୀବନଧାରା ଓ ସୃଜନ ସଂସାର ସମ୍ପର୍କରେ ବସ୍ତୁତ ଜ୍ଞାନ ଅର୍ଜନ କରିପାରିବେ । ଓଡ଼ିଆ ଜାତିକୁ ଏକ ନୀତିନିଷ୍ଠ, ସଂଯମଶୀଳ ଜୀବନ ଯାପନ କରିବା ନିମିତ୍ତ ଆମ ପଞ୍ଚସଖାଙ୍କ ସାହିତ୍ୟ କିପରି ଅନୁପ୍ରେରିତ କରିଛି, ତାହା ବୁଝି ପାରିବେ ।

ଏହାର ବିକଳ ରୂପେ ପ୍ରଦତ୍ତ ଶ୍ରୀଜଗନ୍ନାଥ ସାହିତ୍ୟରେ ଓଡ଼ିଆ ସାହିତ୍ୟ ସହିତ ଶ୍ରୀଜଗନ୍ନାଥ କିପରି ଓତଃପ୍ରୋତ ଜଡ଼ିତ ତାହା ଜାଣିହେବ । ଶ୍ରୀଜଗନ୍ନାଥଙ୍କୁ ବାଦ୍ ଦେଇ ଓଡ଼ିଆ ସାହିତ୍ୟ ଅପୂର୍ଣ୍ଣ । ଶ୍ରୀଜଗନ୍ନାଥ ହିଁ ସମଗ୍ର ଓଡ଼ିଆ ସାହିତ୍ୟର ପ୍ରଚ୍ଛଦପଟରେ ନିହିତ – ଏହି ଦିଗ୍ ଦର୍ଶନ ଆଲୋଚ୍ୟ ବିଷୟରୁ ଉପଲବ୍ଧ ହେବ ।

(ପାଠ୍ୟ ବିଷୟ)

ଯୁନିଟ୍ : ୧	ପଞ୍ଚସଖା ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି (ସାମାଜିକ, ସାଂସ୍କୃତିକ, ରାଜନୀତିକ)
ଯୁନିଟ୍ : ୨	ପଞ୍ଚସଖା ସାହିତ୍ୟିକଙ୍କ ପରିଚୟ ଓ ସାହିତ୍ୟ କୃତି
ଯୁନିଟ୍ : ୩	ପଞ୍ଚସଖା ସାହିତ୍ୟର ଆତ୍ମିକ ଦିଗ
ଯୁନିଟ୍ : ୪	ପଞ୍ଚସଖା ସାହିତ୍ୟର ଆଜିକାଲି ଦିଗ
ଯୁନିଟ୍ : ୫	ପଞ୍ଚସଖା ସାହିତ୍ୟର ବିଶେଷତ୍ୱ

ଉନବିଂଶ ଏବଂ ବିଂଶ ପତ୍ର : PAPER-XIX & XX-ODI-404 & 405
ଗବେଷଣାଧର୍ମୀ ସନ୍ଦର୍ଭ ପ୍ରସ୍ତୁତି (Research Oriented Dissertation)

ପାଠ୍ୟକ୍ରମ ଫଳଶ୍ରୁତି : (Course out come)

ଛାତ୍ର-ଛାତ୍ରୀଙ୍କ ଗବେଷଣାତ୍ମକ ପ୍ରବୃତ୍ତିକୁ ପ୍ରୋତ୍ସାହିତ କରିବା ଏହି ପତ୍ରର ଉଦ୍ଦେଶ୍ୟ । ମାତୃଭାଷାର ସାହିତ୍ୟ ବିଷୟରେ ଉଚ୍ଚତର ଶିକ୍ଷା ଗ୍ରହଣ କରୁଥିବା ଛାତ୍ର-ଛାତ୍ରୀମାନେ ଉଦ୍ଦିଷ୍ଟତାରେ ଉଚ୍ଚମାନର ଗବେଷଣା କାର୍ଯ୍ୟ କରି ସମାଜ-କଲ୍ୟାଣ ଓ ସାହିତ୍ୟର ଅଭିବୃଦ୍ଧିର ସହାୟକ ହୋଇ ପାରିବା ନିମିତ୍ତ ଏହି ଗବେଷଣାଧର୍ମୀ ସନ୍ଦର୍ଭ ପ୍ରସ୍ତୁତି ସେମାନଙ୍କୁ ପ୍ରେରଣା ଦେବ ।

ପଠିତ ଗବେଷଣା ପ୍ରବିଧି ଆଧାରରେ କୌଣସି ଏକ ସାହିତ୍ୟ କୃତି କିମ୍ବା ବିଷୟ ଉପରେ ଅନୁୟନ ୮୦ ପୃଷ୍ଠାର ଗବେଷଣାଧର୍ମୀ ସନ୍ଦର୍ଭ ପ୍ରସ୍ତୁତି କରି ପରୀକ୍ଷା ଆରମ୍ଭ ହେବ ପୂର୍ବରୁ ବିଭାଗରେ ଦାଖଲ କରିବାକୁ ହେବ । ଗବେଷଣା ସନ୍ଦର୍ଭର ଶୀର୍ଷକ ନିର୍ବାଚନ ବିଭାଗ ଦ୍ୱାରା ଅନୁମୋଦିତ ହେବା ଏକାନ୍ତ ଆବଶ୍ୟକ । ଲିଖିତ ଗବେଷଣା ସନ୍ଦର୍ଭ ନିମନ୍ତେ ୧୪୦ ନମ୍ବର ଓ ମୌଖିକ ପରିକ୍ଷା ନିମନ୍ତେ ୬୦ ନମ୍ବର ରହିଛି ।

MA SANSKRIT

PROGRAM STRUCTURE

Semester-I

Course Code	Course Title	Credit	Theory Examination (End Term)		Total
SANS - 101	Vedic Language and Literature	5	Internal	Semester	100
			30	70	
SANS - 102	Grammar – I	5	30	70	100
SANS - 103	Systems of Indian Philosophy-I	5	30	70	100
SANS - 104	Poetics – I	5	30	70	100
SANS - 105	Prose and Poetry-I	5	30	70	100
Total		25	150	350	500

Semester-II

Course Code	Course Title	Credit	Theory Examination (End Term)		Total
SANS - 201	Introduction to Grammar and Philology	5	Internal	Semester	100
			30	70	
SANS - 202	Ancillary Vedic Literature	5	30	70	100
SANS - 203	Systems of Indian Philosophy-II	5	30	70	100
SANS - 204	Sanskrit Plays	5	30	70	100
SANS - 205	Prose & poetry-II	5	30	70	100
Total		25	150	350	500

Semester-III

Course Code	Course Title	Credit	Theory Examination (End Term)		Total
SANS - 301	Indian Culture	5	Internal	Semester	100
			30	70	
SANS - 302	Kavya & Poetics	5	30	70	100
SANS - 303	Veda Samhita Text	5	30	70	100

SANS - 304	Sahitya Poetics-II	5	30	70	100
SANS - 305	Smruti, Poetics & Yoga Darshana	5	30	70	100
Total		25	150	350	500

Semester-IV

Course Code	Course Title	Credit	Theory Examination (End Term)		Total
SANS - 401	Grammar – II	5	Internal	Semester 70	100
			30		
SANS - 402	Poetics - III	5	30	70	100
SANS – 403(A)	Veda Brahmana Aranyaka and Upanisad Texts	5	30	70	100
SANS - 403(B)	Sahitya Different Schools of Kavyasastra	5	30	70	100
SANS - 404	Sanskrit and Indian Culture	5	30	70	100
SANS - 405	Project Work	5	30	70	100
Total		20	120	280	400
GRAND TOTAL		100	600	1400	2000

SEMESTER – I

SANS-101: Vedic Language and Literature

Course objectives: The course is aimed to understand the students about important Vedic sukta's with famous commentary of Sayanacharya. Apart from this student also know one Brahmana text and two Principal Upanishadic texts.

Unit-I: Hymns from the *Rigveda and Atharvaveda* with Sayana's commentary on

- (i) *Parjanyaasuktam (Rgveda V.83)*
- (ii) *Usasuktam (Rgveda V.80)*
- (iii) *Somasuktam (Rgveda IX.80)*

Unit - II

- (i) *Jnanasuktam (Rgveda a X.71)*
- (ii) *Nasadiyasuktam (Rgveda X.129)*
- (iii) *Prithivisuktam (Atharvaveda XII.1)*

Unit-III Aitareya Brahmana-Harischandra-Sunahsepa-upakhyana

Unit-IV *Ishavasyopanisad*

Unit-V *Kenopanisad*

PAPER OUTCOME: This paper aims at helping students to learn about Vedic Literature. It will help them to know about various types of Vedic God, Vedic accent, Vedic Sacrifice and rituals, etc.

References:

1. *Rigved Samhita with Sayana's Commentary, Vedic Samshodhan Mandal, Pune.*
2. *Atharvaveda with Sayana's commentary, V.V.R.I, Hoshiarpur, Panjab*
3. *Harischandropakhyan with Sayana's commentary, Dr. Umashankar Sharma, Chaowkhamba Vidyabhawan, Varanasi*
4. *Isavasyopanisad, Gita press, Gorakhpur, UP*
5. *Kenopanisad, Gita press, Gorakhpur, UP*

SANS-102: Grammer I

Course objectives: The course aims to help students about important features of Sanskrit grammar, i.e. technical terms, the Utility of Paninian Sutras, Sandhi, Karaka and Samasa.

Unit-I *Samjna, Paribhasa*

Unit-II *Ach-sandhi*

Unit-III Karaka (Prathama to Caturthi)

Unit-IV Karaka (Panchami to Saptami)

Unit-V Samasa- Avyayibhava, Tatpuras

PAPER OUTCOME: The student can read, write and speak Sanskrit fluently and correctly. They can know the proper utility of Sanskrit words and sentences. They can gain knowledge about the significance and types of Samasa, Karaka and Sandhi.

References:

1. Siddhantakaumudi with Balamanorama and Tattvabodhini, Motilal Banarsidass, Delhi
2. Siddhantakaumudi, Eng, S.C. Basu, Motilal Banarsidass, Delhi
3. Siddhantakaumudi, (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, Kolkata
4. Siddhantakaumudi, (Ed.) Samasa – Madhubala Sharma & J. Shastri

SANS-103: Systems of Indian Philosophy I

Course objectives: The course aims to help students understand the importance of Samkhya and Vedanta Philosophy in its basic form.

Unit-I	Samkhya-karika (1-25)
Unit-II	Samkhya-karika (26-50)
Unit-III	Samkhya-karika (51-70)
Unit- IV & V	Vedantasara (Complete text)

PAPER OUTCOME: The learner will know about the components of creation, the importance and value of nature, the cycle of human life, etc.

References:

1. Samkhyakarika, (Hindi Transl.), Jagannath Shastri, Motilal Banarasidas, 1998.
2. Samkhya- karika, (Eng. Tr.) By Wilson, Delhi, 1978.
3. Vedantasara (Hindi), Mahesh Chandra Bharatiya, Ghaziabad, 1978.
4. Sarvadarshan-samgraha (Hindi), By Umashankar Sharma, Chaukhamba, 1969.

SANS-104: Poetics I

Course objectives: The course is aimed to understand the students about primary Sanskrit poetics texts like Dhvanyaloka of Anandavardhana and Sahityadarpana of Viswanathakaviraja.

Unit-I	Dhvanyaloka, (Uddyota-1, Karikas 1-8)
Unit-II & III	Sahityadarpana (Ch-1)
Unit- IV	Sahityadarpana (Ch-2)

Unit-V Selected Alamkaras from Kavyaprakasha of Mammata (with sub-division)- Shlesha, vakrokti, upama, Rupaka, Utpreksa, Samasokti, Apahnuti, Nidarshna, Arthantaranyasa, Drstanta, Vibhavana, Vishesokti) Laksana-udaharana- Samanvaya of 2 Alankaras

PAPER OUTCOME- The learner can know about the application and significance of dhvani, rasa, guna, riti, alamkaras etc. which will help him in future for research work.

References:

1. Sanskrit Poetics, cultural Heritage of India, Vol-5(Ed.) by Gaurinath Shastri, 1978
2. Literary Theory, Indian Conceptual Framework, By Kapil Kapoor, Affiliated East – West Press- 1998
3. Bharatiya Kavyasashtra Ki Bhumika (In Hindi), by Nagendra, Delhi, 1963
4. Dhvanyaloka of Anaandavardhan, K.Krishnamurty, Motilal Banarasidas, Delhi, 1982
5. Kavyaprakasha, Kavyaprakasha, V. Jhalakikar, BORI, Pune
6. Sahityadarpan of Visvanatha with Laksmi Sanskrit Comm., Chaukhamba Prakashan

SANS-105: Prose and Poetry I

Course objectives: The course is aimed to understand the students about famous prose and poetry of Classical Sanskrit Literature.

Unit-I Kadambari (kathamukha- to sudrakarajavarnanaparyantam)

Unit-II Naisadhiyacharitam (Canto-1 (1-60 slokas)

Unit-III Naisadhiyacharitam (Canto-1 (from 61 sloka to End of first canto)

Unit-IV Meghadutam (Uttaramegha)

Unit-V Raghuvamsam (Canto-1)

PAPER OUTCOME: This Paper familiarizes students with Kavya. This will help the students for his development in creative writing, and this will provide happiness and enjoy to the scholar.

References:

1. Kadambari, Samir Sharma, Chaukhamba Vidya Bhavan, Varanasi.
2. The Raghuvamsa of Kalidasa with the Commentary of Mallinatha, Sankara Panduranga Pandit, Govt. Central Depot, 1869.
3. Meghadutam, T. Ganapati Shastri, 1919.
4. Meghadutam with 12 commentaries: N.P. Unni, CIFSS, Velianad, Ernakulam, Kerala.
5. Naisadhiyacharitam, Devvarshi Sandhyasastry, Chowkhamba Krishnadas Academy, Varanasi, 2013.

SEMESTER-II

SANS-201: Introduction to Grammar and Philology

Course objectives: The course is aimed to students understand the about importance of the Mahabhasya of Maharshi Patanjali and Linguistics.

Unit-I Mahabhashya-Paspasahnika

Unit-II Origin of Language, Branches and Aspects of Science of Language, Classification of Language, Sanskrit Phonology, Sanskrit Morphology.

Unit-III Pali, Prakrit & Apabhramsa

Unit-IV Phonetics, Phonology and Semantics, Chief Characteristics and classification of Indo-European languages.

Unit-V Indo-European Origin of Sanskrit, Veda and Avesta, Vedic and Classical Sanskrit.

PAPER OUTCOME: This Paper aims at helping students to gain good grasp over phonetics, Phonology and Semantics. It develops the skill of the learners in computational linguistics. The student can read, write and speak Sanskrit and other languages fluently and correctly, It has also employability in computational linguistics and media sector. By reading this, students can use their knowledge of linguistics directly, such as working for dictionary compilers or as proofreaders and editors. Others train as speech and language therapists. It has also career on Linguist analyst and Overseas Linguist in abroad.

References:

1. Mahabhasya Paspasahnika, Hindi commentary by Charudeva Shastri, Chaukhamba Prakashan
2. Mahabhasya, Vol.I, Crit., Edn., F. Kielhorn, Bhandarkar Oriental Institute, Pune
3. An Introduction to Comparative Philology, P.D, Gune
4. An Introduction to Sanskrit Linguistics: Comparative and Historical, S. Murti
5. Bhasavijnana O Bhashashastra, Kapil Dev Dwivedi

SANS-202: Ancillary Vedic Literature

Course objectives: The course is aimed to understand the students about the basic knowledge of Ancillary Vedic texts like Rkpratishakhya, Niruktam, Paniniyashiksha and Rgvedabhasyabhumika.

Unit-I Rk-pratishakhya Patala-I Samjnas such as Samanaksara, Sandhyaksara, Aghosha,

Unit-II Ghosha, Svarabhakti, Yama, Rakta, Samyoga, Pragrhya, Riphita

Unit-III Rgveda-bhasya-bhumika of Sayanacharya up to the definition of Rg-Yajuh-Samaititraividhyam Sampurnam

Unit-IV Paniniyashiksha

Unit- V Niruktam (Padas 1-3 of 1stAdhyaya)

PAPER OUTCOME: This Paper intends to highlight the commentary, difficult words and the procedure of pronunciation of Vedic hymns. Students can identify the difficult words which are reflected in the Vedas and can analyze and understand the Vedic hymns.

References:

1. Rkpratishakhya, Patalas – I – IV (Ed) Braja Bihari Chaubey, Bharatiya Vidya Prakashan, New Delhi
2. Rkpratishakhya, Uvatabhashyasahitam, V. K Verma, Vrajajivana Pracyabharati – Granthamala – 2 Delhi, 1986
3. Rgveda-bhasyabhumika of Sayanacharya, Ramavadh Pandeya, MLBD, New Delhi
4. Rgvedabhasyabhukika of Sayanacharya: Dr. Karunakara Das, Vilasini Vatika, Remuna, Balasore
5. The Nighantu and Nirukta with text & English, Tr. by Laxman Svwarupa, Motilala Banarasi Das, Delhi, 1967
6. Niruktam: Dr. Karunakara Das, Vilasini Vatika, Remuna, Balasore
7. Paniniyasiksa, Manmohan Ghosh, University of Calcutta, 1938

SANS-203: Systems of Indian Philosophy II

Course objectives: The course is aimed to understand the students about the basic knowledge of Vaisheshika Philosophy of Maharshi Kanada and Mimamsa Philosophy of Maharshi Jaimini.

Unit-I	Tarka-samgraha (from the beginning up to Padartha)
Unit-II & III	Tarka-samgraha (From Pramana to till the end of the text)
Unit-IV	Artha-samgraha (Concept of Bhavana and Vidhi)
Unit-V	Artha-samgraha (Concept of Nisedha and Arthavada)

PAPER OUTCOME: This Paper highlights the Indian system of Philosophy. The students will know about the components of creation, the importance and value of natures, the cycle of human life.

References:

1. Tarka-samgraha of Annambhatta with Tarkadipika and Nyayabodhini, Athale & Bodas, BORI, Pune, 1988.
2. Artha-samgraha of Laugakshi Bhaskara, Vachaspati Upadhyaya, Chaukhamba Orientalia, Varanasi, 1983.

204: Sanskrit Plays

Course objectives: The course is aimed to understand the students about important dramas of Classical Sanskrit Literature. The student also knows about the Mudrarakshasa, a political

drama of Vishakhadatta based on the Arthashastra of Kautilya.

Unit-I Mrichhakatikam of Shudraka (Acts I-IV)

Unit-II Uttararamacharitam of Bhavabhuti (Acts I-IV)

Unit-III Venisamharam (Acts I-II)

Unit IV Venisamharam (Acts III-IV)

Unit-V Mudrarakshasa of Vishakhadatta (Acts I-III)

PAPER OUTCOME: This Paper familiarises students with dramas of the pre-independent era. The genres of love, lust, comedy, tragedy and revenge are explored here. The students can realize the actual theme of Sanskrit plays, which will inspire them to act on stage in front of an audience. He will enjoy a lot by seeing the plays and earn money by acting on stage.

References:

1. Mrcchakatikam, M.R. Kale, Booksellers and Publishers co, Bombay, 1952
2. Uttara-rama-charitam of Bhavabhuti, P.V. Kane
3. Uttara-rama-charitam of Bhavabhuti, M. R. Kale,
4. Venisamharam with the commentary of Jagaddhara, M.R. Kale, MLBSD, Delhi, 1998
5. Mudraraksasam, V. A. Shastri and K.V. Avaayankar, Nandalal C. Boodwala, 1916, Reprint by Bibliobazar, 2010
6. Mudraraksham, by Dr. Karunakara Das. Vilasini Vatika, Remuna, Balasore

SANS-205: Prose & Poetry II

Course objectives: The course is aimed to understand the students about three types of Kavyas, i.e. Champu, lyrical kavya (Gitagovinda) and Modern and historical Kavya (Dharmapadiyam). Apart from this the student will study two poetics texts.

Unit- I Nalachampu of Trivikramabhatta (Ucchhvasa-1)

Unit-II Kavyadosha (kavyadosah-padagata-padamsagata-rasadosah) of Kavyaprakasha, Sahityadarpana – Rasa and its division, Guna and its division, Riti and its division

Unit-III Gitagovindam of Jayadeva (Chapters III)

Unit-IV Gitagovindam of Jayadeva (Chapters IV to VI)

Unit-V Dharmapadiyam of Prafulla Kumar Mishra (complete text)

PAPER OUTCOME: This Paper will help the students to know about the types of devotion, which is described in Gitagovindam of Jayadeva. And also, he will learn about Guna, Dosa and Riti in a Kavya when he is going to write a verse in Sanskrit.

References:

1. Nalachampu, Parameswardina Pandeya, Chowkhamba Surabharati Publication, 2014
2. Kavyaprakasha, Kavyaprakasha, V. Jhalakikar, BORI, Pune
3. Sahityadarpan of Visvanatha with laksmi Sanskrit Comm., Chaukhamba Prakashan
4. Gitagovindam, Bhagaban Panda, Dept. of Culture, Govt. of Odisha
5. Dharmapadityam, P.K. Mishra, Arsha Vidya Vikash Kendra, Bhubaneswar, 2010

SEMESTER-III

SANS-301: Indian Culture

Course objectives: The course is aimed to understand the students about the history of Pre Vedic and Post Vedic era. Temple Architecture and Inscription study also a part of this paper.

Unit-I Sources of Indian History, Indus Valley, Sarasvati Valley

Unit-II Vedic Age, Vedic Life, Upanisadic way of Life

Unit-III Religious Systems of Thought, Vedic Mode of Worship, Buddhism, Jainism (General Outlines)

Unit-IV Temple Architecture and Sculpture

Unit-V Ashoka's Dhauli Rock Edict, Hatigumpha Inscription of Kharavela.

PAPER OUTCOME: It will help a student to know about Indian history, Vedic age and life, religious systems of thought, Vedic mode of worship, temple architecture, different inscriptions of Odisha, etc. This paper has a high impact on the learners to have a high level of cultural and social awareness. It has skill development and employability in the social sector.

References:

1. The Wonder that was India, A.L Basham, 1954
2. Jainism and Buddhism, J.G.R. Forlong, Kessinger Legacy Reprints, 2010
3. Bharatiya Sthapatya evam Kala, Goutam Tiwari, MLBD, Delhi, 2015
4. The Edicts of Ashoka, Vincent A. Smith, Kessinger Legacy Reprints
5. The Saraswati Civilisation, G. D. Bakshi, Garuda Prakashan, 2019

SANS-302: Kavya & Poetics

Course objectives: The course aims to help students understand kavya and poetics. It consists one Historical prose literature like Harshacharita, Religious Poetry like Buddhacharitam also.

Students will gain moral and ethical values from this paper.

Unit-I Harsacharitam (Ucchvasa) – 5) (पञ्चमोच्छ्वासः)

Unit-II Buddhacharitam (प्रथमसर्गः) (1-50 Slokas)

Unit-III Buddhacharitam (प्रथमसर्गः) (From 51 TO Till the End the Canto)

Unit-IV Dhvanyaloka (Chap-II. 1-21 Karikas)

Unit-V Dhvanyaloka (Chap-II. 22-to the last karika)

PAPER OUTCOME- This paper acquaints students with the diverse poetic traditions in Sanskrit. The learner will be able to know about the Characteristics of Mahakavya, Sabda-shaktis, different kinds of dhvani etc.

References:

1. Harsacharitam, E. B. Cowell & F. W. Thomas, Royal Asiatic Society, 1896
2. Buddhacharitam, Ramachandra Das Shastri, Choewkhamba Vidya Bhawan, Varanasi, 2009
3. Dhvanyaloka of Anandavardhan, K. Krishnamurty, Motilal Banarasidas, Delhi, 1982
4. Dhvanyaloka of Anandavardhan with Lochan commentary, Gangasagar Ray, Chowkhamba Samskrta Bhavan, Varanasi, 2004

SANS-303: Veda Samhita Text

Course Objectives: This is for Veda Elective students. The course is aimed to understand the students' ancient Vedic texts. It will help them to do their future research works.

Unit – I

Hymns from the Rigveda with Sayana's Commentary
Surya I.125, Usas – III. 61, Hiranyagarbha x.121
Pururava – Urvasisamvada X.95

Unit – II

Hymns from the Shukla Yajurveda (Vajasaneyi - samhita)
Shatarudriya XVI.1-20
Yogaksema and Prathana-mantras XXII.22.33
Sarvamedha-XXXII.1-16
Pravargyagnika shvamedhopanis ahad XXXVI. 1-24

Unit – III

Hymns from the Arthaveda Rastrabhivarhanam – I.29
Prthivi XII.21-63, Kala XIX.54

Unit – IV

Hymns from the Trayee (From three Vedas)
Shrisukta, Rgveda Khilasukta II.6

Jnanasukta,

Unit – V

Rgveda X.71, Apratiratha-sukta, Shukla-Yajurveda XVII.33-44

Madhuvidya, Atharvaveda I.34

PAPER OUTCOME: This Paper intends to highlight about the Vedic literature. The students will learn about the Vedic Upanisads, Brahmatatva, Sacrifices etc.

References:

1. The new Vedic selection, Telang & Chaubey, Bharatiya Vidya Prakashan, Varanasi Part – I, Part – II, 1973
2. Atharvaveda with Sayana's commentary, V.V.R.I., Hoshiarpur, Panjab

SANS-304: Sahitya Poetics II

Course objectives: This is for Literature Elective students. The course is aimed to understand them the poetic elements. It will help them to do their future research works.

Unit-I Kavyaprakasha Chapter-I (Kavyalaksana, Kavyaprayojana,

Unit-II Kavyahetu and Kavyabheda)

Unit-III Kavyaprakasha Chap-II (Sabdashakti, Abhidha, Laksana, Vyanjana)

Unit-IV Dhvanyaloka (Uddyota-1, Karikas 9-16)

Unit-V Dhvanyaloka (Uddyota-1, Karikas 17 upto the last karika of Uddyota-1)

PAPER OUTCOME: The student will be able to know about the Characteristics of Mahakavya, Sabda-shakti, different kinds of dhvani, etc.

References:

1. Dhvanyaloka of Anaandavardhan, K.Krishnamurty, Motilal Banarasidas, Delhi, 1982
2. Kavyaprakasha, V. Jhalakikar, BORI, Pune

SANS-304: Smruti, Poetics & Yoga Darshana

Course objectives: The course is aimed to understand the students about the texts like Smruti, Poetics and Yogadarshana.

Unit-I Manusmruti (Chapter-VII)

Unit-II (Yajnyavalkyasmruti Vyavaharadhyaya slokas-1-75)

Unit-III Yajnyavalkyasmruti (Vyavaharadhyaya slokas-76-150)

Unit-IV Patanjalyogadarsanam (Samadhipada, Sutras-1-20)

Unit-V Kavyaprakasa – Chapter – III (तृतीयोल्लासः)

PAPER OUTCOME: Texts covered in this paper are examples of the ancient Indian legal system. The student can know about political issues, the ancient punishment system, Kingship, and Yogadarshana, which are reflected in this paper.

References:

1. Manusmriti, Rajaram Gupta, Pustak Mahal, 2022
2. Yajnyavalkyasmriti, Umesh Chandra Pandeya, Chowkhamba Samskrita Samsthan, Varanasi, 2014
3. Patanjalyogadarsanam, Ramashanmnkar Tripathy, Krshnadas Academy, Varanasi, 1999
4. Kavyaprakasha, V. Jhalakikar, BORI, Pune

SEMESTER – IV

SANS-401: Grammar II

Course objectives: The course is aimed to understand the students regarding grammatical features. It will help them to understand the Sanskrit texts for their present and future study.

Unit- I Tingantaprakaranam– (भादिप्रकरणम्) (Sutra Nos 2151-2200)

Unit- II Tingantaprakaranam– (भादिप्रकरणम्) (Sutra Nos 2201-2258)

Unit-III Stripratyayaprakaranam from Siddhantakaumudi (Sutra nos.: 454-532)

Unit-IV Taddhitaprakaranam from Siddhantakaumudi (Apatyārtha and Matvarthiya prakaranam only) (Sutra nos.: 1074-1125 and 1894-1923)

Unit-V Vakyapadiyam of Bhartrhari (Brahmakanda – 1-50)

PAPER OUTCOMES: The course will benefit the students for fluency in Sanskrit as it covers the most important problem areas of Sanskrit grammar and verbal ability. This paper will develop the communication skill, presentation skill and organization skill of the learners. It has employability in teaching profession, news presenter, translator, Sanskrit linguistic etc.

References:

1. Siddhamtakaumudi with Balamanorama and Tattvabodhini, Motilal Banarasidas , Delhi
2. Siddhantakaumudi, Eng, S.C. Basu, Motilal Banarasidas, Delhi
3. Siddhantakaumudi, (Ed) S.R. Ray, Sanskrit Pustak Bhandar, Kolkata
4. Vakyapadiyam (Brahmakanda) of Bhartrhari, (Ed. by Dr. Satyakam Varma, Munsiram Manoharlal, New Delhi.
5. Vakyapadiyam (Brahmakanda) of Bhartrhari, (Ed. by Dr. Shiv Shankar Avasthi, Chowkhamba Vidyabhawan, Varanasi.
6. Vakyapadiyam (Brahmakanda) of Bhartrhari with Harivrshabha Commentary and Haryupajnavrtti of Charudev Shastri.

SANS-402: Poetics III

Course objectives: The course is aimed to understand the students about various poetics text. After reading Chhandomanjari's text, the student will know about the famous metres, how to compose the verses and other things related to Sanskrit meter.

Unit-I Chhandomanjari (The following chandas are to be studied) Arya without subdivision, Indravajra, Upendravajra, Upajati, Prthvi, Praharsini, Bhujangaprayata, Mandakranta, Rathoddhata,

Unit-II Vasantatilaka, Shikharini, Shardula-vikridita, Vamsastha, Sragdhara, Harini, Malini, Drutavilambita. Lakshya-laksana-samanvaya of 2 chandas

Unit-III Kavyaprakasha (Chapter-IV up to Rasabhedanirupanam)

Unit-IV Kavyaprakasha (Chapter IV Rasadyasamlakshyakramavyangyadhvanayah)

Unit-V Vakroktijivita of Kuntaka (Chapter-I, Karikas – 1-25)

PAPER OUTCOME: Students are expected to become familiar with various poetic literatures. Hence, then can know how to write verses and kavyas in Sanskrit by reading this Paper.

References:

1. Kavyaprakasha, V. Jhalakikar, BORI, Pune
2. Chhandomanjari, Ramdhana Bhattacharya, Calcutta
3. History of Poetics, P. V. Kane, MLBD, New Delhi
4. History of Poetics, S. K. Dey, Calcutta
5. Bharatiya kavyasastra ki parampara, Nagendra, National Publishing House, Delhi
6. Vakroktijivita, Radheshyam Mishra, Chowkhamba Sanskrit Samsthan

SANS-403A: Brahmana, Aranyaka & Upanishad Texts

Course objectives: This is for Veda Elective students. The course is aimed to understand the students about ancient Vedic texts i.e. Brahmana, Aranyaka and Upanishadic texts. It will help them to do their future research works.

Unit – I

Shatapatha Brahmana II 4.2-24. (Pindapitr - yajna)

Satapatha – Brahmana I.2.5.1-10

Shatapatha Brahmana I.4.5,8-13

Unit – II

Purusa -Vibhuti, Aitareya Aranyaka II .1.7

Pancha-mahayajna, Taittiriya Aranyaka II. 10

Unit – III

Selected portions from Brhadranayakopanisad

Atmatattva – vivecanam II.4.1-14,

Svetasvataropanisad – Purusa svarupam III.7-21

Unit – IV

Taittiriyaopanisad - Shikhsavalli

Unit – V

Prashnapanisad – Prathama Prashna

PAPER OUTCOME: This Paper intends to highlight about the Vedic Literature. The students will learn about the Vedic Upanisads, Brahmatattva, Sacrifices etc.

References:

1. Vaidic Sahitya Aur Samskriti, Baladev Upadhyaya, Varanasi
2. Shatapatha Brahmana, Part – I English Translation Vol- 12, MLBD, Delhi
3. Aitareya Aranyakam, Ed. Harinarayan Apte, Annanda Sharma, Sanskrit Granthavali , Pune
4. Vaidika Vangmayasyetihasa, Acharya Jagadish Mishra, Chaukhamba Surabharati Prakashan, Varanasi
5. Upanishadsamgraha, Ed. Jagadish Shastri, MLBD, Delhi, 1984
6. Taittiriyopanisad, Gita Press, Gorakhpur
7. Prashnapanisad, Gita Press, Gorakhpur

SANS-403B: Sahitya Different Schools of Kavyashastra

Course objectives: This is also for Literature Elective students. The course is aimed to understand the students about different schools of Kavyashastra. It will help them to do their future research works.

Unit-I Origin and development of Kavyashastra, Characteristics of Kavyashastra, Difference between Kavyashastra & Alankara Shastra

Unit – II Rasa Sampradaya

Unit – III Alankara Sampradaya

Unit – IV Riti, Dhvani and its opponents

Unit – V Vakrokti and Auchitya Sampradaya

PAPER OUTCOME: The student can know the different schools of kavyasastra, Origin of kavyasastra, dvani and its opponents etc. He can realize the soul of kavyas apart from all kavyasastras.

References:

1. History of Poetics, P. V. Kane, MLBD, New Delhi
2. History of Poetics, S. K. Dey, Calcutta
3. Bharatiya kavyasastra ki parampara, Nagendra, National Publishing House, Delhi

SANS-404: Sanskrit and Indian Culture

Course objectives: The course is aimed to understand the other disciplinary students about the Sanskrit Literature.

UNIT – 1 Vedic Literature, Samhitas

UNIT-II Brahmanas, Aranyakas, Upanisadas

UNIT-III Classical Literature (Kalidas, Bharavi, Magha, Sriharsa, Jayadeva)

UNIT-IV Epics (Ramayana, Mahabharatam)

UNIT-V History of Puranas

PAPER OUTCOME: This Paper is meant for students of other disciplines. It is designed with two perspectives. It aims to introduce students about the literature of Vedic period and Classical Sanskrit Period.

Reference:

1. Vaidic Sahitya Aur Samskriti, Baladev Upadhyaya, Varanasi.
2. Samskrta Sahitya ka itihas, Baladev Upadhyaya, Chowkhamba Publication, Varanasi.
3. A History of Sanskrit Literature, A.B. Keith.
4. History of Indian Literature, M. Winternitz, MLBD, Delhi.
5. History of Sanskrit Literature, S.K. De & S. N. Dasgupta

SANS-405: Project Work

Minimum 50 pages must be needed for the Project work. According to Research Methodology Project Presentation should be done. Project must be written in Bilingual i.e. English Language (Roman Script) or Sanskrit Language (Devanagari Script).

Course objectives and outcome: *The project work initiates post-graduate students into research and enables critical thinking. It also helps students to develop skills of writing styles. It develops the deep insights of the learners into the research theme. This study aims to consider the place of employability in research-intensive institutions.*

MASTER OF SOCIAL WORK

PROGRAM STRUCTURE

First Semester

Semester PaperCode	Title of the Paper	Credit	Internal Marks	End Sem Exam (Theory Examination)	Total
SW-101	History, Philosophy & Fields of Social Work	5	30	70	100
SW-102	Indian Society & Culture	5	30	70	100
SW-103	Social Case Work	5	30	70	100
SW-104	Indian Knowledge System	5	30	70	100
SW-105	Field Work Practicum-I	5	30	70	100
TOTAL		25	150	350	500

Second Semester

Semester Course code	Course Title	Credit	Internal Marks	End Sem Exam (Theory Examination)	Total
SW-201	Civil Society & NGO Studies	5	30	70	100
SW-202	Social Group Work	5	30	70	100
SW-203	Social Work Research	5	30	70	100
SW-204	Social Work Practice with Communities	5	30	70	100
SW-205	Field Work Practicum-II	5	30	70	100
TOTAL		25	150	350	500

Third Semester

Semester Course Code	Course Title	Credit	Internal Marks	End Sem Exam (Theory Examination)	Total
SW-301	Social Defense and Correctional Service	5	30	70	100
SW-302	Tribal Culture, Development and Social Work	5	30	70	100
SW-303	Social Work Administration	5	30	70	100
SW-304	Industrial Social Work	5	30	70	100
SW-305	Elective-I (Group-A) Paper-A-Community Development Paper-B-Community Health & Social Work	5	30	70	100
TOTAL		25	150	350	500

Fourth Semester

Semester Course Code	Course Title	Credit	Internal Marks	End Sem Exam (Theory Examination)	Total
SW-401	Social Problem, Policy and Legislation	5	30	70	100
SW-402	Human Growth and Development	5	30	70	100
SW-403	Elective II (Group-B) Paper-A Family and Child Welfare Paper-B Counseling and Social Work	5	30	70	100
SW-404	Social Statistics	5	30	70	100
SW-405	Field Work and Dissertation	5	30	70	100
TOTAL		25	150	350	500
GRAND TOTAL		100	600	1400	2000

SEMESTER – I

SW-101: HISTORY, PHILOSOPHY AND FIELDS OF SOCIAL WORK

Course Objectives:

- To familiarise students to the core values and philosophy of the social work profession and enable them to imbibe these values into their professional self.
- To familiarise the student with Indian approaches to Nature, Human Relations and Well Being and their relevance in social work education.
- To acquaint students with the issues relating to Eurocentrism and global indigenous social work perspectives.

Course Contents:

Unit-I Basic Concepts of Social Work: Social Work, Concept & Objectives, Functions & Method of Social Work, Relation of Social Work with other Social Sciences such as Sociology, Economics, Psychology, Social Philosophy, Anthropology

Unit-II Evolution of Professional Social Work in India: Indian Religions and Social work Practice State and Social Work through ages till date, Contribution of Socio-religious Movements and Social Reformers, Missionaries, National Movement and Social Welfare, Rural Reconstruction Programmes, Professionalization of Social Work Practice in India

Unit-III Professional Social Work: Meaning, Process and History of Social Work, Social Welfare & Social Action, Social Security and Social Justice, Human Rights and Social Development.

Unit-IV Social Work Education: Social Movement, concept, types and implications, study of selected social movements, Welfare of the Physically and Mentally Handicapped, Social Defense, Medical and Psychological, Social Work and Community development.

Unit-V Social Work and Social Change: Planned development and social change, relationship between social change and social work, Role of the social workers in promoting social change, Social Movement, concept, types and implications, study of selected social movements.

Course Outcome:

- Familiarize with the core values and philosophy of social work profession'
- To enable the students to understand and differentiate social work and other related social sciences.
- To understand the context of emergence of social work as a profession.
- Understand the nature of social work practice in different settings.
- Understand the concept of human rights and Social Justice.

Prescribed Text Books:

1. Elizabeth A. Sehgal. et al. (2011). Professional Social Work. Jaipur: Rawat Publications.
2. Dubois, B. and Miley, K.K. (2005). Social Work: An Empowering Profession. London: Allyn and Bacon.

3. Hepworth, D. H., & Larsen, J. A. (2010). Direct Social Work Practice: Theory and Skills. California: Cengage Learning.
4. Johnson, Louise C., and Stephen J. Yanca. (2010). Social Work Practice: A Generalist Approach. Boston: Allyn & Bacon.
5. Sheafor, B. W., Horejsi, C. R., & Horejsi, G. A. (2011). Techniques and Guidelines for Social Work Practice. Boston: Allyn and Bacon.
6. Bogo, M. (2006). Social work practice: concepts, processes, and interviewing. Columbia: Columbia University Press.
7. Congress, E.P. (1998) – Social Work Values and Ethics, Chicago: Nelson – Hull Publishers.

Supplementary Books:

1. Planning Commission, GOI. (1987). Encyclopedia of Social Work in India. Delhi: Publications Division, Ministry of Information and Broadcasting.
2. Mizrahi, T., & Davis, L. E. (2008). The Encyclopedia of Social Work. Washington, DC: NASW Press.
3. Skidmore, et al. (1997). Introduction to Social Work. Boston: Allyn & Bacon.
4. Sheldon Brian, et al. (2010). A Textbook of Social Work. New Delhi: Rutledge Publications.
5. Charles H. Zastrow, Introduction to Social Work and Social Welfare: Empowering People, Cengage Learning.
6. Clock, G. & Asquith, S. (1985) – Social Work and Social Philosophy, London: Routledge & Kegan Paul.
7. Govt. of India: Encyclopedia of Social work in India.

SW-102: Indian Society and Culture

Course Objectives:

- Acquaint students with basic sociological concepts;
- Develop skills to analyse and understand Indian society;
- Enable students to understand polity in the Indian context;

Course Contents:

UNIT-I Introduction of society & Community in Social Work: Concept of Society-Meaning, types and characteristics - Individual and Society, Community – Rural, Urban and Tribal Communities, Concept of Associations, Social Groups and Man as a Social Animal with cultural help, Civil society, Indian Society: Composition of Indian Society, Unity in diversity

UNIT-II Social Stratification: Meaning and functions of Caste, Class and Race, Social Mobility, Concept and types of social mobility, Concept of Institutions, Types of Social Institutions, Marriage, Family, Education, Religion and its Functions, Socialization: Meaning, process of Socialization, Agencies of socialization, Society in Socio-Economic point: Socialism, Capitalism, Mixed Economy. Modernization and Globalization, Changing trends in these institutions and their impact on Indian Society

UNIT-III Concept of Culture: Culture and Society, Characteristics of Culture, Cultural Process, Acculturation, Cultural conflict, Cultural Lag, Cultural assimilation and integration, Concept, need, means of social control – formal and informal. Agencies of

social control: values, norms, folkways, customs, mores, law and fashion - Social Processes - Cooperation, Competition, Conflict, Accommodation, and Assimilation

UNIT-IV Social Change: Meaning, theories, factors, processes. Social change in India, Social Change due to Social Movement, Social Reforms in India, Social Work application of Social Change, Social movements – meaning, causes, types. Major Social movements in India, Peasant movement, Chipko Movement, Dalit movement, Women 's movement

UNIT-V Contemporary Social Issues: Rural Sociological Issues: Agrarian Crisis, Farmer Suicide – Substance Abuse, Migration – corruption – Poverty, Urbanization, Homelessness, Communalism

Course Outcome:

- To understand the basic sociological concepts and social formations
- To develop skills to analyze and understand Indian culture
- To enable the students to understand the concept of Indian social movement
- To apply sociological insight and approaches in social work practice

Prescribed Text Books:

1. Ritzer, G. (2011). Sociological Theory. New Delhi: Tata McGraw Hill.
2. Haralambos, M. & Holborn, M., (2008), Themes and Perspectives in Sociology. London: Harper Collins.
3. Johnson, H.M. (2007). Sociology: A Systematic Introduction. New Delhi: Allied Publishers.
4. Ahuja, Ram. (2001). Indian Social System. Jaipur: Rawat Publications.
5. Gupta, D. (1993). Social Stratification. Delhi: Oxford University Press.
6. Kapadia, K.M. (1958). Marriage and Family in India. New Delhi: Oxford University Press.
7. Madan, T.N. (2012). Religion in India. Delhi: Oxford University Press.
8. Uberoi, P. (1994). Family, Kinship and Marriage in India. New Delhi: Oxford University Press.
9. Shah, A.M. (1998). The Family in India: Critical Essays. New Delhi: Orient Longman.
10. Ahuja, R. (2007). Social Problems in India (Second Edition). Jaipur: Rawat Publications.
11. Madan G.R. (1967). Indian Social Problems. New Delhi: Allied Publishers.
12. Rao. S. (2015). Indian Social Problems: A Sociological Perspective. New Delhi: S. Chand Publications.
13. Basu, D.D. (2013). Introduction to the Constitution of India. Delhi: Lexisnexis.
14. The Constitution of India: Bare Act with Short Notes. (2011). Delhi: Universal.
15. Bhattacharya, M. & Chakravarty, B (eds). (1998). Governance Discourse. Delhi: OUP.
16. Sharma, P. (2004). E-governance: The New Age Governance. Delhi: APH Publishers.
17. Munshi, S. & Abraham, B.P (eds). (2004). Good Governance, Democratic Societies and Globalisation. Delhi: Sage Publishers.
18. Singh, S. & Sharma, P (eds). (2007). Decentralisation: Institutions and Politics in Rural India. Delhi: OUP.

19. Sachdeva, P. (2011). Local Government in India. Delhi: Pearson Publishers.

SW-103: Social Case Work

Course Objectives:

- Understand social casework as a method of social work practice.
- Develop the capacity to understand and accept the uniqueness of individuals and work towards strengthening the personality of clients by fostering the skills of self-help.
- Understand the process involved in social work in individualized situations.
- Develop self-awareness and skills in working with individual clients as well as family systems.

Course Contents:

Unit-I Basics of Case Work: Social Case Work: nature, assumptions, values and principles. Components of social case work: person, place, problem & Process. Phases of Case work- Intake, Study, Diagnosis, Treatment. History of social case work.

Unit-II Client Worker Relationship: Case work relationship, Need and importance of Relationship: nature and ways to establish, Psychoanalytical theory. Ego-functions and defense mechanisms. Concept of Human needs, stress, social role and adaptation.

Unit-III Process of Case Work: Process of social case work-study, assessment, goal formation, planning, treatment, Evolution, termination. Techniques of social case work: interviewing, support, encouragement, clarification, correcting, topical shift, logical reasoning, crisis intervention, and burnout. Transference and Countertransference and Their Use in Case Work. Supportive technique. Referral: its use in social case work. Recording: types and format

Unit-IV Models of Case Work: Models of social case Work practice: Problem solving, Psycho-social, Task oriented. Rational Emotive Therapy in social case-work

Unit-V Role of Social Worker: Discussion on the role of the case worker from their cords in school, family and marriage settings. Presentations and discussions on cases and practical questions.

Course Outcome:

- To understand social case work as a method of social work practice.
- To develop the capacity to understand and accept the uniqueness of individuals and work towards strengthening the personality of clients by fostering the skills of self-help.
- Understand the process involved in social work in individualized situations.
- Develop self-awareness and skills in working with individual clients as well as family systems.

Prescribed Text Books:

1. Hamilton, G. (1951). *Theory and Practice in Social Case Work*. New York: Colombia University Press.
2. Pearlman, H. H. (1957). *Social Case Work: A Problem-Solving Process*. Chicago: The University of Chicago Press.
3. Biestek, F. (1961). *The Case Work Relationship*. London: Loyola University Press.
4. Richmond, M. (1965). *Social Casework: A Problem-Solving Approach*. Chicago: The University of Chicago Press.
5. Robert, W. & Roberts H. N. (2000). *Theories of Social Case Work*. Chicago: University of Chicago Press.
6. Mathew, G. (1993). *An Introduction to Social Casework*. Mumbai: TATA Institute of Social Sciences.
7. Upadhyay, R.K. (2003). *Social Case Work: A Therapeutic Approach*. New Delhi: Rawat Publications.
8. Timms, N. (1972). *Recording in Social Work*. London: Routledge Publications.

SW-104: Indian Knowledge System

Course Objectives:

- To introduce the concept of Indian Knowledge Systems and their relevance to social work.
- Understand the historical development of the Indian Knowledge System, including its ancient roots and evolution over millennia.
- Recognize key periods, influential figures, and major texts that have shaped the Indian Knowledge System.
- Explain the various traditional Indian Knowledge systems relevant to social work, such as Ayurvedic, Vedic, and other cultural practices that influence social welfare and community support.
- Assess how Indian cultural, religious, and philosophical values impact social work practices and the delivery of social services in different communities.
- Identify ways to integrate traditional Indian methods and contemporary social work practices to create more holistic and effective interventions.
- Discuss ethical considerations and challenges in applying Indian knowledge systems within the context of modern social work.

Course Contents:

Unit-I Introduction to Indian Knowledge Systems and Indian Models of Social Welfare:

Definition and scope of Indian Knowledge Systems, The relationship between IKS and Social Work; Ashrams and Gurukul as traditional welfare institutions, Temple-based welfare activities and charity systems in Indian religions, Langar (community kitchens) in Sikhism as a model for hunger eradication

Unit-II Contribution of Indian Scholars and Social Work: Philosophy and Literature (Maharishi Vyas, Manu, Nagarjuna and Panini, Indian difference: Raja Rammohan Roy,

Swami Vivekananda, Aurobindo, Ramanujan, Bankimchandra, Swaraj: Radhaskrishnan, Lajpat Rai, Gandhi, Balagangadhar Tilak, Gandhi, Balagangadhar Tilak

Unit-III Introduction to the Vedas and Social Work: Social Work during Ancient Period: Rig Vedic Age, Meso Vedic Age, Later Vedic Age; Vedas and their Importance in Social Work; Women Education and Social Justice during Vedic Period, Ethics and Role of Ayurveda

Unit-IV Concept of Ancient Indian Social Work: Prehistoric Concepts of Dan (Charity), Dharm, Tyag, and Karm, Basic Ideas of social work in caste Division, Varna Byabastha, ideology behind social stratification; Brahmin, and shudras, social workers basic concepts of equity, education, and empowerment of society

Unit-V Social Work in Protection, preservation, conservation and management of Indian knowledge system: Concept and theories of social work for conservation, management of nature and bio-resources, contribution of Indian social scientists in conservation and management, Approaches and strategies to protection and conservation of Indian knowledge system

Suggested Reading:

1. Amish Tripathy: Ram – Scion of IKshvaku, 20 October 2022
2. Krishna Sharma, New Delhi: Bhakti and the bhakti movement: a new Munshiram Manoharlal perspective: a study in the history of ideas, 1987 publishers
3. Devaraj P.I: The Epics: Ramayana and Mahabharata
4. Roshen Dalal: Vedas, the: An Introduction to Hinduism's Sacred
5. Sharma & Krishna: Bhakti and the nhakti movement: a new perspective: a study in the history of ideas, New DELHI: mushiram manoharlal publishers
6. R.C.Majumdar , A.D. Pusalker , and K.K.Dasgupta (1951) publisher: Bharatiya Vidya Bhavan: The Vedic Age.
7. P.V. Kane (1941) publisher: Bhandarkar Oriental Research Institute: Social and Moral ideas in Mahabharata.
8. Romila Thapar (1978) Ancient Indian Social History Publisher: Orient Longman.

SW-105: Field Work Practicum I

FullMarks-100

In the Master of Social Work- (First Year) program, there are two components associated with Master of Social Work-105 and Master of Social Work-205. The first component focuses on the Field Work Manual, while the second component requires you to submit a comprehensive field work report. You are permitted to keep Section-1, but Section-2 must be submitted to the Study Centre via your Field Work Supervisor. The Coordinator at the Study Centre will forward this to Registrar, MSCBU, Sriram Chandra Vihar, Takatpur, Baripada, Odisha-03.

Objectives:

1. To help students appreciate the need for learning theory through Work and experience to communities and organization as a beginning professional.

2. To guide student in the application of theories and intellectual content taught in the courses in order to enable individuals' groups and communities to resolve problems in reels life situations collective efforts.
3. To enable students, develop professional self through integration of theory and practice and through continuing self-evaluation.
4. To help student appreciate the preventive problems, effecting change and empowering individuals, groups and communities.

Course of Contents: The concept of field in social work, fieldwork in Social Work and social sciences, understanding the field or social work practices setting and of individual group, and community problems there in, learning about different methods in baseline, prioritization of problems of individuals families groups and communities, indemnification and mobilization of resources ,networking with local groups and social services agencies, selection of situations where problems lie in the environment, use of professional role in terms of work load, goals, choice of method(s), planning of intervention and evaluation of its impact ,Citizen and community Participation in social work ,reflection on self-growth, application of theory ,and change in values ,attitudes and perspective identification with the profession ,process in intervention and outcome and reflective practice.	Date of Visit
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INTRODUCTION

Field Work is an integral part of professional social work education, during the first semester of the course, the students are exposed to real situations by blessing them in community setting in the slum Area. The Placement during the course is called concurrent Field work carry marks. During your first year in the Master of Social Work program, you will work with two fieldwork journals: SW-105 and SW-205. At your study center, you will be paired with a Field Work Supervisor (FWS), who will be a qualified social work professional, either a faculty member from the department of the university or a staff member from a non-governmental organization (NGO). The FWS will assist you in completing various aspects of your fieldwork journal, providing academic support, feedback, and commentary on your journal entries.

The activities for each academic year include agency visits, concurrent fieldwork, individual and group conferences, as well as self-assessment and evaluation. Throughout the first and second semesters, you are required to complete a total of 45 days of concurrent fieldwork (22

days in the first semester and 23 days in the second semester). Additionally, you will participate in a 30-day internship and a block placement in the first and second year, respectively. The primary aim is to understand the local context, maximize the benefits of your placement, and fulfill the minimum requirements specified in the fieldwork journal.

Distribution of Marks

Field Work Report : 50 Marks

Individual and Group Conference : 20 Marks

Seminar : 10 Marks

Viva Voce : 20 Marks

Total : 100 Marks

SEMESTER-II

SW-201: Civil Society and GO Studies

Course Objectives:

- Acquaint students with basic sociological concepts;
- Develop skills to analyse and understand Indian society;
- Enable students to understand polity in the Indian context;

Course Contents:

Unit-I Civil Society: Concept, Meaning, Social groups and Social Action, Changing concept of voluntary organization, Role of professional social worker in Voluntary Organization.

Unit-II Role of NGOs in Special Reformation: Formation of NGO under the Societies Registration Act, 1860, The Indian Trust Act 1882, The Companies Act 2013, Administration of NGO, Memorandum Bye law

Unit-III Project Management Cycle: Project Planning, Project Selection, Project Formulation and Implementation, Monitoring and Control, Staffing, Process of Formation of Organization, Organization Meeting, Management of Programmes, Leadership: Nature & types, Appraisal, Project Risk Management

Unit-IV NGO Management and social Work: Resources Mobilization, Funding agencies: Type & Patterns of funding, Fund Raising with Special reference to Foreign Regulation Act, Records, Records Problem of Organization, PRA (Participatory Rural Approaches)

Unit-V Rehabilitation Social Work: Role of Social Worker in Rehabilitation Social Work, Resettlement Issues and Role of Government agencies, Acts & Policies, Role of Government Agencies and NGOs in Rehabilitation, Resettlement and Community Development activities

Course Outcome:

- To understand the concept Civil Society
- To know about the voluntary organizations work
- To gain knowledge on Project and Planning
- To implement skills of fundraising applications

Prescribed Text Books:

1. Ritzer, G. (2011). Sociological Theory. New Delhi: Tata McGraw Hill.
2. Haralambos, M. & Holborn, M., (2008), Themes and Perspectives in Sociology. London: Harper Collins.
3. Johnson, H.M. (2007). Sociology: A Systematic Introduction. New Delhi: Allied Publishers
4. Ahuja, Ram. (2001). Indian Social System. Jaipur: Rawat Publications
5. Gupta, D. (1993). Social Stratification. Delhi: Oxford University Press.

6. Kapadia, K.M. (1958). Marriage and Family in India. New Delhi: Oxford University Press.
7. Madan, T.N. (2012). Religion in India. Delhi: Oxford University Press.
8. Uberoi, P. (1994). Family, Kinship and Marriage in India. New Delhi: Oxford University Press.
9. Shah, A.M. (1998). The Family in India: Critical Essays. New Delhi: Orient Longman.
10. Ahuja, R. (2007). Social Problems in India (Second Edition). Jaipur: Rawat Publications.
11. Madan G.R. (1967). Indian Social Problems. New Delhi: Allied Publishers.
12. Rao. S. (2015). Indian Social Problems: A Sociological Perspective. New Delhi: S. Chand Publications.
13. Basu, D.D. (2013). Introduction to the Constitution of India. Delhi: Lexisnexis.
14. The Constitution of India: Bare Act with Short Notes. (2011). Delhi: Universal.
15. Bhattacharya, M. & Chakravarty, B (eds). (1998). Governance Discourse. Delhi: OUP.
16. Sharma, P. (2004). E-governance: The New Age Governance. Delhi: APH Publishers.
17. Munshi, S. & Abraham, B.P (eds). (2004). Good Governance, Democratic Societies and Globalisation. Delhi: Sage Publishers.
18. Singh, S. & Sharma, P (eds). (2007). Decentralisation: Institutions and Politics in Rural India. Delhi: OUP.
19. Sachdeva, P. (2011). Local Government in India. Delhi: Pearson Publishers.

SW-202: Social Group Work

Course Objectives:

- Understand social group work as an instrument of change
- Understand relevance of group in different settings-

Course Contents:

Unit-I Social Group: Definition and characteristic of a group, Types of Groups and Objective, Scope and Functions of a Group, -Models of Social Group Work- Historical Development of Group Work, Principles of Group Work, Values, Significance of Group Work, Group Process: Bond, Acceptance, Isolation, Rejection, Sub-Group Formation, Withdrawal, Behavior Contagion, Conflict and Control.

Unit-II Social Groups and Development: Definition, Characteristics, Basic Human Needs met by the Group at Different Stages of Group Development, Group Work Process- Intake, Study, Diagnosis, Treatment and Evaluation. Limitation of social group work practice in India. Skills of Group Workers.

Unit-III Approaches to the Practices of Group Work: Group Therapy, Group Psychotherapy, Helping Techniques, Use of Home Visits and Collateral Contact. Leadership: Concepts, Definition, Characterizes, Functions, Qualities of Leader, Types and Theories of Leadership, Training of Leadership, Sociometry and Socio Gram-Group Work Supervision: Meaning, Purpose and Functions.

Unit-IV Group Work and Programming Planning: Meaning and Definition of

Programme, Principles and process of Programme planning and the place of Agency in Programme Planning, Programme Laboratory Values and Techniques: Games, Singing, Dancing, Dramatics, Streetplay, Puppetry, Group Discussions, Excursion, Psychodrama, Socio drama, Roleplay, and Brain Storming.

Unit-V Group Work Recording: Meaning Purpose, Principles, types of group work recording; Steps and Criteria for Good Group Work. Application of Group Work Methods in Different Settings: Community Settings, Medical and Psychiatric Setting, De-Addiction Centers, Correctional Institutions, Schools, Industries, Physically Handicapped and Aged Homes.

Course Outcome:

- To understand the concept Group work methods
- To understand the functions of the group utilities
- To apply the practice of group behaviors
- To apply group planning and applications
- To documentation the group records

Prescribed Text Books:

1. Trecker, H.B., (1972). Social Group Work: Principles and Practices. New York: Association Press.
2. Konopka, G. (1963). Social Group Work: A Helping Process. Englewood Cliffs: Prentice Hall.
3. Zastrow, C. (2010). Social Work with Groups. Jaipur, Rawat Publications.
4. Douglas, T. (1972). Group Processes in Social Work: A Theoretical Synthesis. Chichester: Johan Wiley & Sons.
5. Toseland, R.W. & Rivas, R. (1984). An Introduction to Group Work Practice. New York: MacMillian.
6. Siddiqui, H.Y. (2008). Group Work: Theories and Practices. Jaipur: Rawat Publications.
7. Balgopal, P.R. & Vassil, T.V. (1983). Groups in social work: An ecological perspective. New York: Macmillan Publishing Company.

Suggested Additional Readings:

1. Gravin, C. D., Lorraie M. G. (Eds.). (2007). A Handbook of Social Work with Groups. Jaipur: Rawat Publications.
2. Corey, G. (1997). Groups: Process and Practice. California: Brooks Publishing.

SW-203: Social Work Research

Course Objectives:

- Develop an understanding about the scientific approach to human inquiry.

- To develop ability to conceptualize, formulate and conduct simple research projects.
- To develop skills of using appropriate statistical tools and scientific report writing

Course Contents:

UNIT-I Social work Research and survey: Social Science as Science –Scientific application of research, meaning, characteristics, methods, Types of social work research, Scientific steps in research process, Survey Chart, Observation visit, Group Formation for Data Collection. House Numbering, Social Work Research necessity in India, Ethical Issues in social work research.

UNIT-II Research Design in field Work Survey: Research Plan, Pilot Study, Problem identification and formulation, general survey, Census method, characteristics of Census method, Problem Area, Role of Elites and Peers, Selection Social Leaders in Survey. Hypothesis. Kinds of Hypothesis.

UNIT-III Social Work & Participant observation: Observation, Role of Social Worker in Participant Observation, Non-Participant Observation, Universe, Necessity of Sampling, Sample Design, Sampling Error, Data Collection and Field Visit, Techniques of Data Collection, Psychological assessment of Respondents, Precautions.

UNIT-IV Statistical Measure of Data: Levels of measurements – nominal, ordinal, interval and ratio, Scaling – Likert, Quantitative and Qualitative Data, case record, primary data and secondary data, Coding, Master sheet and Questions preparation, Internet and Television as secondary data method, questionnaire, Ideal questionnaire, use of SPSS.

Unit-V Writing a research report: Social work research report content and formats, Literature Review and Literature Survey - Interpretation of results and discussion, Report writing, Survey Record Writing, Project Report Writing method

Course Outcome:

- To understand the need of survey method
- To learn the skills of bench line survey
- To develop the skills of observation methods
- To gain knowledge of participant observation in applications

Prescribed Text Books:

1. Kumar, R. (2011). Research Methodology: A step-by-step guide for Beginners. New Delhi: Sage Publications.
2. Krishnaswamy, O. R. (1993). Methodology for Research in Social Science. Bombay: Himalaya Publications.
3. Gupta S.P. (2011). Statistical Methods. Delhi: Sultan Chand and Sons.
4. Laldas, D. K. (2004). Practice of Social Research. Jaipur: Rawat.
5. Rubin, A. & Babbie, E. (2001) Research Methods for Social Work (4th Ed.). California: Wadsworth.

Suggested Additional Readings:

1. Bhandarkar, P.L., & Wilkinson, T. S. (2009). Methodology and Techniques of Social Research. Bombay: Himalaya.

2. Burns, R.B. (2000). Introduction to Research Methods. New Delhi: Sage Publications.

SW-204: Social Work Practice with Communities

Course Objectives:

- To develop an understanding of urban communities and their problems.
- To develop an understanding of rural communities and their problems.
- Develop a commitment to the rights of vulnerable groups in urban and rural communities.

Course Contents:

Unit-I: Community and Community Organization

Community: Concept, characteristics, types and functions. Understanding of community organization Practice: Definition, Values, ethics and principles; Community organization as a method of social work intervention, Role and skills of Community Organizer- Communication, Training, Consultation, Public relations, Resource mobilization, Liaison.

Unit-II: History of Community Organization:

Introduction, Philosophy of Community Organization, Historical development of community organization practice, Community Organization in UK and India, Gandhian Approach to Community Work.

Unit-III: Models and Strategies of Community Organization

Locality Development Model, Social Planning Model, Social Action Model, Approaches to community organization – General content, Specific content and Process objective, select methods of public Interest mobilization litigation, protests and demonstrations, Dealing With authorities, public relations, Planning, Monitoring, Evaluation–Roles in different model's attributes and attitude.

Unit-IV: Community Organization Practice in the Context of Various Setting:

Health, Education, Residential institutions, Livelihood and work, Natural resource management, Sustainable development, Working with tribal and Dalit Populations, In rural and Urban Communities, Displaced population and rehabilitation, Community Organization in disaster preparedness and response, Peace building and national integration.

Unit-V: Concept of advocacy as a tool, Strategy for advocacy:

Campaigning, Lobbying, Use of media and public opinion building in advocacy, Coalition and network building, Online Community and Networks. Efficacy of social media.

Course Outcome:

- To understand the concept of Community in Social Work
- To learn the applications of strategies and models
- To gain knowledge on social settings
- To learn the skill of social actions

Prescribed Text Books:

1. Nagpal. H. (1994). Modernization and Urbanisation in India. Jaipur: Rawat Publications.

2. Thudipara, J.H. (2007). Urban Community Development. Jaipur: Rawat Publications.
3. UN-Habitat. (2016). Urbanization and Development: Emerging Futures. Nairobi: UN-Habitat.
4. Laxmikanth, M. (2013). Indian Polity. New Delhi: McGraw Hill Education (India) Pvt. Limited.
5. Singh, K. (2009). Rural Development: Principles, Policies and Management. Delhi: Sage Publications.
6. Chambers, R. (2013). Rural Development: Putting the Last First. London: Routledge.

SW-205: Field Work Practicum 1I

SEMESTER-III

SW-301: Social Defense and Correctional Services

Course Objective:

- Develop understanding of the concept and philosophy of social defense and correctional Services
- Develop practice skills in prevention, correction and rehabilitation work in social defense Understand the philosophy, approaches and relevance of community-based programmes in social defense.

Course Contents:

Unit-I Social Defense: Philosophy, Concept & it's historical development services, Crime & its consequence, Criminal justice: System, process and perspective, social defense legislation, Programmes in India.

Unit-II Legal Provision and Social Defense: Introduction to Indian Penal Code (IPC), Prison Act, Juvenile Justice Act, Beggary Act, Child Labor Act, Immoral Traffic Prevention Act (ITPA) and Programmes in India.

Unit-III Institution & Non-Institutional Correctional Service: Concept and types of Correctional Services, Prison, remand Homes, Observation homes, Special schools, Beggar homes, Deaddiction centers, Probation, adoption, foster care, sponsorship, child guidance, Family counseling, Crisis intervention centers, Neighborhood and self-help Group.

Unit-IV Concept of Crime: Concept of Crime, Classification of Crime, Concept and Classification of Criminal, Criminology, Nature and Problems of Crime, Theories of Crime, Punishment and its theories.

Unit-V Role of social worker and judiciary and police: Role of social work in Institutional, non-institutional services Programmes, Voluntary organizations and community participation in crime prevention, Need for coordinated holistic approach to crime prevention and promotion of peace.

Course Outcome:

- To understand the concept social defense
- To understand the need of correctional behavioral need
- To gain knowledge of insights of criminal behavior
- To understand the social workers role and work

Prescribed Text Books:

1. Valier, C, (2001) Theories of Crime and Punishment. Essex: Longman
2. Bhattacharya, SK (2003) Social Defence: An Indian Perspective New Delhi: Regency Publications
3. Chakrabarti, NK (1999) Institutional Corrections in the Administration of Criminal Justice New Delhi: Deep & Deep Publications

4. Kumari, V (2004) Juvenile Justice in India: From Welfare to Rights New Delhi: Oxford University Press
5. Devasia, VV (1992) Criminology, Victimology and Corrections New Delhi: Ashish Publishing House
6. Ahuja, R (2008) Criminology Jaipur: Rawat Publications

Suggested Additional Readings:

1. Tandon, SL (1990) Probation: A New Perspective New Delhi: Reliance Publishing
2. Williamson, T (2008) Handbook of Criminal Investigation Jaipur: Rawat Publications

SW-302: Tribal Culture, Development & Social Work

Objectives:

- To tune Social Work Practice to the values and dispositions related to the social background of the client and the behavior of the larger social system
- To work towards social justice and human liberation.

Course Contents:

UNIT-I Social Work and Tribal Group: Tribal and Geographical positions in Odisha and India, Socio-economic conditions of Tribes, Tribal as Group in Social Work practices, Cultural specifications, importance of tribal culture, their art, crafts and livelihood, Economy.

UNIT-II Major Tribes in Odisha, Nomadic Tribes and Denotified Tribes (DNTs), Socio-Cultural Importance, Tribal Economy, Role of Tribal's in Odisha, Contribution of Tribal Activists: Birsha Munda, Sidhu-Kanhu, Tribal Development: Migration, Deforestation and Tribal Rehabilitation, Industrialization and impacts on Tribal's Community, Extinction of Tribal Society.

UNIT-III Modern Strategy of Tribal Development: ITDA, Tribal Sub-Plan, Initiatives, Incentives for Tribal Development, Modernization and change of Tribal Socio-Economic life, Tribal Problems: Illiteracy, economic hazards, Health problem, Cultural in datedness, Displacement, Rehabilitation, Economic Assistances & Health Assistance to Pregnant Tribal Women.

UNIT-IV Tribal Development Problems of Tribal area, Road Construction, National Support to Tribal Children, Livelihood Support for Tribal Family, Indira Awas Yojana, Women Literacy, Kanyashram, Balika Samrudhi Yojana, Educational Developments: Post Matric Scholarships, Positive Reservation for Tribal youths, Modern India and Tribal Development. Role of Social Worker in Tribal Developments, Tribal Welfare Programs in India, Developmental Schemes for Scheduled Tribes.

UNIT-V Ministry of Tribal Affairs, National Commission for Scheduled Tribes, Panchayat Raj Extension of Schedule Areas (PESA) Act, 1996, Status of Dalit and tribal women and development, The Protection of Civil Rights (PCR) Act 1955.

Course Outcome:

- To understand the concept Tribes as special community
- To understand various social issues on Tribe
- To understand the Tribal economy from social work point of view
- To learn the skills of Tribal development in social work way

Reading List:

1. Denove. W and Schlesinger E.G, (1999) Ethnic-Sensitive Social Work Practice.
2. Yil. David. G, (1998), Confronting Injustice and Oppression.
3. Thorat S.K. and Newman Kathernic S., (2010) Blocked by Caste: Economic Discrimination and Social Exclusion in Modern India.
4. Constitution of India
5. Website of Ministry of Social Justice and Empowerment, Government of India.
6. Munshi. Indra, (2007) Adivasi Life Stories: Contexts, Constraints, Choices, Rawat Publication.
7. Jain, P.C. 1991. Social Movements among Tribals, New Delhi: Rawat Publications.
8. Singh K.S. (ed.). Tribal Movements in India, Vol. I & II;
9. Singh, J.P. & Vyas. M.N. Tribal Development: Past Efforts and New Challenges.
10. Virginius Xaxa (2003), "Tribes in India," The Oxford India Companion to Sociology and Social Anthropology, (Ed) Veena Das, New Delhi: Oxford University Press,
11. Baviskar, Amita. 1997. "Tribal Politics and the Discourses of Environmentalism," Contributions to Indian Sociology, Volume 31, Number 2.
12. Abbi, Anvita. 2012. Chapter 13, "Declining Adivasi Knowledge Systems and Killing of Linguistic Diversity," Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis In India, (Editors) Dev Nathan and Virginius Xaxa, Oxford University Press, 2012.
13. Jean Dreze, Meera Samson and Satyajit Singh. 1997. Chapter 2, "Resettlement Politics and Tribal Interests," Dam and the Nation: Displacement and Resettlement in the Narmada Valley. New Delhi: Oxford University Press.
14. Dev, Nathan. 2012. Chapter 17, "Displacement and Reconstruction of Livelihoods," and Chapter 18, "Community Representatives" Views on Development Processes," Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India, (Editors) Dev Nathan and Virginius Xaxa, Oxford University Press, 2012.
15. Xaxa, Virginius. 2008 "Protective Discrimination: Why the Scheduled Tribes Lag Behind the Scheduled Castes," State, Society and Tribes, New Delhi: Pearson Education.

SW-303: Social Work Administration

Course Objective:

- To acquire knowledge and skills to participate in the administrative process.
- To develop the ability to analyse the process as applied in specific settings.
- To understand the need of welfare administration to the profession and the public.

Course Contents:

UNIT-I Concept of administration: Social work administration and management, Basic meaning and distinction between concepts of Welfare administration, Social Administration, Public administration and Business administration. Indian Constitution:

Fundamental rights and duties; Directive Principles of State Policy; Welfare State; History of Social Welfare in India; Models of Social Policy; Relevance of Social Policy to Social Work Practice.

Unit-II Project life Cycle: Planning, Organizing, Staffing, Directing, Budgeting and controlling.

Unit-III Social Welfare Administration: Philosophy of Social Welfare Administration, Social Welfare Administration at Central and state level (Odisha), Evolution of Social Philosophy, Social Welfare Administration

Unit-IV Voluntary Agencies, Fund Raising, Public Relations, Problems of Voluntary Agencies, Administrative Structure; General Body, Executive Committee/ Board of Management/Directors, Secretary. Leadership, Project formulation, implementation, monitoring and evaluation

Unit-V Administrative Processes: POSDCORB. Mobilization of financial resources; Foreign Contribution Regulation Act- 1976. Exemption from Income tax; Administrative skills: Writing reports, letters and minutes of meetings. Project formulation, implementation, monitoring and evaluation. Cooperative Societies Act 1912.

Course Outcome:

- To understand the concept of Administration
- To learn the skills of administration in applications
- To learn the methods of fundraising for social welfare
- To understand the organizational portfolios and their work

Prescribed Text Books:

1. Goel, S.L. (2010). Social Welfare Administration. New Delhi: Deep & Deep Publications.
2. Kaushik, A. (2013). Welfare and Development Administration in India. Delhi: Global Vision Publishing.
3. Devi, R., & Ravi, P. (1998). Social Work and Social Welfare Administration: Methods and Practices, Vol. I. Jaipur: Mangal Deep Publications.
4. Skidmore, Rex A. (1983). Social Welfare Administration: Dynamic Management and Human Relations. London: Prentice Hall Inc.
5. Sachdeva, D.R. (2013). Social Welfare Administration in India. New Delhi: Kitab Mahal.
6. Verma, R.B.S. (2014). Introduction to Social Welfare Administration. New Delhi: Shipra Publications.
7. Chowdhry, D.P. (1983). Social Welfare in India. Delhi: Atma Ram & Sons.
- Dubey, S.N. (1967). Administration of Social Welfare Programmes in India. Bombay: Somaiya Publications.

SW-304: Industrial Social Work

Course Objectives:

- Understand the concept of labour and labour welfare
- Understand the applicability of various statutory and non-statutory measures related to labour welfare
- Understand the concept, approaches and actors of industrial relations

Course Contents:

UNIT-I Industrial Social Work—Concept, growth and practice, Occupational social work-employees assistance programmes, problems of occupations, health and environment pollution. Welfare and Social Security programmes as a major concern for social work intervention, the Community Development Project by Industrial Organization.

UNIT-II Skills for an effective manager—Development subordinates, communication, leaderships, team building, counseling, Application of Social Work methods in task performance of Welfare or Human Resource, Manager.

UNIT-III Health in Industry, Industrial hygiene—occupational disease, their treatment and prevention, safety administration, Industrial accidents, cause and prevention, safety administration. Industrial Accident, Causes and Prevention, Agencies of Labour Welfare Management, Union and State Level Welfare Officer Status and Function.

UNIT-IV The employees state Insurance Act-1948. The Employees Provident Act-1952. The Payment of Gratuity Act 1972. The Payment of Wages Act. 1936, The Minimum wages Act, 1948, The payment of Bonus Act, 1965. Emerging trends of Social Work Practice Organization, Social Work for interpersonal development need of the Employees, problems and changing role.

UNIT-V Human Resource Development: Identification of Training needs HRD - concepts, Need and objectives, HRD Instruments and their implementation - HRD for workers, Rationale, Training, counselling, Mechanism - Functions of HRD Department.

Course Outcome:

This paper introduced Industrial Practice of Counseling. The units are designed that a social worker is similar to a Manager of an organization. The units are empowering the social worker how to develop cordial relationships with the managers. The safety administration of Health trained the students on industrial hygiene, occupational diseases their precautions and medical responsibilities. The social work is empowered by its laws maintain Industrial hygiene. The social work students learn how organization works and for this learning, students referred various labor welfare laws in these units.

Prescribed Text Books:

1. Ramaswamy, EA & Uma R (1981) Industry and Labour: An Introduction New Delhi: Oxford University Press
2. Sarma, AM (2005) Aspects of Labour Welfare and Social Security New Delhi: Himalaya Publishing House
3. Desai, MM, & Dole, V (1979) Industrial Social Work Mumbai: Tata Institute of Social Sciences
4. Moorthy, MV (1981) Principles of Labour Welfare New Delhi: IBH Publications
5. Padhi PK (2012) Labour and Industrial Laws New Delhi: PHI Learning

Suggested Additional Readings:

1. Bhatia SK (1980) Personnel Management and Industrial Relations New Delhi: Deep and Deep Publications.

SW-305: Community Development

Course Objectives:

- To Develop commitment to the rights of vulnerable groups in community development
- To develop understanding of urban communities and their problems
- To develop understanding of rural communities and their problems

Course Contents:

UNIT-I Community development, Definition, Historical Back ground Before and after Independence. The concept and characteristic of rural and urban community development. Nature, scope and approaches of community development. Voluntary organizations and its role in community development.

UNIT-II Nature of rural economy, society and polity the Indian rural problem-nature assumption philosophy, Methods and programme of community development and NES. Role of Panchayatiraj in Community Development. Area Project Planning for Integrated development, Communication in Rural India.

UNIT-III Community in rural area. Concepts of democratic decentralization and empowerment, Panchayati Raj System in India. Growth of slums, causes and consequences, preprogram for Slumim provement, programmes based on target-group-oriented.

UNIT-IV Nature of urban society: Economy and polity, the growth of cities, Role of cooperative in India. Role of Social Worker in Social change in rural and urban areas. Role of Social Worker in Social change in rural and urban area.

UNIT-V Community development in Different Settings: Community work with Different Settings- Children, Women, Aged and Youth, Essential features of National Youth Policy of India (2014) - Factors promoting and hindering youth engagement in the Community. Involvement of youth in National Youth Programmes: NCC, NSS, NYKS.

Course Outcome:

- To understand the concept of Development in social work applications
- To understand the rural economy and the planning for development
- To gain knowledge about the democratic decentralizations
- To understand the concept of urban economy

Prescribed Text Books:

1. Nagpal. H. (1994). Modernization and Urbanisation in India. Jaipur: Rawat Publications.
2. Thudipara, J.H. (2007). Urban Community Development. Jaipur: Rawat Publications.

3. UN-Habitat. (2016). Urbanization and Development: Emerging Futures. Nairobi: UN-Habitat.
4. Laxmikanth, M. (2013). Indian Polity. New Delhi: McGraw Hill Education (India) Pvt. Limited.
5. Singh, K. (2009). Rural Development: Principles, Policies and Management. Delhi: Sage Publications
6. Chambers, R. (2013). Rural Development: Putting the Last First. London: Routledge.

SEMESTER – IV

SW-401: SOCIAL PROBLEM, POLICY AND LEGISLATION

Course Outcome:

- To understand the social issues of the community
- To understand the term social legislation in need
- To gain knowledge on various Acts
- To develop the skills of applying laws

Course Contents:

UNIT-I Social Problem: Concept and meaning, Problem of population, factors causing population explosion, Problem of illiteracy, Unemployment, Problem of Poverty, Untouchability.

UNIT-II Social Legislation: Legislation regarding children, the Juvenile Justice (Care and Protection) Act, 2000, the Amendment of Juvenile Justice (Care and Protection) Act, 2006, Right to Information Act, 2005, the Dowry Prohibition Act, 1961, the Protection of Civil Rights Act, 1955

UNIT-III Legislation for STs: The Prevention of Atrocities (SCs and STs) Act, 1989, National Rural Employment Guarantee Act, 2006, Public Interest Litigation, Lok Adalats, Indian Penal Code

UNIT-IV Special Act: The Special Marriage Act 1955, Dowry Prohibition Act 1961, The Maternity Benefit Act, 1961, Adoption and Maintenance Act 1956,

UNIT-V Corporate Act: Factories Act, 1948, Payment of Wages Act, 1936, Child Labour Abolition and Regulation Act, 1986. Bonded Labour Abolition Act 1976.

Prescribed Text Books:

1. Alcock, P. May, M., & Wright, S. (2012). The Student's Companion to Social Policy. UK: John Wiley & Sons Ltd.
2. Black, J.K. (1991). Development in Theory and Practice: Bridging the Gap. Boulder: Westview Press.
3. Harrison, D. (1988). The Sociology of Modernization and Development. London: Routledge.
4. Todero, M.P. & Smith, S.C. (2015). Economic Development. Delhi: Pearson. Midgley, J. (1999). Social Development. New Delhi: Sage.

SW-402: Human Growth and Development

Course Objectives:

- Understand the concepts and theories of psychology
- Understand the concept of mental health
- Understand the nature and development of human behaviour in a socio-cultural context

Course Contents:

UNIT-I: Nature and Scope of Psychology: Meaning and definition of psychology, Schools of psychology: Structural, Functional and Behaviorist, Importance of psychology in social work practice, Factors Influencing Human Behavior-Heredity, Environment and Self.

UNIT-II: Human growth and development: Meaning and principles; Social, Emotional, Cognitive and Physical Stages in Life Span approach from Conception to Old Age: characteristics, needs, tasks and problems at each stage.

UNIT-III: Personality: Meaning of personality, Theories of personality: Trait and Type theories; important Concepts of the contributions of Freud, Jung, Adler, Maslow and Erickson: factors Influencing personality Development Psychological Processes in Behavior: Perception, Emotion, Motivation, Attitude; Processes of Adjustment: Concept and Factors; Coping Mechanism, Defense Mechanism.

UNIT-IV: Theories of Human Development: Psychoanalytic theory: Psycho-sexual theory by Freud, Psycho-social theory by Erickson. Behavioral theory: Classical conditioning by IP Pallor, Operant Humanistic theory: Abraham Maslow and Carl Rogers, Alfred Adler. Cognitive theory: Jean Piaget's theory.

UNIT-V: Health concept of physical health. Communicable and social diseases STD. AIDS. Nutrition and Malnutrition. Measures to promote physical health.

Course Outcome:

- To understand the concept Growth and various stages
- To understand the psychological changes according to the growth
- To understand the theories of personality

Prescribed Text Books:

1. Baron, A. Robert and Byrne, D. (2010). Social Psychology. New Delhi: Pearson Publications.
2. Morgan, C.T and King, R.A. (2007). Introduction to Psychology (7th Edition). New Delhi: Tata McGraw Hill.
3. Baron, A. Robert, (2001). Psychology. New Delhi: Pearson Publications.
4. Hayes, N. (1994). Foundations of Psychology: An Introductory Text. London: Rutledge.
5. Hurlock, E.A. (1994). Developmental Psychology-Lifespan Approach. New Delhi: Tata McGraw Hill.
6. Baron, R.A. & Byrne, D. (1998). Social Psychology (8th Edition). New Delhi: Prentice Hall.

Suggested Additional Readings:

1. Park, K. (2010). Textbook of Preventive and Social Medicine, Jabalpur: Banarsidas Bhanot Publishers.
2. Page, J.D. (2010). Abnormal Psychology. New Delhi: Tata McGraw Hill.
3. Beckett, C. (2002). Human Growth and Development. New Delhi: Sage Publication.

SW-403: Counselling and Social Work

Course Objectives:

- To develop a holistic understanding of counseling as a tool for help
- To acquire knowledge of various approaches, their theoretical under-pinning for goals, values, process and techniques
- To develop skills of application to real life situations

Course Contents:

UNIT–I Counseling in social work: Counseling as a method of helping, counseling in social work, Common and differential factors of counseling and psychotherapy, evaluation of counseling as a field of practice. Scope of counseling and various fields of social work and for social development.

UNIT–II Counseling as a Profession: Counselor as a professional–personality, coping awareness, gender, values, born out, self-renewable, etc, Client as a person-Voluntary and Non-Voluntary, expectations, communication etc. Socio-cultural aspects of counseling practice. Counseling in Indian practice.

UNIT–III Approaches and theories of counseling and techniques: Approaches and theories of counseling and techniques: Approaches and theories of counseling psychoanalysis, client - centered existential, rational - emotive, cognitive and behavioral, multi model approach to counseling. Techniques initiating, contact, intake, report, establishing structure, interaction, listening observation and responding.

UNIT–IV Goals of Counseling; Short and long term, direct and indirect, process and goal, characteristic of holistic counseling–Remedial ameliorative, preventive and developmental. Role of counselor GO, NGO. At different setting. Indigenous approaches of counseling: Yoga, Meditation in the context of Indian value.

UNIT-V Stages of Counselling: Getting Started, Introductory Talk, Identifying the Issues, Facilitating Expression of Feelings, Practical plan of Action, Implementing the plan and Evaluation and Termination. Transference & Counter Transference, Do's and Don'ts in Counselling.

Course Outcome:

- To understand the concept Counseling
- To learn the skills of counseling's in the oretical applications
- To gain knowledge about the different terms of counseling

Reading List:

1. Shestroin Everlett, Brammer M. Lawrence: The dynamics of counseling process.
2. Tpbbert, E.L. Introduction to counseling
3. Colin Fertham, Controversies in psychotherapy and counseling, Sage publications, New Delhi, 1999.

4. Fullmer, D.W. & Bernard H.W: Counseling content and process
5. Harms E & Schreiber: Handbook of counseling Techniques
6. Kennedt. E: On becoming a counselor – A basic Guides for non-professional counselors, Macmillan, New Delhi.
7. Capuzzi, David & Douglas, R. Gross Counselling & Psychotherapy: Theories & Interventions. Merrill Prentice Hall, Ohio, US (2003)
8. Dave Mearns & Brian Thorne Person centred counselling in action Sage Publication. New Delhi (1988)
9. Gerard Egan. The Skilled Helper: Model, Skills & Methods for Effective Helping (2nd Ed.).
10. Gibson, Robert L. Mitchell, Marianne H. Introduction to Counselling & Guidance (6th Ed.) Prentice Hall of India Pvt. Ltd. N. Delhi. (2005)
11. Les Parrott III Counseling & Psychology (2nd Ed.). Thomson Brooks/Cole. US, UK (2003)
12. Patterson C.H. Theories of Counselling & Psychotherapy. Harper & Row Pub. New York (1986)
13. Samuel, T. Glading, Merrill Counselling: A Comprehensive Profession (4th Ed.) an imprint of Prentice Hall, Ohio US (2000)

SW-404: Social Statistics

Objectives:

- To develop an understanding of the foundations of social research
- To develop the ability to conceptualise, formulate and conduct research studies.
- To develop skills in using appropriate statistical tools and scientific report writing.

Course Contents:

UNIT–I Introduction to Statistics: Meaning, definition, Importance, method, scope and limitations-levels, Importance of Primary and Secondary sources of Data: Quantitative and Qualitative data, Plan and case importance of case records etc, Personal documentation, records and communication data.

UNIT–II Method, Tools & Techniques: Problems with the use of secondary data, Method and tools of data collection. – Field observation and various interview methods, interview skills, use of sociometry scales and editing, coding, classification of data, Data Presenting, need of Tables (Key), and data analysis, frequency distribution tabular way, diagrammatic and representation of data in pie and use of Chi presentation, Need of coloring data scales.

UNIT–III Concept of Technique of Data representation: Concept of average, arithmetic means, mode, advantages and limitation, Diversion - quartile deviation, standard deviation, variance, relative limitations, Evaluation: meaning and types, coefficient or correlation, Methods of coefficient and contingency.

UNIT–IV Index number: Index number, Meaning and definition, Types and methods, Times series, Meaning and elements, Hypothesis formation, need of hypothesis, Data analyze is and interpretation, content of research, Report writing skills, Summary writing, Need of attachment of questionnaire.

UNIT–V Statistics –Its use and limitations in social work research, Chi-Square Test, T-Test. Tabular, Diagrammatic and Graphic presentation of data. Various statistical software is used in social science research.

Course Outcome:

- To understand the need of social statistics methods
- To learn the applications of statistics in social work applications

Prescribed Text Books:

1. Kumar, R. (2011). Research Methodology: A step-by-step guide for Beginners. New Delhi: Sage Publications.
2. Krishnaswamy, O. R. (1993). Methodology for Research in Social Science. Bombay: Himalaya Publications.
3. Gupta S.P. (2011). Statistical Methods. Delhi: Sultan Chand and Sons.
4. Laldas, D. K. (2004). Practice of Social Research. Jaipur: Rawat.
5. Rubin, A. & Babbie, E. (2001) Research Methods for Social Work (4th Ed.). California: Wadsworth.

Suggested Additional Readings:

1. Bhandarkar, P.L., & Wilkinson, T. S. (2009). Methodology and Techniques of Social Research. Bombay: Himalaya.
2. Burns, R.B. (2000). Introduction to Research Methods. New Delhi: Sage Publications.

SW-405: Field Work and Dissertation

Course Objective:

- To provide real-life experience in a job situation
- To understand the organization culture and administration
- Acquire capacity building and competence for potential employment opportunities

The student has to prepare and submit a dissertation under the guidance of a faculty. The student should exhibit the ability to review relevant literature, formulate a research question, choose an appropriate methodology, develop data collection tools, analyze and interpret data and prepare the research report. The length of the dissertation, excluding contents and Bibliography, should not exceed ten thousand words.

Assessment: Mark carries on the Field Abilities of the students through Field Work Reports, Rural Camps, and Dissertations, with an internal and external assessment conducted by the Department.

Distribution of Marks

Field Work Report:	20Marks
Individual and Group Conference:	20Marks
Seminar:	10Marks
Viva voce:	50Marks
Total	100 Marks

MA SANTALI

PROGRAM STRUCTURE

SEM	PAPER CODE	PAPER NAME	CREDIT	FULL MARK	INTERNAL ASSESSMENT	END SEM EXAM
I	SNT-101	Oral and Written Tradition	5	100	30	70
	SNT-102	Religion(Dharmiya sahitya)	5	100	30	70
	SNT-103	Essay (Gadya sahitya)	5	100	30	70
	SNT-104	Epic (Kabya Sahitya)	5	100	30	70
	SNT-105	Indian Knowledge System	5	100	30	70
	TOTAL		25	500	150	350
II	SNT-201	Ancient literature	5	100	30	70
	SNT-202	Fiction	5	100	30	70
	SNT-203	Essay (Probandha Sahitya)	5	100	30	70
	SNT-204	Drama & One act play	5	100	30	70
	SNT-205	Linguistics	5	100	30	70
	TOTAL		25	500	150	350
III	SNT-301	Ancient Poetry	5	100	30	70
	SNT-302	Short story & Novel	5	100	30	70
	SNT-303	Religion	5	100	30	70
	SNT-304	Linguistics	5	100	30	70
	SNT-305	Criticism and Journals	5	100	30	70
	TOTAL		25	500	150	350

IV	SNT-401	Village Organization	5	100	30	70
	SNT-402	Research Methodology	5	100	30	70
	SNT-403	Religion	5	100	30	70
	SNT-404	Linguistics	5	100	30	70
	SNT-405	Dissertation/ project Work	5	100	30	70
	TOTAL		25	500	150	350
GRAND TOTAL			100	2000	600	1400

SEMESTER – I

Course Outcome – උඩළුනු උනුනුනු සැලකිලි නිසානු පැවතීමට දුනු යුතු (එනි උපුනු,නිනු දුනු නිනුනු) උනුනු-නිනු යනු උනු නිනුනු නිනු ගැනුනු. නිනු නිනු (එනිනු පුනුනුනු. නිනු නිනුනු යනු.උනු (එනුනුනුනු නිනු උනු නිනු.උනුනු උනු පුනුනු පුනුනුනු සැ (එනු.නිනු නිනුනු නිනු නු නිනු.උනුනු නිනුනු නිනු (එනුනු උනුනුනුනු පැවතීම නිනුනු නිනු (එනුනු නිනු උනුනු දුනුනුනුනු නිනු (එනුනු උනුනුනුනු නිනු පුනුනු පුනුනුනු නිනු පුනුනු. නිනු පුනුනුනු උනුනු, දුනුනු උනුනු, (එනුනු) උනුනු, (එනුනු) උනුනු, (එනුනු) (එනුනු) ගැනු නිනුනු (එනුනුනු) නිනුනු (එනුනු) නිනුනුනු නිනු දුනුනු දුනුනු නිනු උනුනුනු උනුනු, යනු උනුනු නිනු සැලකිලි උනුනු උනුනුනු නිනු උනුනු පුනුනු. නිනු (එනුනුනු) නිනු උනුනු දුනුනු දුනු උනුනු සැලකිලි නිනුනු දුනු | උනුනුනු උනුනු (එනු) යනුනු පැවතීම - පැවතීම (එනුනු) සැනුනු දුනුනු නුනුනු |

SNT – 1: සමන නිනු නිනු උනුනුනු - (Oral and Written Tradition)

Block-I

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Block-II

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Block-III

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Block-IV

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Block-V

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SNT- 105: ᐅᐅ.ᐃᐅᐱ ᐅᐅᐱᐅᐅ - (Linguistics)

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Block -I

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Block - II

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Block - III

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Block - IV

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Block - V

උතුරු , නිරිත , නැගෙනහිර , නැගෙනහිර , නැගෙනහිර , නැගෙනහිර

Reference

- **බව්‍යය - ප්‍රතිපත්ති බව්‍යයන්ගේ ප්‍රධාන**
- **බව්‍ය උත්පාදන -** ආ. ප්‍රතිපාදන (විකල්ප) නව ප්‍රතිපාදන බව්‍යයන්
- **බව්‍ය බව්‍ය නව උත්පාදන බව්‍යයන් -** උත්පාදන බව්‍යයන්
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SEMESTER – II

SNT-201 – ԷժԵՆԱԶԳ ԶՈՉԱԾՈՒԹՅՈՒՆ (Ancient Literature)

[illegible]

[illegible][illegible]

Block - I

[illegible]

Block -II

[illegible]

Block - III

[illegible][illegible]

Block -IV

[illegible]

Block - V

හ(ආඥා. උනවැදිලි , උනවැදිලි දුනිල , ආවැදිලි දුනිල , ආවැදිලි දුනිල , ආවැදිලි දුනිල , ආවැදිලි දුනිල

Reference:

- ඒකාබද්ධ ඒකාබද්ධ බැංකු සංවිධාන සංවිධාන - ආ. සංවිධාන සංවිධාන සංවිධාන
- සංවිධාන සංවිධාන සංවිධාන සංවිධාන - සංවිධාන සංවිධාන සංවිධාන
- සංවිධාන සංවිධාන සංවිධාන සංවිධාන - සංවිධාන සංවිධාන සංවිධාන
- සංවිධාන සංවිධාන සංවිධාන සංවිධාන - සංවිධාන සංවිධාන සංවිධාන

SNT-202: ඉන්ජිනේරු නිල පරීක්ෂකවරුන්ගේ සහතිකය

Course outcome- උඩමනු හිමිවන ශ්‍රී ලංකා ආර්ථිකය. එහි නීති ප්‍රවණතා උපදෙස් එහි අනුප්පාදනවලින්. | භෞතික ගුණාත්මක උපදෙස් නිකුත් කිරීමේදී එහි ගුණාත්මක උපදෙස්වලින්. | සැකයන් එහි

[illegible]

Block - I

ලෝඥායුත උනන්දුවක් සහතිකයක් ලෙසට ප්‍රකාශයක් සහතිකයක්

Block - II

ԵՄ.ՈԸԴ ԵՅ - ԿՅ.ԸԿԴ , ԿՅԲԵԶ , ԵՅԼՕՅԹ , ԸՁՅՆՆԵԵ

Block - III

අනු.උප අනු.07 - ප්‍රවේශයෙන් පැමිණිලි කළ යුතුය

Block - IV

3.05 ව්‍යාප්ත - ආවේණික ආකෘති

Block - V

ප්‍රයෝජනවත් නිවැරදි - අනුබන්ධයේ ප්‍රකාශන

Reference:

- උන්දෙන්නන්ගේ ප්‍රතිචාරය - ඔවුන්ගේම ප්‍රතිචාරයක් ලෙසින් දක්වනු ලබයි
- උන්දෙන්නන්ගේ ප්‍රතිචාරය - ඔවුන්ගේම ප්‍රතිචාරයක් ලෙසින් දක්වනු ලබයි

SNT- 203: ඉලෙක්ට්‍රොනික්ස් - (Essay)

[illegible]

Block - I

[illegible]

Block -II

විද්‍යා පිළිබඳව - විද්‍යා පිළිබඳව විද්‍යා පිළිබඳව විද්‍යා පිළිබඳව විද්‍යා පිළිබඳව

SNT- 303:ඉගෙනීම - (Religion)

[illegible]

Block –I

ඉංග්‍රීසි බසට පරිවර්තනය කළේ : ආචාර්ය ඩී. ආර්. ආර්චන්ගල්

Block –II

[illegible]

Block –III

[illegible]

Block –IV

[illegible]

Block –V

កង្វះការ ល្បង ធ្វើ , ការងារ ទូទៅ នឹង ឆ្លង កាត់ , ការងារ ទូទៅ បន្តបន្ទាប់

Reference

- උන්ධෙති ඉසිව්වට - බන්ධනාගාර ධනා
- බන්ධනාගාර ධනා ඉසිව්වට ධනා - බන්ධනාගාර ධනා
- බන්ධනාගාර ධනා ඉසිව්වට බන්ධනාගාර ධනා - බන්ධනාගාර ධනා
- බන්ධනාගාර ධනා - බන්ධනාගාර ධනා
- Tribal Religion - J Troisi
- බන්ධනාගාර ධනා - බන්ධනාගාර ධනා
- බන්ධනාගාර ධනා බන්ධනාගාර ධනා - බන්ධනාගාර ධනා

SNT- 304: ᐅᐅ.ᐃᐭᐱ ᐭᐅᐱᐭᐭ - (Linguistics)

Course outcome – උනන්දු වනනා ශාස්ත්‍රයේ සහ පරිසරයේ වෙනස්කම් හා උපකරණ භාවිතය පිළිබඳව ප්‍රවීණතාවයක් ලබාදීම.

Syllabus Booklet, CDOE, MSCB University

ගැට්ටු , උනුසැල, බවපවන නිස උනුසැල උනුසැල දුටුවන බව දනුවනු ලබන බවට පත්වීමට හේතු වේ .
උනුසැල දැනට බවට පත්වීමට හේතු වේ . උනුසැල දැනට පවතින උනුසැල උනුසැල උනුසැල
-උනුසැල දැනට උනුසැල බවට පත්වීමට හේතු වේ . පවතින - පවතින උනුසැල
බව දැනට උනුසැල බවට පත්වීමට හේතු වේ .

Block –I

ගැට්ටු (බවට පත්වීම) නිස බවට පත්වීමට හේතු වේ . ගැට්ටු බවට පත්වීමට හේතු වේ , එම ගැට්ටු
බවට පත්වීමට හේතු වේ |

Block -II

උනුසැල උනුසැල බවට පත්වීමට හේතු වේ , බවට පත්වීමට හේතු වේ , බවට පත්වීමට හේතු වේ , බවට පත්වීමට හේතු වේ

Block -III

ගැට්ටු , උනුසැල, උනුසැල බවට පත්වීමට හේතු වේ , බවට පත්වීමට හේතු වේ

Block –IV

උනුසැල උනුසැල , උනුසැල බවට පත්වීමට හේතු වේ , උනුසැල උනුසැල බවට පත්වීමට හේතු වේ

Block -V

බවට පත්වීමට හේතු වේ . බවට පත්වීමට හේතු වේ . බවට පත්වීමට හේතු වේ . බවට පත්වීමට හේතු වේ .
බව

Reference:

- බවට පත්වීම - උනුසැල බවට පත්වීමට හේතු වේ
- බවට පත්වීම - බවට පත්වීමට හේතු වේ
- උනුසැල උනුසැල - බවට පත්වීමට හේතු වේ
- ගැට්ටු, උනුසැල - බවට පත්වීමට හේතු වේ

SNT- 305: උනුසැල (උනුසැල) උනුසැල නිස උනුසැල (Criticism and Journals)

Course outcome – උනුසැල උනුසැල උනුසැල . බවට පත්වීමට හේතු වේ . පවතින පවතින උනුසැල
උනුසැල බවට පත්වීමට හේතු වේ . පවතින පවතින උනුසැල බවට පත්වීමට හේතු වේ . පවතින පවතින
උනුසැල බවට පත්වීමට හේතු වේ . පවතින පවතින උනුසැල බවට පත්වීමට හේතු වේ . පවතින පවතින
බවට පත්වීමට හේතු වේ . පවතින පවතින බවට පත්වීමට හේතු වේ .

Block -I

උනුසැල උනුසැල බවට පත්වීමට හේතු වේ , පවතින පවතින බවට පත්වීමට හේතු වේ .

Block -II

උනුසැල බවට පත්වීමට හේතු වේ , පවතින පවතින බවට පත්වීමට හේතු වේ .

ਉਭੇਦਉਭੇਦ |

Block -III

ප්‍රථමයෙන්ම , උනන්දුවෙන් ප්‍රථමයෙන්ම බැලීමට උනන්දුවෙන්

Block -IV

උනමුද්දු හිමිකරු වන උනමුද්දු වෙළඳාම (උනමුද්දු වෙළඳාම සහ උනමුද්දු වෙළඳාම) උනමුද්දු වෙළඳාම සහ උනමුද්දු වෙළඳාම (උනමුද්දු වෙළඳාම සහ උනමුද්දු වෙළඳාම)

Block -V

୩- ପ୍ରତୀକ୍ଷିତ, ୩- ପ୍ରତୀକ୍ଷିତ ସଂଗଠିତ ପଢ଼ାଦଳ , ଘରସଞ୍ଚ , ପଞ୍ଚ.ବ୦୩, ୩- ପ୍ରତୀକ୍ଷିତ ଶିଳ୍ପ, ଲାଭାଞ୍ଚିତ,
 ପ୍ରତୀକ୍ଷିତ ପଢ଼ାଦଳ ।

Reference:

- [illegible]

SEMESTER-IV

SNT- 401: የገበያዊ ግብይት ግብር - (Village Organization)

[illegible]

Block -I

නි.එස්. ඩබ්ලිව්. , නි.එස්. ඔරිජිල්, නි.එස්. ජයරත්න ඉන් නිවැරදි වේ ? නිවැරදි නොවේ නම්, නි.එස්. ඩබ්ලිව්.

Block -II

ශ්‍රී ලංකා , ප්‍රජාතන්ත්‍රවාදී ජනරජය , රාජ්‍යය. නිකාය , මහානිකාය , ධර්මානුකූල , ධර්මානුකූල ප්‍රජාතන්ත්‍රවාදී ජනරජය , නිකාය ධර්මානුකූල වන ලෝකය .

Block -III

ԷՆԵՐԳԵՏԻԿ ՈՂԶՈՒՆ ՈՇՈՒՆԸ

Block -IV

වැරදි, දැනුවත්. වැරදිවත් හිතමිනි ।

Block -V

උඩවැල නි.06 (Model Santal Village) නිර්මාණය කළේය. ඔහුගේ වෘත්තීය දැනුම , උතුරු මධ්‍යම පළාතේ
උතුරු මධ්‍යම පළාතේ |

Reference:

- Tribal law and Justice – W.A. Archer
- ගව්‍ය ගවුරු - උතුරුගම උද්‍යාන
- උතුරුගම උද්‍යාන - උතුරුගම උද්‍යාන
- ගවුරු ගවුරු - ගවුරුගම ගවුරු

SNT – 402: បដិវត្តន៍វិទ្យា (Research Methodology)

Course outcome- දළමනු උනටනටු පසිඳුගෙනිද යනනි උන.හසහන. පි පි උනදයනම පදපසනිද පසිඳුගෙනිද යනනි ගුරු පනටද උපඋන.ම උන.යගා පි උනඋනඋනු උනදදඋනඋන-න | යනඋඋද උරඋ නද උන.හසහන. පි පසිඳුගෙනිද උනටනඋ උනඋනම නද උනපනඋනඋන නඋන යහඋන උනපි යන | නඋන උන.ගුරු උරඋ පසනිද යන උනඋනම පනපි | පනපින-පනපින උනඋනඋන නද පහපරු පි යන පදපසනිද උන.හසහන. පි උනඋනඋන උන උනපි පනපිනඋන උනපි පි උන උනදදඋනඋන-න | උනම නඋන පනපි නඋනඋන පනපි උන පනඋන |

Block -I

[illegible]

Block -II

ԿԱՅԻՉՈՒՄԸ ՆԱԾԻՐ, ԷՆՈՇՈՒՄ ԴՆԱԶՈՒՄԸ ՆԱ ԷՆԱՆՈՒ ԷՆԱԿՆՈՒ

Block -III

හයවැනිදිනටද එදිනටද වැඩෙන

Block -IV

ԿԱՅԻՆԱԿԱՆ ԺԵՐՔ ԻՐ ԻՃԴԻՆ ԻՄԵ ԻՄԵՐԱԿԱՆ ԼԵՊՈՐՏԱՆ

Block -V

ԽՆԻՇՏՆԱԾԸ ՎԵՐՈՒՄԸ ԳԵՂԱՊԵՆԸ , ԽՆԻՇՏՆԱԾԸ ՆԴԱԳՐՈՒ ՉՐ

Reference:

- වෙනමවෙනම ප්‍රවේශයන් - ආ. උපදෙස් පිටපතක් ප්‍රකාශයට
- නිවැරදි නිවැරදි - ආ. උපදෙස් පිටපතක්
- පිටපත්ගතවනු ලබන විවිධාකාර නිවැරදි උපදෙස් - ආ. පිටපත්ගතවනු ලබන විවිධාකාර

SNT – 4: ඉසිමිසමා - (Religion)

Course outcome- උමුමන හමෙළ හි ආනුයානම උන.0 පරිච්ඡිත ආ.ආයුමන. හි උනෙමනු උනමුමන බරුමන ආනුමන ආයුමන ආනුමන. නිස උනමන උනමන හිමමන උනමන උනමන උනමන හි ආනුමන උනමන-නි | උනමන. උනමන බර උමුමන හි ආනුමන ආයුමන , ආනුමන ආනුමන. නිසමන උනමන උනමන හිමමන හි උනමන බර ආනුමන. හිමමන ආනුමන. හිමමන ආනුමන. | උමුමන නිමන හි

ආනුමන නිස උනමන බර ආනුමන හිමමන ආනුමන. උනමන නිමන | ආනුමන- පරිච්ඡිත ආනුමන හි බර හිමමන පරි ආනුමන පරිච්ඡිත උනමන බර උනමන උනමන උනමන හි උනමන උනමන. | උනමන හිමමන හිමමන බර උනමන උනමන උනමන. |

Block -I

ආනුමන , ආනුමන ආනුමන

Block -II

උනමන ආනුමන , උනමන උනමන

Block -III

ආනුමන , උනමන ආනුමන

Block -IV

උනමන උනමන උනමන (උනමන.උනමන.)

Block-V

ආනුමන , උනමන, උනමන

Reference:

- උනමන.උනමන උනමන - උනමන උනමන උනමන
- හිමමනමන ආනුමන උනමන - උනමන. උනමන
- නිමන උනමන උනමන - උනමන උනමන
- උනමන උනමන බර උනමන උනමන - උනමන උනමන

SNT-404 -ආනුමන උනමන - (Linguistics)

Course outcome - ආනුමන උනමන බර උනමන උනමන. හිමමන හිමමන පරිච්ඡිත උනමන ආනුමන බර උනමන පරිච්ඡිත උනමන උනමන උනමන. ආනුමන උනමන උනමන. | උමුමන හිමමන හි ආනුමන පරිච්ඡිත උනමන ආනුමන උනමන. | උනමන උනමන පරිච්ඡිත-පරිච්ඡිත ආනුමන හිමමන හිමමන හි ආනුමන හිමමන බර උනමන බර උනමන. | උමුමන හිමමන හිමමන හිමමන බර උනමන හිමමන උනමන. |

Block -I

න.අන. උනරු , උන.බැර බැරකින් අනෙකු බව

Block –II

[illegible]

፲፱.፳፯ ፳፻፲፭ ዓ.ም.

Block –III

නි.ලන.0 උනරුව , රාජකාරි පන.බැට් බැලීමේ මගින්.ම මගින් රාජකාරි පන.බැට් බැලීමේ

Block –IV

ସମସ୍ତ ଲୋକଙ୍କୁ , ସହର ଥାନା ପ୍ରଶାସନ , ଲୋକସଭା ପ୍ରଶାସନ ଲୋକଙ୍କୁ ପ୍ରଶାସନ ସଂଗଠନ ଘାଟଣାସ୍ଥଳୀ
ଥାନ ଉପସ୍ଥାପନ ।

Block -V

[illegible]

Reference:

- **බව්‍ය උනිමැවීම** - (ආ). ඉන්ද්‍රියවලින් (බව්‍යවේ)
- **බව්‍යවේ** - (ආ) ආගම බව්‍යවේවේ (ආ) බව්‍ය
- **ආ. බව්‍ය උනිමැවීම** - (ආ) ආගම බව්‍යවේ (ආ) බව්‍ය
- **ආ. බව්‍ය උනිමැවීම** බව්‍ය උනිමැවීම බව්‍යවේ - (ආ) බව්‍ය උනිමැවීම බව්‍යවේ
- **ආ. බව්‍යවේ**. (ආ) බව්‍ය බව්‍යවේ (ආ) බව්‍ය බව්‍යවේ, බව්‍ය බව්‍ය (ආ) බව්‍ය , බව්‍යවේ බව්‍ය (ආ) බව්‍ය උනිමැවීම - (ආ) බව්‍යවේවේ (ආ) බව්‍ය

SNT – 405: DISSERTATION

Course outcome – උමවනි හිටපු ශ්‍රී ලංකා විද්‍යාලයේ, 2 වන ශ්‍රේණියේ පාලන මට්ටමේ දී ඉගෙනීමේ සහ පාලන ක්‍රියා මාර්ගයන් උපයෝගයට පත් කර ගැනීමේ හැකියාවක් ඇති බවට විශ්වාසයක් ඇති කර ගැනීම. විද්‍යාලයේ, විද්‍යාලීන ජීවිතයේ සහ සමාජයේ පවතින ගැටළු සඳහා විසඳුම් සොයා ගැනීමේ හැකියාවක් ඇති කර ගැනීම. විද්‍යාලයේ, විද්‍යාලීන ජීවිතයේ සහ සමාජයේ පවතින ගැටළු සඳහා විසඳුම් සොයා ගැනීමේ හැකියාවක් ඇති කර ගැනීම. විද්‍යාලයේ, විද්‍යාලීන ජීවිතයේ සහ සමාජයේ පවතින ගැටළු සඳහා විසඳුම් සොයා ගැනීමේ හැකියාවක් ඇති කර ගැනීම.

MASTER OF ANTHROPOLOGY AND TRIBAL STUDIES

	Paper Code	Paper Name	Credit	Full Marks	Internal Assessment	End Sem Exam
First semester	ATS - 101	Socio-Cultural Anthropology (SCA)	5	100	30	70
	ATS - 102	Biological Anthropology (BA)	5	100	30	70
	ATS - 103	Archaeological Anthropology (AA)	5	100	30	70
	ATS - 104	Research Methodology (RM)	5	100	30	70
	ATS - 105	Indian Knowledge System (IKS)	5	100	30	70
	Total		25	500	150	350

	Paper Code	Paper Name	Credit	Full Marks	Internal Assessment	End Sem Exam
Second semester	ATS - 201	Human Growth and Development (HGD)	5	100	30	70
	ATS - 202	Anthropological Theories (AT)	5	100	30	70
	ATS - 203	Anthropological Demography, Health and Nutrition (ADHN)	5	100	30	70
	ATS - 204	Principles and Methods of Prehistoric Archaeology (PMPA)	5	100	30	70
	ATS - 205	General Practical (GP)	5	100	-	100
	Total		25	500	120	380

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	Paper Code	Paper Name	Credit	Full Marks	Internal Assessment	End Sem Exam
Third semester	ATS - 301	Indian Society and Culture (ISC)	5	100	30	70
	ATS - 302	Applied Anthropology in India (AAI)	5	100	30	70
	ATS - 303	Indian Prehistory (IP)	5	100	30	70
	ATS - 304	Ecological Anthropology (EA)	5	100	30	70
	ATS - 305	Medical Anthropology (MA)	5	100	30	70
	Total		25	500	150	350

	Paper Code	Paper Name	Credit	Full Marks	Internal Assessment	End Sem Exam
Fourth semester	ATS - 401	Tribal Development in India (TDI)	5	100	30	70
	ATS - 402	Ethno-Archaeology (EA)	5	100	30	70
	ATS - 403	Business Anthropology (BA)	5	100	30	70
	ATS - 404	Development Anthropology (DA)	5	100	30	70
	ATS - 405	Fieldwork based Dissertation (FBD)	5	100	-	100
	Total		25	500	120	380

Total Credits	Full Marks	Internal Assessment	End Sem Exam
100	2000	540	1460

SEMESTER I

ATS-101: SOCIO-CULTURAL ANTHROPOLOGY (SCA)

Course Objective: To provide students with a comprehensive understanding of socio-cultural anthropology, including its concepts, theories, methods, and applications, and to equip them with the analytical ability to critically interpret cultural diversity, social organization, human behaviour, and contemporary social issues in local as well as global contexts.

BLOCK -I: Introducing Social Anthropology

Concept and Scope of Socio-Cultural Anthropology; Historical Development of Socio-Cultural Anthropology; Relationship of Socio-Cultural Anthropology with Sociology, History, Economics, Psychology.

BLOCK -II: Introducing Concepts

Concept of Society and Culture, Acculturation, Enculturation; Integration; Social Institution.

BLOCK -III: Institutions of Marriage and Family

Marriage (concepts, definition and forms); Family (concepts, definition and forms).

BLOCK -IV: Economic Institutions

Potlatch; Peasant Economy; Introduction of coinage system and market economy.

BLOCK -V: Primitive Beliefs

Animism; Animatism; Totemism and Taboo.

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

After successful completion of the course, learners will be able to:

1. Understand the fundamental concepts, theories, and approaches of socio-cultural anthropology and explain the nature and scope of human societies and cultures.

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2. Analyze social institutions such as family, marriage, kinship, religion, economy, and political organization using anthropological concepts and theoretical perspectives.
3. Critically examine cultural diversity, social stratification, gender, ethnicity, identity, and processes of social and cultural change in different societies.
4. Apply anthropological methods and perspectives to interpret contemporary social and cultural issues at local, national, and global levels.
5. Develop analytical and critical thinking skills to appreciate cultural diversity, promote social inclusion, and evaluate socio-cultural phenomena from an anthropological perspective.

References:

1. Ember, C. R., Ember, M., & Peregrine, P. N. (2019). *Anthropology* (15th ed.). Pearson Education.
2. Eriksen, T. H. (2020). *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology* (5th ed.). Pluto Press.
3. Kottak, C. P. (2021). *Cultural Anthropology* (19th ed.). McGraw-Hill Education.
4. Haviland, W. A., Prins, H. E. L., Walrath, D., & McBride, B. (2018). *Cultural Anthropology: The Human Challenge* (15th ed.). Cengage Learning.
5. Beattie, J. (2011). *Other Cultures: Aims, Methods and Achievements in Social Anthropology*. Routledge.
6. Mair, L. (2013). *An Introduction to Social Anthropology* (2nd ed.). Oxford University Press.
7. Radcliffe-Brown, A. R. (1952). *Structure and Function in Primitive Society*. Free Press.
8. Malinowski, B. (1944). *A Scientific Theory of Culture and Other Essays*. University of North Carolina Press.
9. Srinivas, M. N. (1962). *Caste in Modern India and Other Essays*. Asia Publishing House.
10. B  teille, A. (1974). *Studies in Agrarian Social Structure*. Oxford University Press.

ATS-102: BIOLOGICAL ANTHROPOLOGY (BA)

Course Objectives: To enable students to understand the biological and evolutionary foundations of humankind, the principles of human variation and adaptation, and to develop the scientific knowledge and analytical skills required to interpret human biological diversity

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and evolutionary processes.

BLOCK -I: Introduction to Biological Anthropology

Biological Anthropology – Concept and Development, Aim and Scope of Biological Anthropology, Relationship with Other Sciences

BLOCK -II: Theories of Organic Evolution

Lamarckism and Neo-Lamarckism, Darwinism, Neo-Darwinism

BLOCK -III: Primate Evolution

Trends in Primate Radiation, Classification and Characteristics of Primates, Prosimii and Anthropoidea

BLOCK -IV: Human Evolution

Fossil Primates and Early Evidence, Early Hominids, Later Hominids and Modern Humans

BLOCK -V: Human and Genetic Variation

Concept of Race, Criteria for Racial Classification, Racial Classification of Indian Population, Genetic Variation in Human Populations

Learning Outcomes:

After completing the course, the student will be able to:

1. Understand the scope, concepts, and significance of biological anthropology, and explain the biological basis of human evolution and variation.
2. Analyze the theories and evidence of human evolution, including fossil records, primate evolution, and the emergence of modern humans.
3. Examine the principles of human genetics, heredity, growth, development, and biological variation in different human populations.
4. Interpret the processes of human adaptation to diverse environmental conditions and evaluate the interaction between biology, environment, and culture.
5. Apply biological anthropological concepts and scientific methods to analyze contemporary issues related to human diversity, health, evolution, and forensic anthropology.

References:

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1. Jurmain, R., Kilgore, L., Trevathan, W., & Ciochon, R. L. *Introduction to Physical Anthropology*. Cengage Learning.
2. Stanford, C., Allen, J. S., & Antón, S. C. *Biological Anthropology: The Natural History of Humankind*. Pearson Education.
3. Larsen, C. S. *Our Origins: Discovering Physical Anthropology*. W. W. Norton & Company.
4. Park, M. A. *Biological Anthropology: An Introductory Reader*. McGraw-Hill Education.
5. Das, B. M. *Outlines of Physical Anthropology*. Kitab Mahal.
6. Das, B. M. *Human Genetics: A Manual*. Kitab Mahal.
7. Shukla, B. R. K., & Rastogi, S. *Physical Anthropology and Human Genetics: An Introduction*. Palaka Prakashan.

ATS-103: ARCHAEOLOGICAL ANTHROPOLOGY (AA)

Course Objectives: To provide students with a comprehensive understanding of the principles and methods of archaeological anthropology, enabling them to analyze archaeological materials, interpret prehistoric cultures, and examine the evolution of human societies through material remains and scientific evidence.

BLOCK -I: Introducing Basic Archaeology

Meaning, Definition and Scope of Archaeological Anthropology; Ethnoarchaeology; Environmental Archaeology; Processual Archaeology.

BLOCK -II: Paleo-environment and Measuring the Time

Geological Stages (Tertiary, Quaternary, Pleistocene, Holocene); Relative Dating; Absolute Dating.

BLOCK -III: Tool Typology and Technology

Lower Palaeolithic; Middle Palaeolithic; Upper Palaeolithic

BLOCK -IV: Understanding Past Cultures

Concept of Three Age System; Palaeolithic Cultures: Lower Palaeolithic; Middle Palaeolithic; Upper Palaeolithic Culture and Art.

BLOCK -V: Other Lithic Cultures

Mesolithic Cultures: Features, Mesolithic Art (Rock Art and Cave Art); Neolithic Culture and Revolution; Chalcolithic Culture.

Learning Outcomes:

After completing the course, the student will be able to:

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1. Understand the scope, concepts, methods, and significance of archaeological anthropology in reconstructing human prehistory and cultural development.
2. Analyze prehistoric cultural sequences, archaeological evidence, and dating techniques to interpret the evolution of early human societies.
3. Examine archaeological materials, including stone tools, pottery, monuments, and other material remains, to understand past human lifeways and technological advancements.
4. Evaluate the development of ancient civilizations, settlement patterns, subsistence strategies, and cultural transformations from an archaeological perspective.

References:

1. Agrawal, D. P. *The Archaeology of India*. Curzon Press.
2. Allchin, B., & Allchin, R. *The Rise of Civilization in India and Pakistan*. Cambridge University Press.
3. Renfrew, C., & Bahn, P. *Archaeology: Theories, Methods and Practice*. Thames & Hudson.
4. Sankalia, H. D. *Prehistory and Protohistory of India and Pakistan*. Deccan College Postgraduate and Research Institute.
5. Chakrabarti, D. K. *India: An Archaeological History: Palaeolithic Beginnings to Early Historic Foundations*. Oxford University Press.

ATS-104:RESEARCH METHODOLOGY (RM)

Course Objective: The aim of the course is to equip students with the fundamental concepts, principles, and methods of research and to develop the knowledge and skills required for scientific inquiry, data collection, analysis, interpretation, and report writing.

BLOCK I: Concept of Research

Concept and Meaning of Research, Concepts and Types of Research, Anthropological Approaches to Social Research, Fieldwork Tradition in Anthropology

BLOCK II: Going About Research

Formulation and Selection of a Research Problem, Research Design, Review of Literature, Research Hypothesis

BLOCK III: Entering into the Field

Rapport Establishment in Field Research, Techniques of Data Collection – Overview,

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Questionnaire and Interview Schedule, Observation, Interview, and Case Study

BLOCK IV: Biostatistics

Concept of Sampling, Types of Sampling, Measures of Central Tendency, Statistical Tests

BLOCK V: Research Methods in Archaeology

Archaeological Research and Site Identification; Collection, Analysis, Documentation, Conservation and Preservation

Course Outcomes: After completion of this course, students will be able to understand the fundamental concepts, principles, and techniques of research methodology, and apply appropriate research methods, tools, and analytical approaches in conducting scientific investigations, interpreting data, and preparing research reports in anthropology and related disciplines.

References:

1. Kothari, C. R. *Research Methodology: Methods and Techniques*. New Age International Publishers.
2. Creswell, J. W., & Creswell, J. D. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
3. Kumar, R. *Research Methodology: A Step-by-Step Guide for Beginners*. SAGE Publications.
4. Bernard, H. R. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Rowman & Littlefield.
5. Bryman, A. *Social Research Methods*. Oxford University Press.

ATS-105: INDIAN KNOWLEDGE SYSTEM (IKS)

Course Objective: To understand concept of Indian Knowledge Systems (IKS) and emphasize its importance in preserving and disseminating indigenous knowledge.

BLOCK – I: Foundations of Indian Knowledge System

Conceptual Framework of IKS, Historical Development of IKS, Sources of IKS, Schools of Indian Philosophy (Darśanas)

BLOCK – II: IKS in Society, Culture & Anthropology

IKS and Social Structure, Cultural Traditions in IKS, IKS and Indigenous Communities, Anthropological Methods for Studying IKS

BLOCK – III: IKS in Health, Environment & Sustainable Living

Traditional Health Systems, Environmental Knowledge in IKS, IKS and Food Systems, IKS

BLOCK – IV: Knowledge Production, Science & Technology in IKS

Science and Technology in Ancient India, Agriculture & Allied Knowledge, Art, Craft and Material Culture in IKS, Knowledge Transmission Systems

BLOCK – V: Contemporary Issues, Policies & Future Prospects

Documentation and Standardization of IKS, Intellectual Property Rights (IPR) and IKS, IKS in Education, Research & Policy, Future Prospects & Challenge

Course Outcomes:

Having completed this course, the learner will be able to:

1. Understand the conceptual framework, historical development, sources, and philosophical foundations of the Indian Knowledge System (IKS).
2. Analyze the role of IKS in shaping Indian society, culture, indigenous traditions, and anthropological perspectives on knowledge and social organization.
3. Examine the contributions of IKS to traditional health systems, environmental conservation, sustainable livelihoods, food systems, and ecological practices.
4. Evaluate the scientific, technological, agricultural, artistic, and knowledge transmission traditions of ancient India and their relevance in contemporary society.
5. Apply the principles of IKS to contemporary issues related to education, research, documentation, intellectual property rights (IPR), policy formulation, and sustainable development while appreciating its significance in national and global contexts.

References:

1. Kapoor, K., & Singh, A. (Eds.). *Indian Knowledge Systems (Vols. I & II)*. Indian Knowledge Systems Division, Ministry of Education, Government of India.
2. Frawley, D. *The Rig Veda and the History of India*. Aditya Prakashan.
3. Radhakrishnan, S. *Indian Philosophy (Vols. I & II)*. Oxford University Press.
4. Sinha, B. P. *Indian Knowledge System: Concepts and Applications*. New Bharatiya Book Corporation.
5. Dharampal. *Indian Science and Technology in the Eighteenth Century: Some Contemporary European Accounts*. Academy of Gandhian Studies.
6. Government of India. *National Education Policy (NEP) 2020*. Ministry of Education.
7. UNESCO. *Local and Indigenous Knowledge Systems (LINKS) Programme*. UNESCO Publishing.

SEMESTER-II

ATS-201: HUMAN GROWTH AND DEVELOPMENT (HGD)

Course Objectives:

The Objective of this course is: To enable students to understand the concepts, principles, and stages of human growth and development from conception to old age, and to examine the biological, psychological, and socio-cultural factors influencing human development.

BLOCK I: Concept of Growth

Concept of growth, maturation and development. Methods of studying growth: cross-sectional, longitudinal, mixed longitudinal.

BLOCK II: Trends of Growth

Growth curves: Velocity, Distance, Scammon's Growth curve. Catch up and Catch Down growth.

BLOCK III: Phases of Growth

Phases of growth: prenatal growth and postnatal growth and development.

BLOCK IV: Physiological Anthropology

Fundamentals of physiological anthropology: Composition and Function of Blood, Cardiovascular System; Digestive system.

BLOCK V: Biological Human Ecology

Biological Human Ecology: Human Adaptation to Heat, Cold, High altitudes, Nutritional Stress.

Course Outcomes

After successful completion of the course, learners will be able to:

1. Understand the concepts, principles, stages, and patterns of human growth and development from conception to old age.
2. Analyze the biological, genetic, environmental, nutritional, and socio-cultural factors influencing human growth, development, and maturation.
3. Examine the processes of prenatal, postnatal, childhood, adolescence, adulthood, and ageing using anthropological and biological perspectives.
4. Apply anthropometric methods and growth assessment techniques to evaluate physical growth, nutritional status, and developmental variations among human populations.
5. Interpret growth and developmental data to understand human variation, health,

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adaptation, and the practical applications of growth studies in anthropology and public health.

References

1. Bogin, B. *Patterns of Human Growth* (3rd ed.). Cambridge University Press.
2. Cameron, N., & Bogin, B. (Eds.). *Human Growth and Development* (2nd ed.). Academic Press.
3. Das, B. M. *Human Biology: An Introduction to Human Evolution, Variation and Growth*. Kitab Mahal.
4. Tanner, J. M. *Foetus into Man: Physical Growth from Conception to Maturity*. Harvard University Press.
5. Scammon, R. E., & Calkins, L. A. *The Development and Growth of the External Dimensions of the Human Body*. University of Minnesota Press.

ATS-202: ANTHROPOLOGICAL THEORIES (AT)

Course Objective: To equip the students with the knowledge of major anthropological theories, concepts, approaches, and perspectives, and enable them to critically analyze the development of anthropological thought and apply theoretical frameworks for interpreting human societies, cultures, and contemporary anthropological issues.

BLOCK I: Evolutionism

British Anthropological thought; American Anthropological thought; German School of Anthropology; Cultural Ecology: Julian Steward.

BLOCK II: Diffusionism

British Anthropology; American Anthropology; German Anthropology.

BLOCK III: Historical School

Historical Particularism (Franz Boas); Cultural Materialism (Marvin Harris); Historical Materialism (Karl Marx).

BLOCK IV: Structural-Functional School

Structuralism (Levi-Strauss); Functionalism (B. Malinowski); Structural-Functionalism (A.R.Radcliffe-Brown).

BLOCK V: Culture and Personality

Perspectives of Culture and Personality School of Anthropology; Contributions: Margaret Mead, Ruth Benedict.

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Course Outcomes:

After completing the course, the student will be able to:

1. Understand the evolution, concepts, and major schools of anthropological thought and their contributions to the development of anthropology.
2. Analyze the classical and contemporary anthropological theories, including Evolutionism, Diffusionism, Functionalism, Structuralism, Marxism, Symbolic and Interpretive Anthropology.
3. Critically examine the contributions and limitations of major anthropological theorists and evaluate their relevance in understanding human societies and cultures.
4. Apply appropriate anthropological theoretical frameworks to interpret social, cultural, economic, political, and religious phenomena in diverse human societies.
5. Develop analytical and critical thinking skills to evaluate contemporary anthropological issues and conduct theory-based anthropological research.

References:

1. Barnard, A. (2000). *History and Theory in Anthropology*. Cambridge University Press.
2. McGee, R. J., & Warms, R. L. (2018). *Anthropological Theory: An Introductory History* (6th ed.). McGraw-Hill Education.
3. Eriksen, T. H., & Nielsen, F. S. (2017). *A History of Anthropology* (2nd ed.). Pluto Press.
4. Layton, R. (1997). *An Introduction to Theory in Anthropology*. Cambridge University Press.
5. Harris, M. (2001). *The Rise of Anthropological Theory: A History of Theories of Culture*. AltaMira Press.

ATS-203: ANTHROPOLOGICAL DEMOGRAPHY, HEALTH AND NUTRITION (ADHN)

Course Objective: The objective of this course is to enable students to understand the fundamental concepts of anthropological demography, health, and nutrition, and to develop knowledge of population dynamics, human health, nutritional status, and their biological, social, cultural, and environmental determinants from an anthropological perspective.

BLOCK–I: Concept of Demography

Introduction to Demography, Basic Concepts in Demography, Demography and Anthropological Demography, Demography and Other Social Sciences, Sources of Demographic Data.

BLOCK–II: Theories on Population Growth

Pre-Malthusian Theory of Population Growth, Malthusian Theory of Population, Theory of Optimum Population, Theory of Demographic Transition.

BLOCK–III: Population Studies

Distribution of Tribal Population in India, Tribal Population in Odisha, Population Composition, Distribution and Growth, Measures of Fertility, Mortality and Morbidity, Migration

BLOCK–IV: Tribal Health and Health Policies

Tribal Health Beliefs and Disease Patterns, Health Care Policies and Government Interventions: National Health Policy, National Nutrition Policy, National Rural Health Mission & Tribal health programmes and government initiatives.

BLOCK–V: Nutritional Anthropology

Nutritional Anthropology and Nutritional Assessment: Concept of nutritional anthropology, Undernutrition and malnutrition, Balanced diet, Nutritional requirements, Recommended Dietary Allowances (ICMR guidelines).

Course Outcomes

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

1. Understand the fundamental concepts, principles, and methods of anthropological demography, health, and nutrition, and explain their significance in anthropology.
2. Analyze population dynamics, including fertility, mortality, migration, population growth, and demographic transition, using anthropological and demographic approaches.
3. Examine the biological, socio-cultural, environmental, and economic determinants of human health, disease, nutrition, and nutritional status across different populations.
4. Apply anthropometric, demographic, and nutritional assessment methods to evaluate population health, growth, nutritional conditions, and public health issues.

References

1. Howell, N. (1979). *Demography of the Dobe !Kung*. Academic Press.
2. Mascie-Taylor, C. G. N., & Lasker, G. W. (Eds.). (2004). *Biological Aspects of Human Health*. Cambridge University Press.
3. Bogin, B. (2021). *Patterns of Human Growth* (3rd ed.). Cambridge University Press.
4. Park, K. (2023). *Park's Textbook of Preventive and Social Medicine* (27th ed.). Banarsidas Bhanot.
5. WHO (World Health Organization). (2020). *Healthy Diet: Fact Sheet*. World Health Organization.

ATS-204: PRINCIPLES AND METHODS OF PREHISTORIC ARCHAEOLOGY (PMPA)

Course Objective: To provide students with a comprehensive understanding of the fundamental principles, concepts, and scope of prehistoric archaeology, and to familiarize them with the chronology and cultural development of prehistoric human societies.

BLOCKI: Introduction to Field Archaeology

Extensive and Intensive exploration; Section Scraping; Excavation; Data Collection: sample collection, cleaning, packing, analysis and interpretation.

BLOCKII: Geo-archaeology

Geo-archaeology: basic principles and study components; Analytical procedures in geo-archaeology; Understanding soil and sediments.

BLOCKIII: Formation Process in Archaeology

Basic categories of Archaeological evidences; Types of sites and their contexts; Cultural and Environmental Formation Process in Archaeology.

BLOCKIV: Social Archaeology

Introduction: Definition, scope, and aims; Establishing the nature and scale of the Society: Sources of information for social organization; Technique of study for band, segmentary, chiefdoms, and state societies.

BLOCKV: Ethnoarchaeology

Ethno-archaeology: meaning and scope; Approaches of ethnoarchaeology: Settlement pattern, Material Culture and Mortuary practices; Ethnoarchaeology in India with special reference to Odisha.

Course Outcomes

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

1. Understand the fundamental concepts, principles, scope, and chronology of prehistoric archaeology and explain the cultural development of prehistoric human societies.
2. Analyze prehistoric archaeological evidence, including stone tools, pottery, fossils, and other material remains, to interpret human cultural evolution and technological advancement.
3. Examine the principles and methods of archaeological exploration, excavation, recording, classification, and scientific dating techniques used in prehistoric research.
4. Apply archaeological field and laboratory methods to document, analyze, and interpret prehistoric sites and material culture using appropriate scientific approaches.
5. Evaluate prehistoric archaeological findings to reconstruct past human lifeways, cultural adaptations, settlement patterns, and environmental interactions.

References

1. Renfrew, C., & Bahn, P. (2020). *Archaeology: Theories, Methods and Practice* (8th ed.). Thames & Hudson.
2. Sankalia, H. D. (1974). *Prehistory and Protohistory of India and Pakistan*. Deccan College Postgraduate and Research Institute.
3. Agrawal, D. P. (1982). *The Archaeology of India*. Curzon Press.
4. Fagan, B. M. (2018). *In the Beginning: An Introduction to Archaeology* (14th ed.). Routledge.
5. Chakrabarti, D. K. (2009). *India: An Archaeological History – Palaeolithic Beginnings to Early Historic Foundations*. Oxford University Press.

ATS-205: GENERAL PRACTICAL (GP)

Course Objective: To provide students with practical training in the basic techniques, methods, and tools of anthropology, enabling them to develop essential laboratory and field-based skills required for anthropological investigation and analysis.

BLOCK -I: Introduction and Basics of Prehistoric Studies

Meaning and scope of Prehistoric Archaeology: Role of Museology in artifact study,

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Importance of practical work; Basics of Prehistoric Technology: Raw materials used for stone tools, Simple tool-making concepts, Understanding technology through artifacts; Palaeolithic Tool Technology; Hard hammer and soft hammer techniques, Core and flake industries, Early human tool-making skills

BLOCK- II: Palaeolithic and Mesolithic Tool Typology

This block introduces the classification, technology, and functions of Palaeolithic and Mesolithic stone tools. It covers major tool types, microlithic technology, pressure flaking, and the technological transition from the Palaeolithic to the Mesolithic period.

BLOCK- III: Neolithic Technology and Lithic Analysis

This block focuses on Neolithic stone tool technology, tool identification, metrical analysis, and use-wear studies. Students learn the manufacture, classification, and functional analysis of polished stone tools used by early farming communities.

BLOCK- IV: Ethnographic Material Culture

This block provides an understanding of ethnographic material culture through the study of subsistence tools, household objects, ornaments, traditional dress, and musical instruments, highlighting their archaeological significance.

BLOCK -V: Practical Skills and Biological Anthropology

This block develops practical skills in scientific drawing, laboratory record maintenance, osteology, and basic craniometry. It enables students to identify human skeletal remains and acquire essential laboratory skills in anthropology.

Course Outcomes:

After successful completion of this course, students will be able to:

1. Identify and classify prehistoric stone tools of the Palaeolithic, Mesolithic, and Neolithic periods based on their typology, technology, and probable functions.
2. Apply basic archaeological practical methods, including tool measurement, scientific drawing, lithic analysis, and use-wear interpretation for the study of prehistoric artefacts.
3. Recognize and interpret ethnographic material culture, including subsistence tools, household objects, ornaments, dress, and musical instruments, and relate them to archaeological evidence.
4. Demonstrate practical skills in osteology and basic craniometry by identifying major human skeletal elements and recording standard anatomical observations.

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5. Develop scientific observation, documentation, laboratory record maintenance, and analytical skills required for archaeological and biological anthropological research and field investigations.

References:

1. Renfrew, C., & Bahn, P. (2020). *Archaeology: Theories, Methods and Practice* (8th ed.). Thames & Hudson.
2. Sankalia, H. D. (1974). *Prehistory and Protohistory of India and Pakistan*. Deccan College Postgraduate and Research Institute.
3. Buikstra, J. E., & Ubelaker, D. H. (Eds.). (1994). *Standards for Data Collection from Human Skeletal Remains*. Arkansas Archaeological Survey.
4. Bass, W. M. (2005). *Human Osteology: A Laboratory and Field Manual* (5th ed.). Missouri Archaeological Society.
5. Das, B. M. (2010). *Outlines of Physical Anthropology*. Kitab Mahal.

SEMESTER-III

ATS-301: INDIAN SOCIETY AND CULTURE (ISC)

Course Objectives: To make the students learn about the basic concepts about Indian Society and Culture.

BLOCK I: Foundations of Indian Society and Culture

Introduction to Indian Society and Culture: Meaning, Nature, and Characteristics; Diversity and Unity in India: Regional, Linguistic, Religious, and Cultural Diversity; Historical Development of Indian Society: Ancient, Medieval, Colonial, and Modern India; Social Structure in India: Social Groups, Status, and Roles; Sources for the Study of Indian Society and Culture: Archaeological, Literary, and Anthropological Sources.

BLOCK II: Social Institutions in India

Family in Indian Society: Concept, Types, and Functions of Family; Marriage and Kinship in India: Forms of Marriage and Kinship Organization; Caste System and Social Stratification: Caste, Class, and Social Hierarchy; Social Mobility: Occupation, Class, and Mobility; Rural and Urban Social Institutions: Rural Society, Urban Society, and Social Change.

BLOCK III: Cultural Traditions and Heritage

Religion and Religious Diversity in India: Major Religions, Religious Beliefs and Practices, Religious Pluralism; Languages, Arts, and Literature: Linguistic Diversity, Classical and Folk Arts, Indian Literature; Festivals, Customs, and Traditions: Festivals, Rituals, Customs, and Folk Traditions; Cultural Heritage and Identity: Tangible and Intangible Heritage, Cultural Identity, Heritage Preservation; Cultural Change and Continuity: Tradition and Modernity, Globalization, Cultural Change and Continuity.

BLOCK IV: Tribal and Contemporary Indian Society

Tribal Communities in India: Distribution, Culture, and Social Organization; Social Change and Modernization: Social Change, Modernization, and Development; Globalization and Cultural Transformation: Impact of Globalization and Cultural Change; Gender, Education, and Social Development: Gender, Education, and Empowerment; Contemporary Social Issues: Migration, Urbanization, Environmental Issues, and Inclusive Development.

BLOCK V: Contemporary Issues and National Integration

Social Problems in India: Poverty, Unemployment, Illiteracy, and Social Inequality; Cultural Identity and National Integration: Unity in Diversity, Nationalism, and Social Cohesion; Media, Technology, and Society: Mass Media, Digitalization, and Social Change; Democracy and Social Justice: Constitutional Values, Human Rights, and Inclusive Development; Sustainable Development and Future of Indian Society: Environmental Sustainability, Development Challenges, and Emerging Trends in India.

Course Outcomes: After completion of this paper, the students will be able to:

1. Understand the fundamental concepts, structure, and characteristics of Indian society and culture, including its historical evolution and cultural diversity.
2. Analyze the major social institutions, such as family, marriage, kinship, caste, religion, and social stratification, from sociological and anthropological perspectives.
3. Examine the cultural traditions, tribal communities, social change, modernization, globalization, and contemporary issues influencing Indian society.
4. Apply anthropological concepts and approaches to interpret cultural practices, social transformations, and the challenges of unity in diversity in India.
5. Develop critical thinking and analytical skills to appreciate India's pluralistic society, promote cultural sensitivity, and evaluate contemporary social and cultural issues in national and global contexts.

References:

1. Dube, S. C. (1990). *Indian Society*. National Book Trust, India.
2. Srinivas, M. N. (2002). *Social Change in Modern India*. Orient Blackswan.
3. Béteille, A. (1996). *Society and Politics in India: Essays in a Comparative Perspective*. Oxford University Press.
4. Karve, I. (1965). *Kinship Organization in India*. Asia Publishing House.
5. Singh, Y. (1997). *Modernization of Indian Tradition*. Rawat Publications.

ATS 302: APPLIED ANTHROPOLOGY IN INDIA (AAI)

Course Objective: To provide students with an understanding of the concepts, principles, and scope of applied anthropology and its role in addressing contemporary social, cultural, economic, health, and developmental issues in India.

BLOCK- I: Beyond Academics

Applied Anthropology – Meaning and Scope, History and Evolution of Applied Anthropology, Action and Development Anthropology, Academic Vs Practicing Anthropology and Applied Research Methods.

BLOCK- II: Applied Biological Anthropology

Kinanthropometry and Ergonomics, Nutritional Anthropology and Public Health, Forensic Anthropology, Applications of Human Genetics.

BLOCK -III: Engaging Anthropologist

Public and Advocacy Anthropology, Community Development and Social Assessment, Social Marketing and Cultural Resource Management; Professional Engagements of Anthropologists.

BLOCK -IV: Domains of Application

Anthropology in Public Policy, Agriculture and Education; Tourism, Media, and Design Anthropology; Human Rights, Business Anthropology, and Gerontology.

BLOCK -V: Applied Archaeological Anthropology

Cultural Heritage and Preservation; Archaeology, Tourism, and Community Engagement

Learning Outcomes: - After completion of this course the students will be able to:

1. Understand the concepts, scope, principles, and development of applied anthropology and its significance in India.

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2. Analyze the application of anthropological knowledge and methods in tribal development, public health, education, rural development, and social welfare programmes.
3. Examine the role of anthropologists in policy planning, community development, disaster management, environmental conservation, and sustainable development.
4. Apply anthropological approaches to identify, assess, and address contemporary social, cultural, economic, and developmental issues in diverse communities.
5. Develop analytical and problem-solving skills to evaluate development programmes and recommend culturally appropriate interventions for improving the well-being of communities.

References:

1. Nath, S. (2015). *Applied Anthropology in India*. Gyan Publishing House.
2. Ervin, A. M. (2005). *Applied Anthropology: Tools and Perspectives for Contemporary Practice*. Pearson Education.
3. Chambers, E. (1985). *Applied Anthropology: A Practical Guide*. Prentice Hall.
4. Scupin, R., & DeCorse, C. R. (2019). *Anthropology: A Global Perspective* (9th ed.). Pearson Education.
5. Vidyarthi, L. P., & Rai, B. K. (1976). *The Tribal Culture of India*. Concept Publishing Company.

ATS-303: INDIAN PREHISTORY (IP)

Objective: To enable students to analyze prehistoric archaeological evidence, cultural developments, technological innovations, and human adaptations for reconstructing the prehistory of India.

BLOCK–I: Introduction to Indian Prehistory

Meaning, Scope and Importance of Prehistory; Geological Time Scale and Pleistocene Environment; Methods of Studying Prehistory; Chronology and Cultural Sequence of Indian Prehistory.

BLOCK–II: Lower and Middle Palaeolithic Cultures

Lower Palaeolithic Culture in India; Acheulian and Soanian Traditions; Middle Palaeolithic Culture; Stone Tool Technology, Major Sites and Environmental Context.

BLOCK–III: Upper Palaeolithic, Mesolithic and Neolithic Cultures

Upper Palaeolithic Culture; Mesolithic Culture and Microlithic Technology; Neolithic Revolution in India; Neolithic Economy, Settlement, Domestication, and Major Archaeological Sites.

BLOCK–IV: Chalcolithic and Iron Age Cultures

Chalcolithic Cultures of India; Harappan Civilization and Regional Chalcolithic Traditions; Megalithic Culture; Iron Age Culture, Technology, Settlement Patterns and Subsistence Economy.

BLOCK–V: Prehistoric Art and Recent Advances

Prehistoric Rock Art in India; Important Prehistoric Sites and Excavations; Scientific Dating Methods; Recent Discoveries and New Perspectives in Indian Prehistory.

Course Outcomes: After completion of this paper student will be able to –

1. Understand the meaning, scope, and significance of Indian Prehistory.
2. Identify the major prehistoric cultural phases of India and their characteristics.
3. Explain the evolution of prehistoric technology, economy, and settlement patterns.
4. Analyze the social, cultural, and environmental aspects of prehistoric communities.
5. Interpret archaeological evidence from important prehistoric sites in India.

References:

1. Allchin, B., & Allchin, R. (1997). *The Rise of Civilization in India and Pakistan*. Cambridge University Press.
2. Chakrabarti, D. K. (2009). *India: An Archaeological History (Palaeolithic Beginnings to Early Historic Foundations)* (2nd ed.). Oxford University Press.
3. Misra, V. N. (2001). *Prehistoric Human Colonization of India*. Indira Gandhi Rashtriya Manav Sangrahalaya.
4. Paddayya, K. (2013). *The Acheulian Culture of the Hunsgi and Baichbal Valleys, Karnataka: A Processual Study*. Deccan College Post-Graduate and Research Institute.
5. Sankalia, H. D. (1974). *Prehistory and Protohistory of India and Pakistan*. Deccan College Post-Graduate and Research Institute.

ATS-304: ECOLOGICAL ANTHROPOLOGY (EA)

Course Objective: To equip the students with essential concepts, theories, approaches, and analytical tools of Ecological Anthropology necessary for understanding the dynamic relationship between humans, culture, and the environment, and for analysing human adaptation, resource use, ecological change, and sustainable development across diverse societies.

BLOCK I: Foundations of Ecological Anthropology

This block introduces the meaning, scope, and objectives of Ecological Anthropology and explains its relationship with ecology. It discusses the historical development of the discipline, human–environment interactions, and key ecological concepts such as ecosystems, adaptation, carrying capacity, niche, and habitat.

BLOCK II: Cultural Ecology and Adaptive Strategies

This block focuses on cultural ecology and human adaptation to different environments. It examines subsistence strategies, traditional technologies, indigenous ecological knowledge, and the relationship between population growth, resource use, and ecological balance.

BLOCK III: Human Biology, Health, and Ecology

This block explores biological adaptation, nutrition, and the ecological dimensions of health. It discusses human adaptation to different environments, food and nutrition, disease ecology, and traditional health practices.

BLOCK IV: Environment, Society, and Sustainability

This block examines the relationship between society and the environment. It covers environmental anthropology, indigenous resource management, the impacts of development and environmental change, and anthropological perspectives on climate change and sustainability.

BLOCK V: Applied Ecological Anthropology

This block highlights the practical applications of Ecological Anthropology in environmental planning and sustainable development. It also discusses environmental movements, conservation policies, biodiversity loss, and contemporary ecological challenges.

Course Outcomes:

After successful completion of this paper, the student should be able to:

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1. Demonstrate an understanding of ecological principles and their application in anthropological studies.
2. Examine the interactions between human populations, biological adaptation, culture, and environmental resources.
3. Develop the ability to interpret environmental challenges and suggest sustainable, culturally appropriate solutions using ecological anthropological perspectives.

References:

1. Moran, E. F. (2016). *People and Nature: An Introduction to Human Ecological Relations* (2nd ed.). Wiley-Blackwell.
2. Netting, R. M. (1986). *Cultural Ecology* (2nd ed.). Waveland Press.
3. Sutton, M. Q., & Anderson, E. N. (2014). *Introduction to Cultural Ecology* (3rd ed.). Rowman & Littlefield.
4. Steward, J. H. (1955). *Theory of Culture Change: The Methodology of Multilinear Evolution*. University of Illinois Press.
5. Milton, K. (1997). *Environmentalism and Cultural Theory: Exploring the Role of Anthropology in Environmental Discourse*. Routledge

ATS-305: MEDICAL ANTHROPOLOGY (MA)

Course Objective: To provide students with a comprehensive understanding of the biological, cultural, and social dimensions of health and disease, enabling them to analyze healthcare systems, medical practices, and public health issues from an anthropological perspective.

BLOCK I: Basic Concepts of Medical Anthropology

This block introduces the fundamental concepts, scope, and development of Medical Anthropology. It examines the relationship between anthropology and health sciences, explores cultural understandings of health, disease, and illness, and discusses the socio-cultural, environmental, and ecological factors that influence health and healing practices.

BLOCK II: Medical Systems

This block focuses on different medical systems and healing traditions across cultures. It examines indigenous medicine, ethno-medicine, medical pluralism in India, and the coexistence of traditional and modern healthcare systems, highlighting their cultural significance and practical applications.

BLOCK III: Medical Anthropology and Public Health

This block explores the contribution of Medical Anthropology to public health. It discusses major research areas, health-seeking behaviour, public health policies, ethnicity and disease, and cultural perspectives on mental health, emotional disorders, and infertility.

BLOCK IV: Health and Wellness

This block examines major health issues affecting individuals and communities. It covers the epidemiology of communicable and non-communicable diseases, environmental and occupational health, and the anthropological understanding of aging, elderly care, and overall health and well-being.

BLOCK V: Reproductive System and Health

This block focuses on human reproductive biology and reproductive health from biological and cultural perspectives. It discusses reproductive health across the life cycle, infertility and its social implications, and the role of Assisted Reproductive Technologies (ART), including their ethical, cultural, and public health dimensions.

Course Outcomes:

After successful completion of this paper, the student will be able to:

1. Understand the basic concepts, scope, and theories of Medical Anthropology.
2. Explain the relationship between culture, health, disease, and different medical systems.
3. Apply anthropological perspectives to public health, reproductive health, and contemporary healthcare issues.

References:

1. Brown, P. J., Closser, S., & Janes, C. R. (Eds.). (2012). *Understanding and Applying Medical Anthropology* (3rd ed.). Routledge.
2. Helman, C. G. (2007). *Culture, Health and Illness* (5th ed.). Hodder Arnold.
3. McElroy, A., & Townsend, P. K. (2015). *Medical Anthropology in Ecological Perspective* (6th ed.). Westview Press.
4. Singer, M., & Baer, H. A. (2018). *Introducing Medical Anthropology: A Discipline in Action* (3rd ed.). Rowman & Littlefield.
5. Foster, G. M., & Anderson, B. G. (1978). *Medical Anthropology*. John Wiley & Sons.

ATS-401:TRIBAL DEVELOPMENT IN INDIA (TDI)

Course Objective:To provide students with a comprehensive understanding of the historical, social, economic, and cultural aspects of tribal communities in India, enabling them to analyze tribal development policies, constitutional safeguards, and contemporary issues from an anthropological perspective.

BLOCK I: Tribal Society and Development

Concept, Meaning, and Scope of Tribal Development; Tribal Communities in India: Distribution and Characteristics; Constitutional Provisions and Safeguards for Scheduled Tribes; Socio-Economic Status of Tribal Communities; Development and Sustainable Development: Concepts and Approaches

BLOCK II: Tribal Development Policies and Programmes

Evolution of Tribal Development Policies in India; Tribal Sub-Plan (TSP) and Integrated Tribal Development Programme (ITDP); Government Welfare Schemes for Scheduled Tribes; Role of Tribal Development Agencies and Institutions; Panchayats (Extension to Scheduled Areas) Act (PESA) and Forest Rights Act (FRA)

BLOCK III: Tribal Economy, Livelihood, and Human Development

Traditional Tribal Economy and Livelihood Systems; Agriculture, Forest-Based Livelihoods, and Minor Forest Produce; Education, Health, Nutrition, and Human Resource Development; Skill Development and Employment Opportunities; Women Empowerment and Gender Issues among Tribes

BLOCK IV: Contemporary Issues in Tribal Development

Displacement, Rehabilitation, and Resettlement; Land Alienation, Indebtedness, and Migration; Tribal Rights, Identity, and Cultural Preservation; Impact of Globalization, Industrialization, and Urbanization; Environmental Conservation and Tribal Development

BLOCK V: Tribal Development: Challenges and Future Perspectives

NGOs and Civil Society in Tribal Development; Participatory and Community-Based Development Approaches; Success Stories and Best Practices in Tribal Development; Sustainable Tribal Development and Inclusive Growth; Emerging Challenges and Future Directions in Tribal Development

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Course Outcomes:

After successful completion of this course, students will be able to:

1. Understand the concept, objectives, and approaches of tribal development in the Indian context.
2. Explain the constitutional provisions, policies, and welfare programmes designed for the development of Scheduled Tribes.
3. Analyze the socio-economic conditions, livelihood patterns, and human development issues of tribal communities.
4. Evaluate contemporary challenges such as displacement, land alienation, migration, cultural change, and environmental concerns affecting tribal development.

References:

1. Behura, N. K., & Mohanty, K. K. (2006). *Indian anthropology*. Concept Publishing Company.
2. Dube, S. C. (1998). *Tribal heritage of India*. Vikas Publishing House.
3. Fernandes, W. (2008). *India's forced displacement: Policy and practice*. Indian Social Institute.
4. Hasnain, N. (2019). *Tribal India* (5th ed.). Palaka Prakashan.
5. Rath, G. C. (Ed.). (2006). *Tribal development in India: The contemporary debate*. Sage Publications.
6. Roy Burman, B. K. (2002). *The scheduled tribes*. Oxford University Press.

ATS-402: ETHNO-ARCHAEOLOGY (EA)

Objective: This course aims to introduce students to the concepts, methods, and significance of ethno-archaeology, emphasizing the relationship between ethnography and archaeology in interpreting the archaeological record. It also enables learners to understand traditional material culture, technological practices, settlement patterns, and the application of ethno-archaeological approaches in reconstructing past human societies and evaluating their relevance in contemporary archaeological research.

BLOCK-I: Introduction to Ethno-Archaeology

Introduction to Ethno-Archaeology: Meaning, nature, scope and significance of ethno-archaeology; relationship between archaeology, anthropology and ethnography; emergence

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and development of ethno-archaeology; aims, objectives and approaches in ethno-archaeological research.

BLOCK-II: Ethno-Archaeological Methods and Material Culture

Ethno-Archaeological Methods and Material Culture: Research methods and field techniques; observation, participant observation and interviews; documentation of material culture; technology, tools, pottery, housing and craft traditions; interpretation of archaeological remains through ethnographic analogy.

BLOCK-III: Settlement, Subsistence and Technology

Settlement, Subsistence and Technology: Settlement patterns and house forms; subsistence strategies including hunting, gathering, agriculture and pastoralism; traditional technologies; resource utilization; ethno-archaeological perspectives on production, distribution and consumption.

BLOCK-IV: Ethno-Archaeology in India

Ethno-Archaeology in India: Ethno-archaeological studies among Indian tribal and rural communities; pottery making, metallurgy, megalithic traditions and craft production; contributions of Indian ethno-archaeologists; role of ethno-archaeology in interpreting prehistoric cultures and cultural continuity.

BLOCK-V: Applications and Contemporary Perspectives of Ethno-Archaeology

Applications and Contemporary Perspectives of Ethno-Archaeology: Application of ethno-archaeology in reconstructing past human behaviour; experimental archaeology and heritage studies; conservation of cultural heritage; limitations and challenges of ethno-archaeological research; future prospects of ethno-archaeology.

Course Outcomes:

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

1. Explain the concept, scope, principles, and significance of ethno-archaeology in archaeological and anthropological research.
2. Apply ethno-archaeological methods and field techniques to study material culture, technology, and traditional lifeways.
3. Analyze settlement patterns, subsistence strategies, and technological practices of contemporary communities to interpret archaeological evidence.
4. Evaluate the contribution of ethno-archaeological studies in reconstructing prehistoric cultures and understanding cultural continuity and change.

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5. Assess the role of ethno-archaeology in heritage conservation, experimental archaeology, and the interpretation of archaeological records.
6. Develop critical perspectives on the applications, limitations, and future prospects of ethno-archaeological research in India and beyond.

References:

1. Binford, L. R. (1978). *Nunamiut ethnoarchaeology*. Academic Press.
2. David, N., & Kramer, C. (2001). *Ethnoarchaeology in action*. Cambridge University Press.
3. Gould, R. A. (1980). *Living archaeology*. Cambridge University Press.
4. Hodder, I. (1982). *Symbols in action: Ethnoarchaeological studies of material culture*. Cambridge University Press.
5. Kramer, C. (1985). *Ceramic ethnoarchaeology*. Columbia University Press.
6. Renfrew, C., & Bahn, P. (2020). *Archaeology: Theories, methods, and practice* (8th ed.). Thames & Hudson.
7. Sankalia, H. D. (1974). *Prehistory and protohistory of India and Pakistan*. Deccan College Postgraduate and Research Institute.

ATS-403: BUSINESS ANTHROPOLOGY (BA)

Objective: The objective is to equip students with the principles and provisions of corporate tax structure and Goods and Services Tax (GST), which is, implemented from 2017 under the notion of One Nation, One Tax and One Market and to acquaint students with basic provisions of GST Law and basic working knowledge.

BLOCK-I: Introduction to Business Anthropology

Introduction to Business Anthropology: Meaning, nature, scope, and significance of business anthropology; relationship between anthropology, business, and management; emergence and development of business anthropology; concepts, objectives, and applications in contemporary organizations.

BLOCK-II: Culture, Consumer Behaviour, and Market Research

Culture, Consumer Behaviour, and Market Research: Concept of culture in business; consumer behaviour and decision-making; ethnographic methods in market research; branding, advertising, and consumer culture; role of anthropology in product design and innovation.

BLOCK-III: Organizations, Work Culture, and Human Resource Management

Organizations, Work Culture, and Human Resource Management: Organizational culture and behaviour; workplace diversity and inclusion; leadership, communication, and teamwork; human resource management from an anthropological perspective; ethics and corporate social responsibility.

BLOCK-IV: Globalization, Entrepreneurship, and Sustainable Business

Globalization, Entrepreneurship, and Sustainable Business: Globalization and cross-cultural business practices; entrepreneurship and indigenous knowledge; sustainable development and business ethics; social entrepreneurship; role of anthropology in community-based and inclusive business development.

BLOCK-V: Contemporary Applications of Business Anthropology

Contemporary Applications of Business Anthropology: Business consulting and organizational change; digital transformation and consumer experience; anthropology in marketing, innovation, and policy making; challenges and future prospects of business anthropology; case studies from India and the global context.

Course Outcomes:

After completion of this paper, student will be able to:

1. Explain the concepts, scope, significance, and evolution of business anthropology and its relevance to contemporary business organizations.
2. Apply anthropological theories and ethnographic methods to understand consumer behaviour, market research, and organizational culture.
3. Analyze the influence of culture, diversity, communication, and leadership on workplace practices and business performance.
4. Evaluate the role of business anthropology in globalization, entrepreneurship, sustainable development, and corporate social responsibility.
5. Assess the application of anthropological knowledge in business consulting, product innovation, marketing, and organizational change.

References:

1. Baba, M. L. (2006). *Anthropology and business*. In H. J. Birx (Ed.), *Encyclopedia of anthropology* (Vol. 1, pp. 83–117). Sage Publications.
2. Ferraro, G. P., & Briody, E. K. (2017). *The cultural dimension of global business* (8th ed.). Routledge.

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3. Jordan, A. T. (2010). *The importance of business anthropology: Its unique contributions. International Journal of Business Anthropology*, 1(1), 15–25.
4. Jordan, A. T. (2013). *Business anthropology* (2nd ed.). Waveland Press.
5. Marietta, B. L. (Ed.). (2013). *The handbook of business anthropology*. Left Coast Press.
6. Schein, E. H., & Schein, P. A. (2021). *Organizational culture and leadership* (6th ed.). Wiley.

ATS-404: DEVELOPMENT ANTHROPOLOGY (DA)

Course Objective: This course aims to introduce students to the concepts, theories, and approaches of development anthropology, focusing on the relationship between culture, society, and development processes. It enables learners to understand development policies, programmes, and interventions, and to critically examine the role of anthropologists in promoting sustainable, participatory, and inclusive development among diverse communities.

BLOCK-I: Introduction to Development Anthropology

Introduction to Development Anthropology: Meaning, nature, scope, and significance of development anthropology; relationship between anthropology and development; emergence and evolution of development anthropology; concepts, theories, and approaches to development.

BLOCK-II: Development Policies, Programmes, and Institutions

Development Policies, Programmes, and Institutions: Development planning in India; rural and tribal development programmes; role of government, non-governmental organizations (NGOs), and international agencies; participatory development and community-based approaches.

BLOCK-III: Development, Society, and Culture

Development, Society, and Culture: Culture and development; indigenous knowledge systems; gender and development; health, education, and livelihood; social change, poverty, inequality, and human development.

BLOCK-IV: Sustainable Development and Contemporary Issues

Sustainable Development and Contemporary Issues: Concept and principles of sustainable development; environmental conservation and natural resource management; displacement, rehabilitation, and resettlement; globalization, urbanization, and development challenges.

BLOCK-V: Applied Development Anthropology

Applied Development Anthropology: Role of anthropologists in development planning and implementation; development research methods and impact assessment; monitoring and evaluation of development projects; case studies of development interventions in India; future perspectives in development anthropology.

Course Outcomes:

After successful completion of this paper the student should be able to:

1. Explain the concepts, theories, scope, and significance of development anthropology and its relevance to contemporary development issues.
2. Analyze development policies, programmes, and institutions with special reference to rural, tribal, and community development.
3. Evaluate the relationship between culture, society, and development, including the role of indigenous knowledge, gender, health, education, and livelihoods.
4. Assess the impact of sustainable development, environmental conservation, globalization, displacement, and rehabilitation on local communities.
5. Apply anthropological approaches and research methods in planning, implementing, monitoring, and evaluating development programmes.

References:

1. Cernea, M. M. (Ed.). (1991). *Putting people first: Sociological variables in rural development* (2nd ed.). Oxford University Press.
2. Chambers, R. (1983). *Rural development: Putting the last first*. Longman.
3. Chambers, R. (1997). *Whose reality counts? Putting the first last*. Intermediate Technology Publications.
4. Escobar, A. (1995). *Encountering development: The making and unmaking of the Third World*. Princeton University Press.
5. Gardner, K., & Lewis, D. (2015). *Anthropology, development and the post-modern challenge* (2nd ed.). Pluto Press.

ATS- 405: FIELDWORK BASED DISSERTATION (FBD)

DISSERTATION, SEMINAR & COMPREHENSIVE VIVA-VOCE

- Seventy percent weightage for dissertation report and Thirty percent weightage for presentation and Viva Voce
- Dissertation is to be prepared under the guidance of a faculty of the department during the semester period covering the areas of ATS.
- Minimum pass mark for this paper is 50%.

Guidelines for Dissertation

The objective of the project course is to help the student develop ability to apply multi-disciplinary concepts, tools and techniques to solve organizational problems. The project may be from any one of your areas preferably of specialization area: Comprehensive case study (covering single organization/multifunctional area, problem formulation, analysis and recommendations).

Inter organizational study aimed at inter-organizational comparison/validation of theory/survey of management practices, field study (empirical study).

Synopsis

The Proposal of the proposed dissertation work should essentially have the followings:

Introduction

- Brief background and relevance of the topic chosen for the project
- Statement of the problem
- Hypothesis
- Objectives
- Research Methodology:
 - Research Design
 - Nature and source of data/information to be collected
 - Sample and sampling technique
 - Rationale of chosen organization and the sample
 - Tools and Techniques to be used for data collection
 - Method/s to be used for data collection
- Data handling and analysis- organization and analysis of data.
- Statistical tools to be used for analysis.

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- Relevance of statistical tools with the objectives of the project.
- Any other relevant detail which will help better appreciation and understanding of the project proposal.

Project Report

The Project Report must have the following:

- Cover Page – must have the name and roll no. of the student and the name & designation of the guide along with the title of the Project.
- Acknowledgement, declaration, Certificate of originality signed by the guide with date
- Detailed tables & figures of contents with page nos. Index of Chapters
- All pages of the Project Report must be numbered as reflected in Index of Chapters

Chapter-I Introduction & Review of literatures

Chapter-II Research Methodology

Chapter-III Conceptual & Theoretical Descriptions

Chapter-IV Analysis & Interpretations

Chapter-V Testing of Hypotheses

Chapter-VI Conclusion, suggestions & Scope for further research

References Annexure.

References:

1. Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university* (4th ed.). Open University Press.
2. Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development*. Heinle & Heinle.
3. Hunkins, F. P., & Ornstein, A. C. (2016). *Curriculum: Foundations, principles, and issues* (7th ed.). Pearson.
4. Kelly, A. V. (2009). *The curriculum: Theory and practice* (6th ed.). Sage Publications.
5. Nation, I. S. P., & Macalister, J. (2010). *Language curriculum design*. Routledge.
6. Nunan, D. (1988). *Syllabus design*. Oxford University Press.
7. Print, M. (1993). *Curriculum development and design* (2nd ed.). Allen & Unwin.
8. Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge University Press

M.A. IN HISTORY

PROGRAM STRUCTURE

SEM	PAPER CODE	PAPER NAME	CREDIT	FULL MARK	INTERNAL ASSESSMENT	END SEM EXAM
I	HIS-101	Ancient Culture and Civilization	5	100	30	70
	HIS-102	Medieval Societies	5	100	30	70
	HIS-103	World History(1500-1900 Ad)	5	100	30	70
	HIS-104	Twentieth Century World-I (1900-1945)	5	100	30	70
	HIS-105	Indian Knowledge System	5	100	30	70
	TOTAL		25	500	150	350
II	HIS-201	Twentieth centuryWorld-II(1945-2000)	5	100	30	70
	HIS-202	Historical Theories and Methods	5	100	30	70
	HIS-203	History of India,6 th century BC to 1206AD	5	100	30	70
	HIS-204	History Of India,1206-1750AD	5	100	30	70
	HIS-205	History of India(1750-1947)	5	100	30	70
	TOTAL		25	500	150	350
	HIS-301	History Of Odisha	5	100	30	70

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III		(Earlier Times To 1950 AD)				
	HIS-302	Indian Historiography	5	100	30	70
	HIS-303	Cultural Heritage of India	5	100	30	70
	HIS-304	Elective-(A) Political and Administrative History of India (Early Times To 1200 AD) or (B) Constitutional and administrative History of India (1757-1947)	5	100	30	70
	HIS-305	Elective- (A) Socio-Economic History of India (Early Times To 1200 AD) or (B) Nationalist Movement in India	5	100	30	70
	TOTAL		25	500	150	350
IV	HIS-401	Application of Tourism in History	5	100	30	70
	HIS-402	Elective-(A) Religion, literature, Art and Architecture-1 (Early times to 1200 AD-) or (B) Socio- Cultural and Economic History of	5	100	30	70

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		India (1757- 1947)				
	HIS-403	Elective-(A)Religion ,Literature, Art and architecture-II(Early times to1200AD) OR (B) India Since Independence (1947-2000)	5	100	30	70
	HIS-404	History of Science and Technology	5	100	30	70
	HIS-405	Project work and Dissertation	5	100	30	70
	TOTAL		25	500	150	350
GRAND TOTAL			100	2000	600	1400

SEMESTER-I**HIS-101: ANCIENTCULTUREAND CIVILIZATION****BLOCK I: Origin of the Earth and Human Evolution**

Evolution of the Earth-Planet, Beginning of Life, Climate and Habitability, Glacial Age, Origin of Species-Charl's Darwin Theory, Evolution of man-Homo Habilis, Homo Erectus, Homo Sapiens and Homo Sapiens Sapiens

BLOCK II: Prehistoric Cultures and Early Human Societies

Stone Age Culture-Palaeolithic and Mesolithic Phase: Hunters and Gatherers, Tool-making, Habitat Art, Neolithic Age-Food Production, Agriculture, Society, Village Settlement and Craft Specialization, Bronze Age Culture and Civilization- Early, Middle and Late Bronze.

BLOCK III: Early River Valley Civilizations of the Ancient World

Egyptian Civilization-Political Development, Art, Architecture and Religion, Mesopotamia Civilization-Sumerian Civilization: Society, Art, Architecture and Religion, Unit-9:

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Babylonian Civilization-Law Code, Administration, Religion and Education, Unit-10:
Assyrian Civilization-Society, Religion, Art and Architecture.

BLOCK IV: Ancient Indian Civilization and Vedic Culture

Harappan Civilization-Origin, Extent, Characteristics and Causes of Decline, Rig Vedic Age-
Evolution of Social and Political Institutions, Religious and Philosophical Ideas, Later Vedic
age- Later Vedas and Puranas, Samhitas and Socio-Economic, Political and Cultural
Transformation

BLOCK V: Classical Civilizations of the Ancient World

Greek Civilization-Athenian Democracy, Society and Cultural Structure, Roman-Civilization
-Polity, Society and Culture, China Civilization-Polity, Society, Science, Innovation and
Technological Development

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HIS-102:MEDIEVAL SOCIETIES

BLOCK I: Transition And Formation of Medieval Europe

Transition From Antiquity to Feudalism, State Formation in Western Europe

BLOCK II: Structure and Economy of Feudal Society

Feudal Societies: Manor, Landlords, Serf, Peasants and Knight, Crisis of Feudalism,
Agricultural Structure in Feudalism, Trade and Commerce in Feudal Societies

BLOCK III: Urban And Social Development in Medieval Period

Urban And Town planning in Medieval Societies, Slavery During Medieval Period, Socio
Cultural Institution in Medieval Societies

BLOCK IV: Religious Institutions and Spiritual Movements in the Medieval World

Medieval Church – Monastic Communities, Role of Church in Socio-Economic Life, Papacy, Bhakti Age in India – Role of Kabir, Nanak and Sri Chaitanya, Zoroastrianism and Mithraism – Impact on Eastern and Western Thinking

BLOCK V: Religious Traditions and Intellectual Developments

Confucianism And Taoism – Teaching, Impact on Chinese Society, Judaism – Origin, Growth, Principles and Practices, Islam – Origin, Growth and Teachings, Islamic Society – Medicine, Mathematics, Literature, Astronomy and Philosophy.

Reference

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HIS-103: WORLD HISTORY (1500-1900 AD)

BLOCK I: Intellectual Awakening in Europe

Renaissance and Reformation in Europe, Major Ideas of Enlightenment in Europe.

BLOCK II: Age of Revolutions and Political Change

American Revolution (1776) and Constitution: It's Nature and Significance, Abolition of Slavery, French Revolution (1789): Causes, Impact and Limitation, Era of Napoleon- Rise, Achievements and Failure.

BLOCK III: Reaction, Reform and National Movements

Congress System: Congress of Vienna and Other Congresses, Nineteen Century European Revolutions: July Revolution 1830 and February Revolution 1848 in France, Growth of nationalism and State Building in Germany and Italy, Growth of Democratic Policies in Britain: Parliamentary Reforms 1832, 1867, 1911

BLOCK IV: Industrial and Socio-Economic Transformation

Industrial Revolution in England: Causes and Impacts on Society, Industrialization in Germany and USA, Growth of Capitalism, Rise of Socialism and Working-Class Movement

BLOCK V: Imperialism, Colonialism and Global Expansion

Imperialism and Colonialism: England and Germany, Colonial System: Exploitation of the New World and Trans-Atlantic slave, trade and tributes from Asian Conquest, Imperialism and Free Trade: The New Imperialism

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HIS-104: TWENTIETH CENTURY WORLD-I (1900-1945)

BLOCK I: First World War and the Search for Peace

Emergence of First World War: Nature, Occurrence and Outcome, Paris Peace Conference and Peace Settlement, League of Nations: Organizations, Function, Achievements and Failure, Search for Security: Washington Conference, Locarno Pact, Kellogg-Briand Pact

BLOCK II: Crisis of Capitalism and Rise of Totalitarianism

Crisis In Capitalism: Depression and New Deal, The Emergence of Russian Revolution: Formation of Soviet Union in Russia, Its Economic and Political aspects, response and Reaction to The West,

Rise of Totalitarianism -(A) Fascism in Italy (B) Nazism in Germany

BLOCK III: Nationalism and Modernization in Asia and the Middle East

Modernization of Turkey: Domestic and Foreign Policies, Rise of Nationalism in Indo-China and Indonesia, Rise of Arab World: Problem of Palestine

BLOCK IV: Foreign Policies and International Relations in the Inter-war

Foreign Policy of USA, USSR, UK, Foreign Policy of France and Germany

BLOCK V: Road to the Second World War

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Problem of Disarmament: Impact on Europe, Policy of Appeasement of England and France, Spanish Civil War: Causes, Nature, Impact on Europe, Second World War: Origin, Causes, and Consequences

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HIS-105: INDIAN KNOWLEDGE SYSTEM

BLOCK I: Foundations of Indian Knowledge System

Concept and Scope of Indian Knowledge System, IKS on Indus Valley Civilization, Sources of Indian Knowledge System-Vedas, Upanishads, Epics and Puranas, Oral Traditions, Gurukul System and Transmission of Knowledge

BLOCK II: Philosophical And Intellectual Traditions

School of Indian Philosophy-Orthodox and Heterodox Traditions, Knowledge Traditions in Buddhism and Jainism, Epistemology, Logic and Debate Traditions (Nyaya, Mimamsa), Ethical and Social Thought in Indian Intellectual History

BLOCK III: Scientific And Technological Knowledge in Ancient India

Mathematics and Astronomy-Contributions of Aryabhata, Brahmagupta and Others, Medicine and Health Sciences-Ayurveda and Surgical Traditions, Environmental Knowledge, Agriculture and Water Management, Metallurgy, Architecture and Engineering Traditions

BLOCK IV: Knowledge Institutions and Cultural Expressions

Ancient Universities-Takshashila, Nalanda, Vikramashila, Education System in Early and Medieval India, Knowledge in Literature, Language and Grammar Traditions, Art, Music, Dance and Aesthetic Knowledge Systems

BLOCK V: A Study of Political and Economic Thought in Ancient India

Political Philosophy and Early Ideas of Governance in Ancient India, State Craft, Kingship and Administrative Institutions, Economic Principles and Resources Management,

Reference

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SEMESTER-II

HIS-201: TWENTIETH CENTURY WORLD-II (1945-2000)

BLOCK I: United Nations and Human Rights

UNO Formation, Structure and Objectives, Achievements and Failure of UNO, UNO and Major Crises-(A) Congo (B) Cyprus (C) Kashmir, Human Rights

BLOCK II: Cold War and Western Alliances

Cold war: Cold war and Super Power Rivalry (1945-1985), Revival of Western Europe: Marshall Plan and Truman Doctrine, NATO- Formation, Structure, Objectives and Implications, Warsaw Pact: Formation, Objectives and Structure.

BLOCK III: Cold War Conflicts and Detente

Soviet Intervention in Hungary (1956) and Czechoslovakia (1968), The Cold War and International Crisis: (A) Berlin (B) Cuba (C) Korea, Detente 1969: SALT-I, SALT-II, START-I, START-II.

BLOCK IV: End of Cold War and Global Transformations

Reforms of Gorbachev and Disintegration of the USSR, Globalization-Its Economic and Political Implications, Regional Security Alliances: (A) NAM (B) ASEAN (C) SAARC.

BLOCK V: Indian Foreign Policy and West Asian Issues

Indian Foreign Policy and Relation: Sino-Indian, Indo-Soviet, Indo-USA, Indo-Pakistan, Issue in West Asia: Arab-Israel Conflict (1947-1978), Issue in West Asia: Palestine Problem and PLO

Reference

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HIS-202: HISTORICAL THEORIES AND METHODS

BLOCK I: Foundations of History

Definition, Nature, Scope, Object and Value of History, History Science and Morality

BLOCK II: History and Allied Disciplines

History and It's Allied Discipline: Archaeology, Geography, Anthropology, History and It's Allied Discipline: Sociology, Economics, History and It's Allied Discipline: Philosophy, politics and Literature

BLOCK III: Traditions and Development of Historical writing

Greco-Roman Tradition: Herodotus, Thucydides, Polybius, Livy, Tacitus, Medieval Understanding: western St. Augustine, Arabian Ibn Khaldun, Scientific History: Ranke, Croce, R. G. Collingwood, Total History: Marc Bloch, Lucien Fabvre, Fernand Braudel. Scientific History: August Comte and Karl Marx, Total History: Marc Bloch, Lucien Fabvre, Fernand Braudel

BLOCK IV: Sources and Methods of History

Historical Source Materials: Primary and Secondary, Oral History, Historical Criticism: Examination Sources-External and Internal

BLOCK V: Philosophy and Challenges of History

Causation in History, Objectivity and Bias in History, Distortion as a Challenge to History

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HIS-203: HISTORY OF INDIA, 6TH CENTURY BC TO 1206AD

BLOCK I: Sources And Early Historical Developments

Sources-Archaeological, Literary and Foreign Accounts, Iranian and Macedonian Invasions and Second Urbanization: Iron Age, Emergence of Mahajan padas, Reformation Movement - Jainism and Buddhism.

BLOCK II: Imperial Formations and Early Empires

Mauryan Empire Chandragupta Maurya -Administration and Empire, Ashoka and his Dharma, Contacts with Outside rule, Post Mauryan Period- Sunga's Polity, society, and Culture, Kanvas, Satavahanas- Polity, society and Culture, Vakataka rule: Sociopolitical and Cultural life, Kushan Rule: Kanishka and his administration

BLOCK III: Classical Age: Gupta and Post-Gupta Transition in Northern India

Gupta Age: Chandragupta I, Samudragupta, Chandragupta II: Society, Culture Religious, Art Architecture and Development of Science and Technology, Post Gupta Period: Vardhan Dynasty Administration and Religious Policy of Harshavardhana.Gurjara-Pratiharas- Administration and Socio-Cultural Aspects.

BLOCK IV: Early Medieval South Indian Powers

Chola rule: Administration and socio-cultural life, Rashtrakutas: Socio-Political History, Chalukyas- Socio-Political and Cultural Life, Pallavas Political and Socio-Cultural life.

BLOCK V: Regional Culture and External Contacts

Pandyas: Political Condition and Contact with Outside World, Samgam age: Culture, Administration Religion and Literature, Advent of the Arabs in Sindh.

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HIS-204: HISTORY OF INDIA,1206-1750 AD

BLOCK I: Foundations Of Medieval India and Early Delhi Sultanate

Medieval Sources-Literary, Archaeological and Foreign Accounts, Invasion of Sultan Mahmud and Muhammad Ghori, Mamluk Dynasties: Rise, Extension and Downfall and Theory of Kingship, Khilji Dynasty: Rise, Extend and Downfall, Economic Reforms by Allaudin Khiliji. Tughlaq Dynasty: Experiments of Muhammad Bin Tughlaq Rise, Extension and Downfall.

BLOCK II: Later Delhi Sultanate and Administrative Structure

Sayed And Lodi Dynasties: Rise, Extension and Downfall. Mongol Invasions of India During Sultanate Rule, State and Rural Society During Sultanate Rule – The Iqta System, Zamindars and Peasants, The Ulema and Nobility: Composition, Character, Role, The Civil, Judicial and Military Administrations, Downfall of The Delhi Sultanate: Causes and Consequences,

BLOCK III: Regional Kingdoms and Transitional Polities

Vijayanagar Empire and Bahamani Empire, India on The Eve of Babur's Invasions, Foundation of Mughal Dynasty by Babur and His Battles, Problem of Humayun Revival of Afghan Power by Sher Shah-Administration.

BLOCK IV: Mughal Consolidation and Imperial Expansion

Reign Of Akbar: Rise, Expansion, Jagirdari, Mansabdary System, Theory of Sul-I-Kul, And Akbar Religious Policy, Reign of Jahangir, Shahajahan: Rise, Extension and Downfall

BLOCK V: Late Mughal Empire and Decline

Maratha Power: Shivaji Conquest, Administration and Peshwa Rule, Reign of Aurangzeb: Rise, Extension, Decline, Decline of Mughal Empire.

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HIS-205: HISTORY OF INDIA(1750-1947)

BLOCK I: Advent of Europeans and Expansion of British Rule in India

Advent of the Europeans: Portuguese, English, French, Expansion of British Raj, Consolidation of British Raj: Subsidiary: Alliance, Doctrine of Lapse

BLOCK II: Colonial Economy and Popular Resistance

Popular uprisings in British India- Peasants uprising in Rangpur, Dinajpur, The new land Revenue Settlement: Permanent, Ryotwari, Mahalwari, Economic Impact of the British Rule: Drain of Wealth, Deindustrialization

BLOCK III: Revolt And Rise of Indian Nationalism

Revolt of 1857-Nature, Courses, results-opinion of Historian, Growth of National Consciousness: British of Congress and its Ideology Programme, Achievements of “Moderate” Historical debates on its Birth, Rise and Growth of Extremism: Causes and achievements, Surat split, Swadeshi Movement and Home Rule Movement

BLOCK IV: Gandhian Era and National Movements

Rise of Gandhi in Indian National Movement-Champanan, Kheda, Ahmedabad and Rowlat Satyagraha, Non-Cooperation and Khilafat Movement, Swarajist Party, Civil Disobedience Movement

BLOCK V: Communal Politics, Freedom and Partition

Growth of Communalism and Role of Muslim League and Hindu Mahasabha, War Time Nationalism: Quit India Movement, Indian National Army, Subhas Bose, Cabinet Mission

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Plan, Partition and Independence

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SEMESTER-III

HIS-301: HISTORY OF ODISHA (EARLIER TIME TO 1950 AD)

Block-I: Early Political History of Odisha

Kalinga War: Causes And Consequences, Chedi Rule in Odisha- Kharabela and His Achievements, The Sailadbhava Rule in Odisha, The Bhaumakaras

BLOCK-II: Medieval Odisha-Dynasty, Religion and Economy

The Somavamshis in Odisha, Ganga Rule in Odisha: Polity, Society and Economy, The Rule of Gajapatis: Kapilendradeva, Purusottamadeva, Prataprudradeva, Religious Movements in Odisha: Jainism, Buddhism, Brahminism and Jagannatha Cult

BLOCK-III: Odisha under foreign rule and Colonial Expansion

Odisha Under Afghan, Mughal and Marathas: Administration, Evolution and Growth of Odia Literature: Role of Sarala Das and Panchsakhas, British Occupation Odisha, Early Resistance Movement: Khurdha Revolt Of 1804, Khond Uprisings of Ghumusura and Paika Rebellion Of 1817

BLOCK-IV: Socio-Political Awakening and Nationalism in Odisha

National Calamities in Odisha: Famine of 1866 – Causes and Consequences, Odia Movement-Origin and Growth; Utkal Sammilani-1903-1920, Creation of Odisha as A Separate Province-1921-1936, Nationalist Movement in Odisha: Non-Cooperation, Civil disobedience and Quit India

Popular Ministries in Odisha: First Congress Ministry 1937-1939, War Time Non-Congress Ministry 1941-1944, Second Congress Ministry 1946-1950, Prajamandal Movement: Nilagiri, Rangapur, Talacher, Dhenkanal, Merger of Princely States of Odisha, Efforts For Industrialization and Development of Odisha, 1947-50

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HIS-302: INDIAN HISTORIOGRAPHY

Block-I: Ancient Literature

Traditional History from Vedas and Puranas, Jain and Buddhist Historiography, Historiography on Harshacharita of Banabhatta, Historiography On “Rajatangini of Kalhan

BLOCK-II: Medieval Indian Historiography

Historiography On Alberuni’s Kitab-Ul-Hind, Historiography on Zia-Ud-Din-Barani and Didactic History, Historiography of the Mughal Period: Baburnama, Historiography of the Mughal Period: Ain-I-Akbari of Abul Fazal

BLOCK-III: Nineteenth and Twentieth Century Understanding

Colonial School Historiography, Nationalist School Historiography, Marxist School of Historiography, Subaltern School of Historiography,

BLOCK-IV: Contemporary Writings

Annalists of France, Contemporary Historiography: William Jones, Contemporary Historiography: James Mill

BLOCK-V: Modern Indian Historians

Irfan Habib, Modern Historian: Bipan Chandra, D.D. Kosambi, Romila Thapar

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HIS: 303-CULTURAL HERITAGE OF INDIA

BLOCK-I Ancient Indian Culture and Civilization

Sources of Indian History and Culture, Harappan Civilization and First Urbanization, Cultural Heritage on Vedic Age

BLOCK-II: Religious and Cultural Developments in Ancient India

Jainism and the Cultural Heritage of India, Buddhism and the Cultural Heritage of India, Mauryan Age: art and culture, Development of Stupa and Chaitya, Ashoka and His Dhamma, Gupta Age and the Classical Cultural Heritage of India

BLOCK-III: Medieval Indian Culture

Delhi Sultanate and the Rise of Indo-Islamic Cultural Heritage, Sufi and Bhakti Traditions in Indian Cultural Heritage, Mughal age: Cultural Development, Religion, Din- I-Ilahi, Impact on Society, Medieval Art and Architectural Heritage

BLOCK-IV: Modern Indian Cultural Heritage and Reform Traditions

Socio-Religious Reform Movements and the Making of Modern Indian Cultural Heritage, Mahima Dharma: Indigenous Spiritual Heritage and Social Transformation in India, Philosophy of Sri Ramakrishna Paramahansa and Swami Vivekananda

BLOCK-V: Cultural Heritage of Odisha

Evolution of Odisha Temple Architecture, Odia Literature and Cultural Traditions

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HIS-304 (A): POLITICAL AND ADMINISTRATIVE HISTORY OF INDIA(EARLYTIMESTO1200 AD)

BLOCK-I: Foundations of Ancient Indian Polity and State Formation

Sources and Historiography of Ancient Indian History, Vedic Polity and Administrative Institutions, Iron Age and the Emergence of Territorial States, Foreign Invasions and North-Western Kingdoms

BLOCK-II: Imperial Traditions and Mauryan Administration

The Mauryan Empire: Rise and Expansion, Ashoka and the Mauryan State, Post-Mauryan States and Regional Powers, Iranian and Macedonian Impact and Second Urbanization

BLOCK-III: Gupta Age and Regional Political Systems

The Gupta Empire: Sources, rise, extent of Empire, administration and Political condition, Fall of the Gupta Empire, Rajput Kingdoms and Regional Powers: Pratiharas, Chandellas: Rajput Policy and Administration, Rashtrakutas, Palas and Senas- Their Role in History, Polity Administration.

BLOCK-IV: South Indian Kingdoms and Early Medieval State Formation Chola Empire –

Local Self-Government, Features of Indian Village System, Political Condition, Contemporary Dynasties of Early Medieval India:Pushyabhutis, Maukharis, Chalukyas of Badami, Pallavas – Society, Polityand Administration, Sangam Age and Pandyas – Political Condition and Administration.

BLOCK-V: Political Consolidation, Regional Kingdoms and State Formation in Early Medieval Eastern and Northern India Harshavardhana and Northern India, Somavamshis of Odisha, Imperial Gangas: Political condition, Empire Building and Administration, Advent of the Arabs in Sindh,

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**HIS-304(B): CONSTITUTIONAL AND ADMINISTRATIVE HISTORY OF INDIA
(1757-1947)**

BLOCK-I: Early Legislative Reforms

Regulating Act, 1773, Pitt's India Act, 1784, The Charter Acts of 1793, 1813, 1833, and 1853, Proclamation of Queen Victoria and the Act for Better Government of India, 1858

BLOCK-II: Evolution of Councils

Indian Councils Act, 1861, Indian Councils Act, 1892, Indian Councils Act, 1909, Government of India Act, 1919

BLOCK-III: Road to Independence

Simon Commission Report and Nehru Committee Report, Round Table Conferences and the White Paper, Government of India Act, 1935, Cripps Mission, Wavell Plan, and the Cabinet Mission, Indian Independence Act, 1947

BLOCK-IV: Framing the Constitution

Making of the Constituent Assembly, Federalism and Separation of Powers – Legislature, Executive, and Judiciary, Amending Procedures, Growth of Central Legislature in India

BLOCK-V: Administrative Developments

Growth of Provincial Legislatures in India, Growth of Public Services in India and Decentralisation of Finance, Salient Features of The Indian Constitution

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HIS-305(A): SOCIO-ECONOMIC HISTORY OF INDIA (EARLY TIMES TO 1200 AD)

BLOCK-I: Early Societies and Economic Foundations

Harappan Society and Economy, Vedic Society and Pastoral Economy – Origin of Caste System, Marriage, Position of Women, Pre-Mauryan Society and Economy – Rise of Urban Centres, Trade Routes, Introduction of Coinage

BLOCK-II: Mauryan and Post- Mauryan Developments

Mauryan Period – Society, Economy, Trade and Commerce, Maritime Activities, Post-Mauryan Period – Society, Growth of Urban Centers, Economy, Coinage, Gupta Period – Agrarian Economy, Trade and Commerce, Feudalism, Occupations, Society, Caste System, and Social Change

BLOCK-III: Post-Gupta Society and Economy

Post-Gupta Period – Social Structure and Institutions, Caste System, Untouchability, Position of Women, Social Change, Economy – Land System, Agrarian Relations, Trade and Commerce, Economic and Social Development in South India – Guild System and Urban Decay, Chola and Pandya Dynasties – Society and Economy, Trade and Commerce, Maritime Activities

BLOCK-IV: Regional States and Socio-Economic Patterns

Society and Economy in Regional States – Kadambas, Gangas, Pallavas, Chalukyas, General Review of Economic Life – Agrarian and Urban Economy, Trade, Feudalism, Proliferation of Castes, Untouchability, Family and Marriage, The Guild System in Ancient India, Society and Economy of Odisha during Sailodbhava and Bhaumakaras Rule.

BLOCK-V: Odisha and Numismatic Sources

Society and Economy of Odisha during Somavamsis and Ganga Periods, Evolution and Growth of the Cult of Jagannath – Impact on Society, Numismatic Sources of History – Origin and Antiquity of Coinage in India, Mahajanapada Coins, Punch-Marked Coins, Indo-Greek Coins, Post-Mauryan Coins – Shaka Coins, Satavahana Coins, Roman Coins,

Reference

- Chandra, B. (1989). *India's struggle for independence, 1857–1947*. Penguin Books.
- Chandra, B. (2009). *History of modern India*. Orient BlackSwan.
- Chandra, B. (1979). *Nationalism and colonialism in modern India*. Orient Longman.
- Chandra, B. (1984). *Communalism in modern India*. Vikas Publishing House.
- Chatterji, R. (1984). *Working class and the nationalist movement in India: The cultural years*. Vikas Publishing House.
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- Desai, A. R. (1979). *Peasant struggles in India*. Oxford University Press.
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- Sarkar, S. (1983). *The Swadeshi movement in Bengal, 1903–1908*. People's Publishing House. (Later editions published by Permanent Black.)
- Sarkar, S. (1995). *Modern India, 1885–1947*. Macmillan India.

HIS -305(B): NATIONALIST MOVEMENT IN INDIA

BLOCK-I: Foundations of Nationalist and Colonial Structures

British Imperialism in India: A Theoretical Perspective – Stages of Colonialism and Changes in Administrative Structure and Policies of Colonialism, Historiography of Indian Nationalism – Conceptual Debates, Growth of National Consciousness, Political Associations before 1885

BLOCK-II: Rise of Organized Nationalism

Formation of the Indian National Congress – Programmes, Activities, and Achievements, Rise and Growth of Extremism and Extremists in Action; Extremist– Moderate Conflict; Surat Split, Swadeshi Movement in Bengal and Revolutionary Nationalism – Early Phase (Till 1918) and Later Phase (From 1919), Home Rule Movement and Ghadar Movement

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BLOCK-III: Gandhian Era and Popular Mobilization

Rise of Gandhi in Indian National Movement, Non-Cooperation and Khilafat Movement, Swarajist Party, Peasant and Tribal Movements (1857–1947)

BLOCK-IV: Economic Forces and Mass Movements

Emergence of Indian Capitalist Class and Their Role in Indian National Movement, Civil Disobedience Movement, State People's Movements, Wartime Nationalism – Outbreak of the Second World War and Nationalist Approach; Individual Civil Disobedience Movement

BLOCK-V: Toward Independence and Nation-Building

Quit India Movement, Indian National Army and Subhas Chandra Bose in Indian National Movement, Growth of Communalism – 1906–1937, 1937–1940; Pakistan Movement; Muslim League and Hindu Mahasabha, Two-Nation Theory – Partition and Independence of India and Integration of the Princely States

Reference

- Chandra, B. (1989). *India's struggle for independence, 1857–1947*. Penguin Books.
- Chandra, B. (2009). *History of modern India*. Orient BlackSwan.
- Desai, A. R. (1976). *Social background of Indian nationalism* (5th ed.). Popular Prakashan.
- Sarkar, S. (1983). *Modern India, 1885–1947*. Macmillan India.
- Stokes, E. (1978). *The peasant and the Raj: Studies in agrarian society and peasant rebellion in colonial India*. Cambridge University Press.

SEMESTER-IV

HIS-401: APPLICATION OF TOURISM IN HISTORY

BLOCK-I: Fundamentals of Tourism and Historical Heritage of India

Concept, Definition, and Characteristics of Tourism, Types of Tourism, Historical Sites of National Importance: a. Dhauri b. Ayodhya c. Mahabalipuram, Historical Events of National Importance: a. Kaling War b. Dandi March

BLOCK-II: Archaeological Heritage, Monuments, and Architectural Traditions of India

Archaeological Sites of National Importance: a. Sarnath b. Sisupalgarh c. Hampi, Monuments of National Importance: a. Taj Mahal b. Caves at Khandagiri and Udayagiri, Architectures of National Importance: a. Sun Tempel of Konark b. Sanchi stupa c. Ajanta d. Architecture of

Syllabus Booklet, CDOE, MSCB University

Ratnagiri

BLOCK-III: Museums, Religious Centres, and Major Tourist Destinations of India

Museums of National Importance: a. Indian Museum, Kolkata b. National Museum, Delhi

c. Salarjung Museum, Hyderabad, Religious Centres of National Importance: a. Four Dhams-

Puri, Rameswaram, Dwarka and Badrinath b. Ajmer Sharif at Ajmer, Tourist Places of

National Importance: a. Amritsar b. New Delhi c. Mount Abu d. Tirupati

BLOCK- IV Cultural Heritage, Medieval Architecture, and Traditional Arts of India

Fairs and Festivals of National Importance: a. Kumbh Mela b. Rath Yatra of Odisha, Dhanu

Yatra of Bargarh, Odisha d. Durga Puja, Medieval Art and Architecture: a. Qutub Minar b.

Red Fort at Delhi c. Fatehpur Sikri, Kalingan Style of Temple Architecture: a. Mukteswar b.

Vaital c. Lingaraj, Art and Craft of Odisha: a. Pipili appliqué work b. Art village of

Raghurajpur and

Pattachitra

BLOCK-V: Tourism Planning, Organization, and Travel Management

Policy and Planning in Tourism, Tourism Organization and Promotion, Travel Agencies and

Travel Management

Reference

- Foster, D. (1985). *Travel and tourism management*. Macmillan.
- Fletcher, J., Cooper, C., Gilbert, D., & Wanhill, S. (1993). *Tourism: Principles and practice*. Pitman Publishing.
- Panigrahi, K. C. (1981). *Archaeological remains at Bhubaneswar*. Kitab Mahal.
- Bejbaruah, M. P. (2003). *Fairs and festivals of India* (Vols. 1–5). Gyan Publishing House.

**HIS-402(A): RELIGION, LITERATURE, ART AND ARCHITECTURE
(EARLY TIMES TO 1200 AD)**

BLOCK-I: Foundations of Ancient Indian Religious Literature and Philosophy

The Vedas: Classification, Religious Value, Vedanta and Mimamsa, Epic Literature: The

Ramayana and Mahabharata – Cultural and Philosophical Significance of the Bhagavad Gita,

The Puranas: Salient Features, Classification, Religious and Cultural Importance, Sangam

Age: Religion and Literature

BLOCK-II: Religious Traditions and Philosophical Movements in Ancient India

Religious Movements during the Sixth Century BCE: Jainism and Buddhism – Principles,

Syllabus Booklet, CDOE, MSCB University

Philosophy and Socio-Cultural Impact, Rise of Mahayana Buddhism, Bhagavatism: Ramanuja and Shankaracharya, Origin and Development of Shaivism and Vaishnavism

BLOCK-III: Religious Developments and Cultural Renaissance in Classical India

Shakti Cult: Yogini, Mahisha Mardini Durga and Saptamatrika Worship, Gupta Age: Religion and Literature – Kalidasa and Banabhatta: An Evaluation of Their Works, Sufi and Bhakti Movements: Origin, Teachings of their saints and Socio-Cultural Impact

BLOCK-IV: Evolution of Early Indian Art and Architectural Traditions

Rock Art of India: Bhimbetka, Harappan Art and Architecture: Town Planning, Contributions of the Ashokan School of Art, Stupa Architecture: Bharhut and Sanchi

BLOCK-V: Rock-Cut Architecture and Regional Art Traditions of India

Rock-Cut Architecture: Khandagiri and Udayagiri, Rock-Cut Architecture: Ajanta Caves (Caves 1 and 10), Art of Amaravati and Nagarjunakonda, Kalingan Art

Reference

- Basham, A. L. (Ed.). (1975). *A cultural history of India*. Oxford University Press.
- Mitra, D. (1975). *Udayagiri and Khandagiri*. Archaeological Survey of India.
- Jaiswal, S. (1967). *The origin and development of Vaiṣṇavism: Vaiṣṇavism from 200 B.C. to A.D. 500*. Munshiram Manoharlal.
- Deb, S. C. (1976). *The historicity of the Ramayana*. Firma K. L. Mukhopadhyay.
- Radhakrishnan, S. (Ed.). (1953–1958). *The cultural heritage of India* (Vols. 1–3). Ramakrishna Mission Institute of Culture.

HIS-402(B): SOCIO- CULTURAL AND ECONOMIC HISTORY OF INDIA (1757- 1947)

BLOCK-I: Colonial Ideology, Education and Social Transformation

British Understanding of Indian Society: Orientalists, Evangelicals, and Utilitarians, Activities of Christian Missionaries and Indian Society, Growth of Modern Education and Press; Debates on English Education in India, Social Policy and Social Change: (a) Emancipation and Upliftment of Women – Sati, Widow Remarriage, and Age of Consent Bill (b) Abolition of Infanticide and Human Sacrifice (c) Removal of Caste Rigidity and Untouchability – British Policy; Anti-Caste Movements

BLOCK-II: Indian Renaissance, Socio-religious reform and Cultural Awakening

Literary and Cultural Movements: R. N. Tagore, Premchand, Iqbal, and Subramania Bharati

Syllabus Booklet, CDOE, MSCB University

and their contributions, Renaissance and Socio-Religious Reform Movements in Modern India

BLOCK-III: Agrarian Economy and Land Revenue Policies in Colonial India

Issues and Problems of Indian Economic History: Different Approaches, Agricultural Policy under the British – Problems of Indian Agriculture, British Land Revenue System – Permanent, Ryotwari and Mahalwari Settlements, Tenancy Legislations and Alienation Acts

BLOCK-IV: Agrarian Change, Rural Economy and Colonial Exploitation

Commercialization of Agriculture: Process and Socio-Economic Effects, Desensitisation, Rural Indebtedness, and Impoverishment of Peasantry, Famines in Colonial India and Irrigation, Cooperative Movements in British India, Drain of Wealth – A Debate: Quantum, Forms, Causes, and Effects

BLOCK-V: Industrialization, Infrastructure and Labour Under Colonial Rule

Deindustrialization and Ruin of Indigenous Industries, Growth of Modern Industries: (a) Cotton, Jute, Iron, and Steel (b) Coal, Iron, Gold, and Petroleum, Development of Transport System: Railway, Road, and Shipping, Labour Issues and Working-Class Movements

Reference

- Bandyopadhyay, S. (2015). *From Plassey to Partition and After: A History of Modern India* (2nd ed.). Orient BlackSwan.
- Chandra, B. (1989). *The rise and growth of economic nationalism in India: Economic policies of Indian national leadership, 1880–1905*. Har-Anand Publications.
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- Sarkar, S. (2019). *Modern India: 1885–1947* (2nd ed.). Macmillan Publishers India.
- Washbrook, D. A. (1981). *The emergence of provincial politics: The Madras Presidency, 1870–1920*. Cambridge University Press.

HIS-403(A): RELIGION, LITERATURE, ART AND ARCHITECTURE-II (EARLYTIMESTO1200AD)

BLOCK-1: Evolution of Indian Painting Traditions

Rock Art in Painting: Pictography and Petroglyphs, Fresco and Tempera Paintings in India, Mural Paintings in India, Rajput Paintings

Syllabus Booklet, CDOE, MSCB University

BLOCK-II: Classical Schools of Indian Art and Architecture

Gandhara School of Art, Mathura School of Art, Gupta Art and Architecture, Vengi School of Art and Amravati School of Art

BLOCK III: Regional Temple Traditions and Sculptural Heritage

Provincial School at Mahabalipuram – Mandapas and Rathas, Khajuraho – Kandariya Mahadev, Chalukya Art – Aihole, Badami and Ellora Etc, Chola Temple Art

BLOCK IV: Indian Temple Architecture: Styles and Regional Developments

Indian Temple Architecture, North Indian or Indo- Aryan Temple Architecture – Gujrat, Kailash Temple of Ellora, Temples of Kashmir, South Indian and Dravidian Architecture: Kailashnath Temple, VIRUPAKSHA Temple, Meenakshi Temple, Ladkham Temple, Vesara Style Temple Architecture: Later Chalukyas, Rashtrakutas, Hoysalas and Vijayanagara Architecture

BLOCK V: Kalingan Architecture and Cultural Heritage of Odisha

Different phases of Odishan Temples: Early, Late, Mature and Cimek, Kalingan Architecture or Odisha school of Architecture: Types of Temples, Cultural Significance of the Bhaumakaras and Somavamsis period in Odisha, Cultural significance of the Ganga Period in Odishan History

Reference

- Basham, A. L. (Ed.). (1975). *A cultural history of India*. Oxford University Press.
- Brown, P. (2013). *Indian architecture: Buddhist and Hindu periods*. Read Books Ltd. (Original work published 1942)
- Jaiswal, S. (1967). *The origin and development of Vaishnavism: Vaishnavism from 200 B.C. to A.D. 500*. Munshiram Manoharlal Publishers.
- Kumar, P. (1974). *Sakti cult in ancient India: With special reference to the Puranic literature*. Bharatiya Publishing House.
- Siddhanta Shastri, R. K. (n.d.). *Shaivism through the ages*. Ishwar Ashram Trust.

HIS: 403-B INDIA SINCE INDEPENDENCE (1947- 2000 AD)

BLOCK-I: Nation-Building and the Foundations of the Indian Republic (1947–1964)

Integration of the Princely States, Linguistic Reorganisation of the States, Nehru Years – Foreign policy

BLOCK -II: Political Leadership and Democratic Developments in Post-Nehru India (1964–

Syllabus Booklet, CDOE, MSCB University

1980)

Political Parties – Congress and Opposition (1947-1969) Lal Bahadur Shastri (1964-1966), Indra Gandhi (1966-1977): Domestic Policy, Emergency, Morarji Desai and Janata Government (1977 – 1980)

BLOCK-III: Economic Planning, Agrarian Reforms, and Industrial Development

Planning and Land Reform – Zamindari Abolition, Tenancy Reforms, Land Ceiling and Bhoodan movement, Cooperative Movement, Green Revolution and Agricultural Growth – Causes, Process and Result, Agrarian Struggles in India since Independence, Planning and Industrialization of India (a) Nehruvian and Industrialization of India (b) Post-Nehru Development, 1965-1991

BLOCK IV: Political Transformation and Economic Liberalisation (1980–2000)

Indira Gandhi's second coming to power: 1980-1984 – Domestic Policy and Foreign Policy
Rajiv Gandhi as Prime Minister of India: 1984 – 1989, Non-congress Ministers: 1989 – 1991, India and Liberalization of Economy since 1991

BLOCK –V Social Justice, Gender, and Contemporary Social Movements

The Dalit Movement – Recent socio-Economic Trends, Mandal Commission and its impact, Indian Women since Independence – Issues, Challenges and Movements, Hindu Code Bill, Issue of Women Reservation

Reference

- Bates, C., & Basu, S. (2012). *The politics of modern India since independence*. Routledge.
- Brass, P. R. (1994). *The politics of India since independence* (Vol. 1). Cambridge University Press.
- Chandra, B. (2008). *India since independence*. Penguin Books.
- Guha, R. (2017). *India after Gandhi: The history of the world's largest democracy* (Revised and updated ed.). Pan Macmillan.
- Kapila, U. (2005). *Indian economy*. Academic Foundation.
- Krishna, A. V. (2011). *India since independence: Making sense of Indian politics*. Pearson Education India.

HIS-404: HISTORY OF SCIENCE AND TECHNOLOGY

BLOCK-I Science and Technology in Ancient India – The Beginning

Origin and development of technology in Prehistoric and Protohistoric periods, Science and

Syllabus Booklet, CDOE, MSCB University

Technology during the Vedic and later Vedic times: Doctrine of Five Elements, Theory of Atomism, Developments in Astronomy: Contributions of Aryabhata, Varahamihira, and Bhaskara I

BLOCK-II Development of Science and Technology in Medieval India (Sultanate and Mughal Period)

Growth of agricultural technology, Development of textile technology, Development of mining and metallurgy

BLOCK-III: Science and Technology in Colonial India

Early European scientists in Colonial India – Surveyors, Botanists, Doctors under Company Service; Indian Response to new scientific knowledge, Pioneer Indian scientists and their contributions (A) Homi J. Bhabha (B) S.S. Bhatnagar (C) Jagdish Chandra Bose (D) Acharya P.C. Ray (E) C.V. Raman (F) Pathani Samanta

BLOCK-IV: Science and Technology in Post-Colonial India and Environmental History

Development of agriculture and Food Technology, Nuclear energy in India, Space and defence research in India, Environmental movements in India: a) Chipko Movement b) Narmada Bachao Andolan, Chilika Movement

BLOCK-V: Medicine and Public Health

The concept of Ayurveda as the first medical system in India – Charaka and Sushruta Samhitas, Medicine and healing systems in medieval India, Colonial medicine: Public health and epidemic diseases – Malaria, Smallpox, Cholera, Tuberculosis, and Plague, British medical policy: Vaccination policies

Reference

- Biswas, A. K. (1969). *Science in India*. Firma K. L. Mukhopadhyay.
- Chattopadhyaya, D. P. (1991). *History of science and technology in India*. Firma K. L. Mukhopadhyay.
- Habib, I. (2011). *Medieval India: The story of a civilization*. National Book Trust.
- Kumar, D. (1995). *Science and the Raj, 1857–1905*. Oxford University Press.
- Nanda, B. R. (Ed.). (1977). *Science and technology in India*. Vikas Publishing House.
- Arnold, D. (2000). *Science, technology and medicine in colonial India*. Cambridge University Press.

BLOCK-405: PROJECT WORK AND DISSERTATION

Dissertation on any topic relating to his special paper chosen by him/her as per the syllabus has to be prepared by each student under the supervision of one faculty member. The student should submit the Project work before the end of the fourth semester examination, which has to be reviewed and viva-voce conducted by an outside expert having Post-Graduate Teaching and Research experience. No student can pass the M.A. final examination without evaluation of his/her project work. It is a compulsory component of M.A. Degree of M.S.B. University, Baripada.

SYLLABUS FOR 2-YEAR CDOE M.A. EDUCATION PROGRAMME

Context:

Programme Outcomes:

The programme is designed to provide opportunities for the professional to extend and deepen their horizontal of knowledge and understanding of education and teacher education, develop research capacities, specialized in select areas etc. The course includes both critical comprehension of theory as well as hands-on and field based reflective practices, skills and competences.

The Syllabus for CDOE M.A. Education programme is designed to attain the following broad objectives. After the completion of the course the students shall:

- Understand the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
- Understand how children learn and develop how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts.
- Plan learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors and understand how students come to view, develop and make sense of subject matter contained in the learning experiences.
- Use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Develop sensibilities to identify problems for further probing and abilities to conduct pure, applied and/or action research on the identified issues concerning educational theory and practices.
- Develop self-identity as a faculty through continuous experiences that continually evaluate the effects of his/her choices and actions.

Programme Specific Outcome

In terms of programme specific context of CDOE M.A. Education the outcomes are as follows.

1. To build perspective and understanding of concepts, theories, ideas and practices across various fields of Education.
2. To understand the historical, political and economic aspect of education.
3. To provide research related experiences with the competency to independently develop dissertation and research work.
4. To interpret the schools of philosophy and their educational significance.
5. To get an insight into various educational policies and practices.
6. To enable proper understanding and critical perspective about specialized areas of Education

Modes of Transaction:

With a view to move away from theoretical discourses and lectures, the students are required to be engaged in various kinds of learning experience. This programme intends to provide him/her with the specific engagements that are spelt out under each course. However, the nature of engagement of the student will be of the following kinds:

- **Personal Contact Programme (PCP) Session:** The students will be interacted by the Educator through PCP classes and Online mode.
- **Focused Reading and Reflection:** Students would be led to focus readings on various themes with questions inviting reflections either individually or in small groups during PCP programme.
- **Projects and Assignments:** Course related projects having contemporary concern shall be assigned to individual student to be completed within a specified period of time with a report.

Syllabus Booklet, CDOE, MSCB University
Program structure

SEMESTER-I

Sl. No	Paper Code	Name of the Paper	Credit	Full Marks		
				Internal (30)	External (70)	Total
1	EDN-101	Philosophical Perspectives in Education	5	30	70	100
2	EDN-102	Sociological Perspectives in Education	5	30	70	100
3	EDN-103	Advanced Educational Psychology	5	30	70	100
4	EDN-104	Pedagogical Processes and Practices	5	30	70	100
5	EDN-105	Educational Measurement and Evaluation	5	30	70	100
		Total	25	30	70	500

SEMESTER-II

Sl. No	Paper Code	Name of the Paper	Credit	Full Marks		
				Internal (30)	External (70)	Total
1	EDN-201	Curriculum Studies	5	30	70	100
2	EDN-202	Educational Administration and Supervision	5	30	70	100

Syllabus Booklet, CDOE, MSCB University

3	EDN-203	Research Methodology and Educational Statistics	5	30	70	100
4	EDN-204	Life Skill Education	5	30	70	100
5	EDN-205	Indian Knowledge System	5	30	70	100
		Total	30	150	350	500

SEMESTER-III

Sl. No	Paper Code	Name of the Paper	Credit	Full Marks		
				Internal (30)	External (70)	Total
1	EDN-301	Emerging Issues in Education	5	30	70	100
2	EDN-302	Education of Students with Special Needs	5	30	70	100
3	EDN-303	Educational Technology	5	30	70	100
4	EDN-304	Special Paper (any one) (a) Open and Distance Learning (b) Educational Guidance and Counselling	5	30	70	100
5	EDN-305	Historical, Political and Economic Perspective of Education	5	30	70	100
		Total	25	150	350	500

Syllabus Booklet, CDOE, MSCB University
SEMESTER-IV

Sl. No	Paper Code	Name of the Paper	Credit	Full Marks		Total
				Internal (30)	External (70)	
1	EDN-401	Perspectives of Teacher Education	5	30	70	100
2	EDN-402	Higher Education in India	5	30	70	100
3	EDN-403	Language Across Curriculum	5	30	70	100
4	EDN-404	Special paper (any one) (a)Open and Distance Learning (b)Educational Guidance and Counselling	5	30	70	100
5	EDN-405	Dissertation	5	100		100
		Total	20			500
Grand Total			100			2000

M.A. Education

Semester-I

Paper: EDN- 101 (Credit-5)

PHILOSOPHICAL PERSPECTIVE OF EDUCATION

Full Marks: 100 (Ext. 70+ Int. 30)

COURSE OBJECTIVES:

On completion of this course, the students shall:

- To enable the student to understand the Philosophical origins of educational theories and Practices.
- To enable the student to develop a philosophical outlook towards educational problems.
- To understand nature and functions of education and philosophy and their relationship

DETAILS COURSE CONTENT

Block-I: Indian School of Philosophy

- Indian School of Philosophy- Concept, Process and Foundation
- Base of education with reference to Philosophical and Ethical consideration.

Block-II: Contribution of Western School of Philosophy

- Concept and contribution of Realism, Naturalism, Pragmatism.
- Concept and contribution of Idealism, Existentialism

Block –III: Contribution of Philosophers

- Contribution of Indian thinkers: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, Gopabandhu
- Contribution of western thinkers: Rousseau, Montessori, Froebel, John Dewey

Block – IV: Contemporary theory of Education

- Contemporary Theories of Education: Perennialism, Essentialism.
- Contemporary Theories of education: Eclecticism and logical Positivism

Block- V: Sources of acquiring knowledge

- Sources and methods of acquiring valid knowledge: Contemplation, Speculation, Enquiry and Analysis
- Role of Ancient Indian Knowledge System at present scenario.

COURSE OUTCOMES:

- To analyse the concept and process of getting knowledge and its related phenomena.
- To recognized and define the concept of Philosophy.
- To interpret the contribution of various Indian and western schools of Philosophy in the field of education

REFERENCES:

- Aggarwal, J.C. (1993). *Landmarks in the History of Modern Indian Education*. Vikas Publishing House, New Delhi.
- Bhat, M.S. *Educational Sociology*, APH Publications, New Delhi.
- Bhatnagar, G. D. *Education and Social Change*, Minerva, Calcutta.
- Broudy, H.S. (1977) *Building a Philosophy of Education*, New York: Krieger.
- Brubacher, John, S. *Modern Philosophies of Education*, Mc. Graw Hill, NewYork.
- Chaube, S. P.: *A Philosophical and Sociological Foundation of Education*, Vinod Pustak Mandir, Agra.
- Dewey J. *Democracy and Education*, Mc Million, NewYourk.
- Gupta, R. (2011). *Philosophical, Sociological and Economic Bases of Education*, Ludhiyana: Tondon Publications.

Semester-I

Paper: EDN-102 (Credit-5)

SOCIOLOGICAL PERSPECTIVES OF EDUCATION

Full Marks: 100 (Ext. 70+ Int. 30)

COURSE OBJECTIVES:

On completion of this course, the students shall:

- To define meaning and concept of Educational Sociology.
- To understand the major concepts, and theories, in sociology and Education
- To understand the process of globalization

DETAILS COURSE CONTENT

Block- I: Education, Society and Culture

- Education and Society: Meaning and Nature of Educational Sociology
- Education For Social Change and Social Control.
- Emerging goal of Education- Liberty, Equality, Justice, Secularism and Democracy.

Block-II Modern Trends in Education

- Education For all and Eradication of illiteracy.
- Population Education and Control through Educational awareness.
- Education for National and Emotional Integration.

Block-III Education and Environment

- Meaning of Environment- Ecology, Cause of Environment pollution and protection of Environment through Education.
- De-schooling and Alternative to Schooling.

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- Distance Education- Concept, Need and Methods of Study.

Block-IV Education and Democracy

- Education and democracy
- Education for Socially and Economically disadvantaged sections of the society with special reference to SCs, STs, Women, Rural population and Minorities.

Block-V Problems in Education with special reference to the State of Odisha

- Literary and Adult Education
- Women Education
- Teacher Education
- Education Of Tribal
- Technical Education

COURSE OUTCOMES

- To Justify Social and economic relevance of Education.
- To analyse certain current educational issues in social context.

REFERENCES:

- Aggarwal, J.C. (1993). *Landmarks in the History of Modern Indian Education*. Vikas Publishing House, New Delhi.
- Bhat M.S. *Educational Sociology*, APH Publications, New Delhi.
- Bhattacharya, S. (1996). *Sociological Foundation of Education*. New Delhi: Atlantic Publishers and Distribution.
- Broudy, H.S. (1977). *Building a Philosophy of Education*, New York: Krieger.
- Chaube, S.P. (1994). *Philosophical and Sociological Foundations of Education*. Agra: Vinod Pustak Mandir.
- Dewey John(1940). *Democracy & Education*. New York: Mac Millan.

Semester-I

Paper: EDN -103 (Credit-5)

ADVANCED EDUCATIONAL PSYCHOLOGY

Full Marks: 100 (Ext.70 + Int.30)

COURSE OBJECTIVES:

On completion of the course, the students shall:

- Understand individual differences among learners.
- Gain knowledge of methods of Educational Psychology and recent trends.
- Understand adolescent's growth, development and their problems.
- Get acquainted with concept of learning and motivation

DETAILS COURSE CONTENT

Block-I: School of Psychology and Learning

- Contribution to different school of Psychology to Education: Behaviorism, Psycho-analysis and Gestalt.
- Current Approaches to Learning- Bloom, Ausubel and Gagne

Block- II: Growth and Development

- Growth and Development: Concept and principles and types
- Individual difference in growth and development-Role of heredity and environment
- Stages of cognitive development: Contribution of Piaget and Burner

Block-III Personality and intelligence

- Personality: Thinking, Reasoning, Problem Solving and Creativity

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- Concepts of Social intelligence, multiple intelligence, emotional intelligence.

Block-IV Creativity

- Creativity: concept, nature and developing creativity
- Difference between intelligence and creativity

Block- V Individual Differences and Defense Mechanism

- Individual Difference- Concept, Nature, Cause and Educational Implication
- Mental Health and Adjustment- Conflicts, Frustration
- Defense Mechanism

COURSE OUTCOMES

- To analyse the learning process based on theoretical approaches of learning
- To develop critical appreciation and insight into Constructivist, Social Constructivist and Humanistic Approaches to Learning.
- To develop insight into mental Health Education and a positive attitude towards mentally ill people

REFERENCES:

- Atkinson, R.C. (1983). *Introduction to Psychology*. New York: Harcourt Brace Joranson Inc.
- Chauhan, S.S.: *Advanced Educational Psychology*, Vikash Publishing House, New Delhi
- Dandapani, S. (2001) *A Text Book of Advanced Educational Psychology*. Anmol Publications Pvt. Ltd., New Delhi.
- Kuppaswamy, B: *Advanced Educational Psychology*, Sterling Publishers, New Delhi
- Mangal S.K. (2000). *Advanced Education Psychology*. New Delhi: Prentice Hall of India (P) Ltd.
- Reber, S. A., & Reber, S. E. (2001). *Dictionary of Psychology* (3rd ed.). Penguin.

Syllabus Booklet, CDOE, MSCB University

- Santrock, W. J. (2006). *Psychology Essentials 2 (Updated ed.)*. Tata McGraw Hill Edition.
- Sreevani, R. (2010). *A Guide to Mental Health and Psychiatric Nursing (3rd. ed.)*. Jaypee Brothers Medical Publishers.
- Woolfolk, A. (2004). *Educational Psychology*. Pearson Education.

Semester-I

Paper: EDN-104 (Credit-5)

PEDAGOGICAL PROCESSES AND PRACTICES

Full Marks: 100 (Ext. 70+ Int. 30)

COURSE OBJECTIVES:

On completion of the course the students shall:

- Know different Approaches of Teaching in Classrooms.
- Acquire Knowledge of Different Methods of Learning.
- Understand the role of teacher in classroom transaction process.

DETAILS COURSE CONTENT:

Block-I Quality Classroom Learning

- Dimension of Quality Education: Learners, Learning Environment, Content for Learning Process of Learning and teaching, Learning Outcomes; Concepts and Indicators for each quality dimensions.
- Teacher as a facilitator of learning: Knowledge of content and pedagogy, understanding learners and their needs, Choosing/innovating appropriate pedagogy to address individual learning needs.

Block-II Approaches to Learning and Teaching

- Methods of Learning and teaching: Inductive and Deductive, Demonstration, Activity Based learning
- Constructivist approach to learning: Meaning, methods- 5E Model and **ICON** Design Model

Block-III Teaching and Learning Materials

- Teaching Learning Materials: Importance, Types, and Uses in classroom transaction
- ICT materials as resource for teaching and learning
- Textbooks, workbooks and reference books as learning materials; Learning beyond textbooks – other sources of learning,

Block-IV Classroom Management

- Classroom management: Concept and Importance
- Management with Key Resource: Group and paired work, Use of Local and Community Resources, Monitoring and giving feedback)

Block-v Evaluation

- Meaning and types of Evaluation.
- Purpose and Functions of Evaluation.

COURSE OUTCOMES

- To develop different Approaches of Teaching in Classrooms.
- To develop different Classroom Management Techniques.
- Signify the role of Teacher in Classroom Transaction Process.

REFERENCES:

- Brubacher, J.S. *Modern Philosophies of Education*, McGraw Hill, New York.

Syllabus Booklet, CDOE, MSCB University

- Kneller, G. F. *Introduction to Philosophy of Education*, John Milley and Sons, New York.
- National Policy on Education – 1986 & 1992, New Delhi: MHRD
- Report of the Indian Education Commission, Government of India, New Delhi.
- Russel, B. *Education Thought and Practice*, Sterling Publisher, New Delhi.
- Sahakian, W. S *Introduction to the Psychology of Learning*, Rand Mc Mally Illioni.
- Swarup Saxena, N.R.: *Philosophical and Sociological Foundation of Education*, Surya Publication, Meerut.

Semester-I

Paper: EDN- 105 (CREDIT-5)

EDUCATIONAL MEASUREMENT AND EVALUATION

Full Marks: 100 (Ext. 70 + Int. 30)

COURSE OBJECTIVES:

The basic objectives of this course are to acquaint the learners about the concept, need and importance of assessment and evaluation in education, tools for measuring learning outcomes of pupils, CCE, grading and scoring system.

DETAILS COURSE CONTENT

Block – I: Measurement, Assessment and Evaluation in Education

- Measurement, Assessment and Evaluation: Concept, process, and differences.
- Types of Evaluation based on Performance (Maximum & Typical) and, Classroom Instruction (Placement, Formative, Diagnostic and Summative) and Interpretation of Result (Norm-referenced and Criterion-referenced).

Block – II: Paradigms of Evaluation

Syllabus Booklet, CDOE, MSCB University

- Paradigm shift in assessment from Behavioristic to Constructivist perspective: Assessment of Learning, Assessment for Learning and Assessment as Learning
Criteria for teacher evaluation (Product, Process and Presage criteria; Rubrics for Self and Peer evaluation (Meaning, steps of construction).

Block – III: Characteristics of Test

- Validity: Concept and nature of validity, major considerations of validity- Face, Content, Criterion and Construct, factors influencing validity.
- Reliability: Concept and nature of reliability, Methods of estimating Reliability- Test-retest, Equivalent forms, Split-half, Kuder-Richardson method, standard error of measurement and factors influencing reliability measures.
- Usability: Concept and dimensions

Block – IV: Tools and Techniques

- Achievement Test: Purpose, test blueprint, types of achievement tests, Steps of construction of achievement test, Item analysis: Item difficulty and Item discrimination

Block – IV: Types of Tests

- Teacher-made Test and Standardized Test.
- Test Items: Types, principles writing Objective and Essay test items, Performance Based Assessment Tools.

COURSE OUTCOMES:

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

- Elaborate the concept, need and importance of assessment and evaluation
- in education
- Construct necessary tools for measuring learning outcomes of pupils
- Understand and adopt CCE
- State various grading and scoring system
- Compare between standardize test and teacher made test.
- Explain the concept of reliability and validity.

REFERENCES:

- Aggrawal, J.C. (1997). Essentials of examination system, evaluation, tests and measurement. New
- Delhi: Vikas Publishing House Pvt Ltd.
- Banks, S.R. (2005). Classroom assessment: issues and PRACTICES. Boston: Allyn& Bacon.
- Blooms, B.S. (1956). Taxonomy of educational objectives. New York: Longman Green and
- Company
- Cohen, R.J., Swerdlick, M.E., & Phillips, S.M. (1996). Psychological testing and assessment.an
- introduction to the tests and measurement. California: Mayfield Publishing Co.
- Earl, L.M. (2006). Assessment as learning: using classroom assessment to maximize student
- learning. Thousand Oaks, California: Corwin Press

M.A. Education

Semester-II

Paper: EDN- 201 (CREDIT-5)

CURRICULUM STUDIES

Full Marks: 100 (Ext. 70+ Int. 30)

COURSE OBJECTIVES:

- To develop an understanding of fundamentals of Curriculum Development
- To develop understanding of System analysis in Curriculum
- To develop the process of Curriculum Development

DETAILS COURSE CONTENT

Block- I Concept and Types of Curriculum

- Curriculum: Concept, Difference between Curriculum and Syllabus
- Types and approaches of curriculum: Subject centered, activity centered, learner centered, learning-centered,
- Bases of Curriculum: Philosophical, Psychological and Sociological

Block- II Curriculum Development

- Determinants: Socio-economical, political, cultural and educational
- Principles: Need-based, relevance, Flexibility, Contextuality etc
- Process and stages: Need Identification, identification of resources and strategies, preparation, sharing and feedback, finalizing at different levels (national, state and institution)

Block III Models of Curriculum Development

- Scientific or Technical Model
- Tyler Model
- Saylor and Alexander Model
- Non- Scientific or Humanistic Model
- Taba Model

(Each model to be discussed in terms of their basic focus, structure, process and relevance)

Block- IV Curriculum Transaction, Evaluation and Renewal

- Curriculum Transaction: Planning, Preparation and mode of transaction.
- Evaluation: Mode (Internal and External), Periodicity (Continuous and periodic), Mechanism: Research, studies, on-site observation, FGD, online feedback.

Syllabus Booklet, CDOE, MSCB University

- Renewal: Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of students, teachers and educational administrators in curriculum change and improvement, Scope of curriculum research and Types of Research in Curriculum Studies.

Block- V Issues in Curriculum Planning

- Factor affect curriculum
- Various levels of Curriculum Planning
- Major issues in curriculum planning

COURSE OUTCOMES:

- To analyse the role of Philosophy, Psychology, Sociology in shaping Curriculum
- To apply the Knowledge and Understanding of various Models of curriculum Design in curriculum development.
- To implement the knowledge of various Evaluation processes in Curriculum development.

REFERENCES:

- Bloom, B.S., Hastings, J.T. & Madaus, G.F. (1971): *Handbook of Formative and Summative Evaluation Student Learning*. New York: McGraw Hill.
- Bruner, J.S. (1966). *Towards a Theory of Instruction*. Cambridge: Mass, Harvard University Press.
- Cropper, G.L. (1974). *Instructional Strategies*. Englewood Cliff, N.J.: Educational Technology Publications.
- Davis, I.K. (1971). *The Management of Learning*. London: McGraw Hill.
- Forsyth, I., Jolliffe, A. & Stevens, D. (1999): *Evaluating a Course. Practical Strategies for Teachers, Lectures and Trainers*. London: Kogan Page.
- National Curriculum Framework (2005): New Delhi: NCERT.

Semester-II

Paper: EDN- 202 (CREDIT-5)

EDUCATIONAL ADMINISTRATION AND SUPERVISION

Full Marks: 100 (Ext. 70 + Int. 30)

COURSE OBJECTIVES:

- To Discuss the Nature, Scope of Educational Administration.
- To Describe the Educational Administration and Supervision Process.
- To Narrate the Types of Supervision and Defects Detected in Present Day.

DETAILS COURSE CONTENT

Block- I: Educational Administration

Concept, elements, scopes, principles and objective, center state relationship in education, role of MHRD, NCERT, UGC, NIEPA, SCERT, SIET.

Block- II: Educational Leadership

Meaning And Nature of Leadership, Theories of Leadership, Styles of Leadership, Behavior of Effective Leader.

Block- III: Educational Planning

Meaning, Nature and Approaches, Structural Model of Educational Planning, Institutional Planning, Characteristics; Objectives and Area, Better Organization of Institutional Plan.

Block- IV: Education Finance

Concept, Scope and Principles, Sources of Income, Grant-In-Aid System, Educational Expenditure, Cost Effectiveness, Distribution of Fiscal Powers of Center and States.

Unit- V: Financing Bodies

Role of Local, State, Central Bodies and International Bodies in Educational Financing; The Education Commissions and The National Policies and Educational Financing.

COURSE OUTCOMES:

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

- Visualize the structure and frame work of teacher education.
- Understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.

REFERENCES:

- Korthagen, F. A.J. (2001). *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education*. Lawrence Erlbaum Associates.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.
- Linda, D. H. & John, B. (2005): *Preparing Teachers for a Changing World*. Jossey-Bass, San Francisco.
- Loughran, John (2006): *Developing a Pedagogy of Teacher education: Understanding Teaching and Learning about Teaching*. Rutledge: New York.

Semester-II

Paper: EDN- 203 (Credit-5)

RESEARCH METHODOLOGY AND EDUCATIONAL STATISTICS

Full Marks: 100 (Ext. 70 + Int. 30)

COURSE OBJECTIVES:

- To Understand the Meaning and Nature of Educational Research.
- To Use Appropriate Process to Analyze Data.
- To Explain Tool, Design and Procedures for Collection of Data and Analysis

DETAILS COURSE CONTENT

Block-I: FUNDAMENTALS OF EDUCATIONAL RESEARCH

- meaning and nature of educational research, research classifications of educational research by area.
- The research problem: selection, sources and characteristics.
- Objectives and hypothesis.
- Review of literature- need, source and method

Block-II: SELECTION OF SAMPLE

- Sampling: definition, purpose, methods, selecting samples
- Data collection: data collection instruments, techniques
- Data interpretation of result

Block-III: PREPARATION AND EVALUATION OF RESEARCH PLAN AND PROPOSAL.

- Presentation of a research report- format and style

Block IV: Educational Statistics

- Importance of statistics in educational research, measure of central tendency, measure of variability.

Block – V: Statistical Measures

standard deviation, quartile deviation, coefficient of variability, normal probability curve: its characteristics and uses.

COURSE OUTCOMES:

- Develop insight of the types and methods of educational research
- Construct and use different kinds of Tools & techniques of Collecting Data

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- Formulate and test Hypothesis
- Use of various measurement and scaling techniques

REFERENCES:

- Best J.W. & Khan, J. V. *Research and Education* Prentice Hall of India, Englewoodcliffs.
- Gay, L. R.: *Educational Research: Competencies for Analyzers and Applications*, Mc Millan, NewYork.
- Hopkins, D.A. *Teacher's Guide to class-room Research* O. U. Press, London.
- Kerlinger, F. N. *Foundation of Behavioural Research*, Delhi: Surfeet Publication. .
- Kaul, L. *Methodology of Educational Research*, New Delhi: Vani Educational Books.
- Sharma, S. *Philosophy of Educational Research*, NewDelhi: Anmol.
- Sukhia, S. P.: Mehrotra, P. V. and Mehrotra, R. N. *Elements of Educational Research* Allied Bombay.

Semester-II

Paper: EDN-204 (CREDIT-5)

LIFE SKILL EDUCATION

Full Marks: 100 (Ext. 70 + Int. 30)

OBJECTIVES:

On the completion of the course, the students will be able to-

- Understand the Conceptual framework o Life skill education.

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- Gain insight into the relationship between different life skills.
- Understand the Role of social skills
- Understand Interpersonal relationships.

SUBJECT SPECIFIC OUTCOMES:

Block 1: Introduction to Life Skills Education

- Life Skills Education: Concept and Importance
- Quality Education and Life Skills: Dakar Framework
- Life Skills Education in the Indian Context

Block 2: Thinking Skill

- Thinking Skill: Concept, nature and elements of thoughts
- Creative and critical thinking, Decision making: process and consequences
- Problem solving: Concept, steps and factors influencing problem solving

Block 3: Coping Skills

- Coping with Emotions: Concept, Types and Causes and Strategies
- Strategies to develop skills of managing emotions: Classroom discussion; Brainstorming; Role-plays
- Sources of Stress: The General Adaptive Syndrome Model of Stress, Coping Strategies

Block 4: Social Skills and Negotiation Skills

- Social skills: Concept, strategies to promote social skills
- Effective Communication -Concept, Functions, Barriers

Block 5: Interpersonal Relations

- Interpersonal Relationship - Concept, Factors Affecting Relationships

COURSE OUTCOMES:

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

- Understand the Role of social skills

Syllabus Booklet, CDOE, MSCB University

- Understand Interpersonal relationships.

REFERENCES:

- Dahama O.P., Bhatnagar O.P, (2005). *Education and Communication for Development*, Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi.
- Debra McGregor (2007). *Developing Thinking; Developing Learning- A guide to thinking skills in education*, Open University Press, New York, USA.
- Duffy, G. K. and Atwater, G. (2008). *Psychology for Living: Adjustment, Growth and Behaviour Today*, New Delhi: Pearson Education Inc.
- Hockenbury (2010). *Discovering Psychology*, Worth Publishers. New York.

Semester-II

Paper: EDN-205 (CREDIT-5)

INDIAN KNOWLEDGE SYSTEM

Full Marks: 100 (Ext. 70 + Int. 30)

COURSE OBJECTIVES:

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

- Describe the role of Ancient Indian Knowledge at present.
- Understand the origin of Indian knowledge and values.
- State the relationship between the ancient and modern education systems in India.
- Explain the broad meaning of education and form own concept of education.

DETAILS COURSE CONTENT

Block- I: Introduction to the origin of Indian Knowledge

- Upanishads, Vedas: Concept and Evolution of Jnan, Vignan, and Jeevan Darshan
- Objectives of Ancient Indian knowledge system.

Block- II: Subjects under Indian Knowledge system

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- Ayurveda, Yoga and Medication, Philosophy, Sanskrit Literature, Astrology and Astronomy, Mathematics, Artha shastra, Dharma Shastra, Environmental Science, History and Epigraphy, Political Science and Governance, Indian Classical languages, Dialectical Traditions, Folk Traditions, Classical Dance and Music.

Block- III: Contributions of Ancient Literature

- Contribution of Ancient Literatures to Education.

Block- IV: Indian Values and Beliefs in Education

- Importance of Indian values and beliefs in Education.
- Impact of Culture and Religion on Indian Education System.

Block- V: Contribution of Ancient Indian knowledge To Modern Education System

- Inclusion of Indian knowledge System under NEP 2020.
- Impact of Ancient knowledge on Research, Innovation and other modern Educational Practices.

SUGGESTED READING

- B. Mahadevan, Vinayak Rajat Bhat, and Nagendra Pavana. Introduction to Indian Knowledge System: Concepts and Applications.
- JK Bajaj (1988). The Indian Tradition in Science and Technology, an Overview.
- S.S. Rao. Indigenous Knowledge Organization: An Indian Scenario.
- Motilal Banarsidas. The Kautilya Arthashastra (Part I and II)

M.A. Education
Semester-III
Paper: EDN- 301 (CREDIT-5)
EMERGING ISSUES IN EDUCATION
Full Marks: 100 (Ext. 70 + Int. 30)

OBJECTIVES:

- To Comprehend the various constitutional provisions.
- To Acquire the skill to eradicate inequality, discrimination and marginalization in education.
- To Review objectives and social purposes of higher education in the context of globalization.

DETAILS COURSE CONTENTS

Block I: Education as a Field of Knowledge

- Knowledge and discipline: Concept and Nature, and Categories
- Forms of Knowledge: Basic, Applied, Multidisciplinary and Interdisciplinary
- Perspectives of Education: Logical and Social

Block II: Current Issues in Educational Practice

- Equality, Equity and Quality; Autonomy and Accountability; Testing and Assessment.
- Policy of inclusion-Women, Minorities, Disabled, SCs and STs
- Efforts to address the issues through SSA and RMSA

Block –III: Contemporary Issues in Education

- Liberalization, Globalization and Privatization (LPG) in education
- Language and medium of instructions: Multi-lingualism and Multi-culturalism.
- Peace Education

Block-IV: Programme and policy issues in Education

- Human Rights Education
- Right of Children to Free and Compulsory Education.

Syllabus Booklet, CDOE, MSCB University

Block-V: upgradation of higher education

- Efforts for upgrading the quality of Higher Education through RUSA

COURSE OUTCOMES:

- Realize the policy framework for Education in India.
- Develop the knowledge about various policies on education
- Examine the role and functions of different monitoring agencies of education

REFERENCES:

- Bruner, J.S. (1996), The Culture of education. Cambridge, M.A.: Harward University Press.
- NCERT (2005). National curriculum framework, New Delhi. MHRD,
- Gov. of India (1992), National policy on education (revised) New Delhi.
- MHRD, (1992), Programme of action. Govt. of India, New Delhi.
- Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO.
- Illich, I. (1996). De-schooling Society. Marion Boyers, London.
- Yadav, M. S. & Lakshmi, T. K. S. (1995). Education: Its Disciplinary Identity, Journal of Indian Education, XXI (1), 1-21.

Semester-III

Paper: EDN- 302 (Credit-5)

EDUCATION OF STUDENTS WITH SPECIAL NEEDS

Full Marks: 100 (Ext. 70 + Int. 30)

COURSE OBJECTIVES:

On completion of the course the students shall be able:

- To explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education;

Syllabus Booklet, CDOE, MSCB University

- To enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms
- To describe the inclusive pedagogical practices & its relation to good teaching;

DETAILS COURSE CONTENT

Block-I: Understanding Special Education:

- Special Education: Concept, Importance and Objectives
- Education of Mental Retardation: Concept, Etiology and Educational programme
- Education of Orthopedically Impaired: Concept, Etiology and Educational programme

Block-II: Education of gifted and Slow Learner

- Education of visual and hearing Impairment: Concept, Etiology and Educational programme
- Education of gifted children: Concept and Educational Programs
- Education of Learning Disability: Concept, Etiology and educational provision

Block-III: Fundamental of Inclusive Education

- Inclusive Education: Concept, Principles, Scope, Barriers and Importance
- Evolution of the Inclusive Education: Special, Integrated, Inclusive Education

Block –IV: Legal provisions for Inclusivity

- Legal Provisions of Inclusive Education: Persons with Disabilities Act (1995), National Policy on Person with Disabilities (2006), Rehabilitation Council of India Act (1992), Rights of Person with Disabilities Act (2016). UNCRPD (2006)

Block –V: Planning and Management of Inclusive Education:

- Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices

Syllabus Booklet, CDOE, MSCB University

- Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances).
- Process (Individualized Education Plan, Remedial Teaching), Parent- Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School

COURSE OUTCOMES:

- To explicate the National & International policies & frameworks facilitating inclusive education;
- To expound strategies for collaborative working and stakeholders support in implementing inclusive education;
- To analyse the inclusive pedagogical practices & its relation to good teaching;

REFERENCES:

- Ainscow, M. (1999) *Understanding the development of inclusive schools*. London: Falmer.
- Ainscow, M., Dyson, A. and Weiner, S. (2013). *From exclusion to inclusion: Ways of responding in schools to students with special educational needs*. Berkshire, London: CIBT Education Trust.
- Booth, Tony and Ainscow, Mel (2002). *Index for inclusion: Developing learning and participation in schools*. London: Center for Studies on Inclusive Education.
- Bornstein, M.H. and Lamb, M.E(1999). *Developmental psychology: an advanced textbook*, New Jersey: Lawrence Erlbaum Publishers
- Dyson, A. and Millward, A. (2000) *Schools and special needs: issues of innovation and inclusion*. London: Paul Chapman.

Semester-III
Paper: EDN- 303 (CREDIT-5)
EDUCATIONAL TECHNOLOGY
Full Marks: 100 (Ext. 70 + Int. 30)

COURSE OBJECTIVES:

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

- Understand The Nature and Scope of Educational Technology and Also About the Various Forms of Technology
- Know The Instructional Design and Modes of Development of Self -Learning Material.
- Know The Different Models of Teaching.
- Know The Recent Innovation and Future Perspectives of Educational Technology.

DETAILS COURSE CONTENT

Block – I: Understanding Educational Technology

- Educational Technology: Concept, differentiate Educational Technology with ICT and Instructional Technology,
- Applications of Educational Technology: Formal, Non-formal (Open and Distance Learning), Informal and Inclusive education systems,
- Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non-formal groups)

Block – II: Systems Approach to Instructional Design

- Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's),
- Gagne's Nine Events of Instruction and Five E's of Constructivism.

Block – III: Application of ICT in Education

- Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODL, Concept of e learning, Approaches to learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)

Block – IV: Trends in e-learning

- Social learning: Concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum,
- Open Education Resources: Creative Commons, Massive Open Online Courses
- E Inclusion – Concept, Application and Ethical issues of e- learner and e-teacher

Block –V: ICT in Evaluation and Management

- ICT and Evaluation: Concept and types: e-portfolio, e-rubrics,
- ICT and management: MIS system for educational management, ICT for personal management, e-mail and networking.
- ICT and Research: Concept and development, Online Repositories and Online Libraries, Online survey tools.

COURSE OUTCOMES:

- Establish Relationship Between Learning Theories and Educational Technology
- Develop Basic Skills in the Production of Different Types of Instructional Material.
- Familiarize With Evaluation Techniques

REFERENCES:

- Adam, D.M. (1985): *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y.
- Ahmad, J., Ahmad, M.S. and Khan, A. (2012). *Computer applications in education*. Hyderabad: Neelkamal Publication.
- Behera, S.C. (1991): *Educational Television Programmes*, Deep and Deep Publications, New Delhi.
- Bharihok, D. (2000). *Fundamentals of information technology*. New Delhi: Pentagon Press.
- CEMCA (2010). *Quality Assurance in multimedia learning materials (QAMLM)*. New Delhi: Commonwealth Educational Media Center for Asia.
- CEMCA (2014). *Professional development programme on OER-based e-Learning*. New Delhi: Commonwealth Educational Media Center for Asia.
- CEMCA (2014). *Technology tools for teachers*. New Delhi: Commonwealth Educational Media Center for Asia.

Semester-III

Paper: EDN- 304(a)(CREDIT-5)

OPEN AND DISTANCE LEARNING

Full Marks: 100 (Ext. 70 + Int. 30)

OBJECTIVES:

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

- Understand the Concept, Features, Objectives and Scope of open and Distance Education.

Syllabus Booklet, CDOE, MSCB University

- Critically analyze the growth of distance education and explain the socio-economic relevance and philosophical basis of Distance Education
- Familiarize with issues related to Planning, Management, Promotion and Coordination of Distance Education.
- Understand the mechanism for Learner Support Services in Distance Education.
- Understand the Role of Different forms of Communication Media in Distance Education.

DETAILS COURSE CONTENT

Block I: Development of Distance Education

- Open and Distance Education: Concept, Significance and Objectives
- Problems and Issues in Distance Education-quantity, quality, relevance and effectiveness.
- Present status of distance education system, quality assurance and challenges in distance education in India.

Block II: Learner and Learning process of Distance Education:

- Distance learners: Nature, and types of learners-successful, non-starter and mild course dropouts.
- Distance Education process: Nature of adult learning, Andragogy of distance learning: Role of self-learning in distance education
- Reading: SQ3R Technique (Survey, Question, Reading, Recall, and Review).

Block-III Problem and issues of Distance learner

- Problems of Distance Learners-Isolation and lack of motivation, Lack of interaction with peers etc.
- Issues and concerns of Distance learners

Block-IV: Strategies to Overcome

- Strategies to overcome problem of distance learner

Block – V: Instructional process in distance and open learning:

- Distance tuition-Meaning and Concept, Distance tutor-difference between a classroom and distance tutor.
- Tutor Comments-Significance of tutor comments, levels of tutor communication (academic, personal and supplemental communication).
- Two-way communication in Distance Education and Open Learning.

COURSE OUTCOMES:

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

- Critically analyze the growth of distance education and explain the socio-economic relevance and philosophical basis of Distance Education
- Understand the mechanism for Learner Support Services in Distance Education.
- Understand the Role of Different forms of Communication Media in Distance Education.

REFERENCES:

- Criscito Pat (2004): *Barron 's Guide to Distance Learning*. Barron's E Publisher.
- Daniel, J.S. et al; (1982): *Learning at a Distance: A world Perspective*. Athabasca University, Edmonton.
- Garrison, D.R. (1989): *Understanding Distance Education Framework for Future*. Routledge, Chapman and Hall, London.
- Holmberg, B. (1986): *Growth and structure of Distance Education*. London: Croom Helm.
- Holmberg, B. (1989): *Theory and Practice of Distance Education*. Routledge, Chapman & Hall,

SEMESTER-III

Paper: EDN-304 (b) (CREDIT-5)

EDUCATIONAL GUIDANCE AND COUNSELLING

Full Marks: 100 (Ext. 70 + Int. 30)

COURSE OBJECTIVES:

On completion of the course the students shall be able:

- To develop understanding of bases meaning, need and types of guidance
- To get acquainted with the tools and techniques of appraisal of an individual
- To develop understanding of meaning characteristics and types of counselling
- To get acquainted with process and techniques of Counselling.
- To get acquainted with the importance of placement and follow up services.
- To develop understanding about Counselling-research, issues and trends.

DETAILS COURSE CONTENT

Block I: Introduction to Guidance and Counseling

- Guidance and Counseling: Concept, Need, Scope and Principle
- Importance of guidance and counseling at various level of schooling and relationship with counseling
- Types of Guidance programme: Socio-personal, Educational and Vocational.

Block II: Essentials Services in guidance programme

- Types of guidance services: Orientation, information services, student appraisal, individual inventory, counseling, referral, placement and follow up.

Block III: Research in Guidance

Syllabus Booklet, CDOE, MSCB University

- Significance of Research and evaluation in guidance programme
- Condition essentials for planning and organization of guidance programme in schools

Block-IV: Assessment for Guidance and Counseling

- Assessment of Guidance and Counseling: Need and Importance
- Tools and techniques of psychological testing
- Non-testing techniques: Observation and Interview, sources of information, anecdotal record, cumulative record, socio-metry and portfolio assessment

Block – V: Guidance for students with special needs:

- Guidance for students with Disabilities, Gifted & Creative and Socially Disadvantaged & Juvenile Delinquent.
- School guidance committee: Constitution, Roles and Functions
- Role of teachers, parents, administrator and other personnel in guidance to students with disabilities.

COURSE OUTCOMES:

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

- acquaint with the tools and techniques of appraisal of an individual
- acquaint with process and techniques of Counselling.
- Acquaint with the importance of placement and follow up services.

REFERENCES

- Anand, S.P. (2007). *Guidance in School*, Bhubaneswar: Global Printers
- Bantole, M.D. (1984). *Guidance and counselling*. Bombay: Sheth and Sheth Publications.
- Bhatnagar, A. & Gupta, N (Eds) (1999). *Guidance and counseling*, A practical approach, Vol.I. New Delhi: Vikas.
- Gibson, R.L. and Mitchell, M.H. (1986). *Introduction to Guidance*, New York:

Syllabus Booklet, CDOE, MSCB University

McMillon

- Glading, S.T. (1996). *Counselling: A Comprehensive Profession*, Prentice Hall Inc. Of India.
- Nayak, A.K. (1997). *Guidance and Counselling*, New Delhi: APH Publishing.

Semester-III

Paper: EDN- 305(CREDIT-5)

**HISTORICAL, POLITICAL AND ECONOMICAL PERSPECTIVES OF
EDUCATION**

Full Marks: 100 (Ext. 70 + Int. 30)

COURSE OBJECTIVES:

- To know the Historical Perspectives of Education at Different Levels
- To understand the Economical Perspectives of Education at Different Levels
- To understand the Political Perspectives of Education at Different Levels

DETAILS COURSE CONTENT

Block- I Education in India: Post- Independence Scenario

- Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1986,1992), National Commission on Teachers (1993),
- National Curriculum Framework 2005, National Knowledge Commission (2007), Yashpal Committee Report (2009),
- National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012), National Policy on Education-2020.

Block- II: Relationship between Policies and Education

- Linkage between Educational Policy and National Development,

Syllabus Booklet, CDOE, MSCB University

- Determinants of Educational Policy and Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.

Block- III: Economical Perspectives of Education

- Economics of Education: Concept, Cost Benefit Analysis Vs Cost Effective Analysis in Education
- Economic returns to Higher Education Signaling Theory Vs Human Capital Theory,

Block- IV: Education and Finance

- Educational Finance: Concept, Educational finance at Micro and Macro Levels, Concept of Budgeting

Block-V: Political Perspectives of Education

- Politics of Education: Concept, Liberal, Conservative and Critical,
- Approaches to understanding Politics: Behaviorism, Theory of Systems Analysis and Theory of Rational Choice
- Education for Political Development and Political Socialization

COURSE OUTCOMES:

- To analyze The Historical Perspectives of Education at Different Levels.
- To analyze The Economical Perspectives of Education at Different Levels.
- To analyze The Political Perspectives of Education at Different Levels.
- To Appreciate That Relevant Research Work Would Help to Achieve Efficiency and Excellence in The Educational Practices.

REFERENCES:

- Baskin, Wade. (1966). *Classics in Education*. Vision: Press London.
- Broudy, H.S. (1977). *Building a Philosophy of Education*. New York: Krieger.

Syllabus Booklet, CDOE, MSCB University

- Brubacher, John S. (1969). *Modern Philosophies of Education*. New Delhi: Tata McGraw Hill.
- Chauble, S. P. (1955). *A History of Education*. Allahabad: Bharat Publication.
- Dupuis, A.M. (1972). *Philosophy of Education in Historical Perspective*. New Delhi: Thomson Press.

M.A. (Education)

Semester-IV

Paper: EDN-401 (CREDIT-5)

PERSPECTIVES OF TEACHER EDUCATION

Full Marks: 100 (Ext. 70 + Int. 30)

OBJECTIVES:

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

- To enable the students to understand about the concept, aims and scope of teacher education in India with historical perspectives.
- To visualize the structure and frame work of teacher education.
- To understand the Concept, Determinants, Identification and Characteristics of teacher Effectiveness.

DETAILS COURSE CONTENT

BlockI: Understanding Teacher Education

- Teacher Education: Meaning, Nature and Scope
- Teacher Education programme: Types and structure and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels,

Syllabus Booklet, CDOE, MSCB University

- Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas

BlockII: Pre-service Teacher Education Programme

- Pre-service teacher education: Meaning, Importance, Objectives and Modes (face-to-face and distance)
- Stage specific programmes - Pre-school, Elementary and Secondary and Higher Secondary Teacher Education Programmes with reference to duration, curriculum, staffing pattern, assessment etc as per NCTE Regulations, 2014
- Components of Pre-service Teacher Education: Transactional Approaches, Expository, Collaborative and Experiential learning

BlockIII: In-service Teacher Education Programme

- In-service teacher education: Meaning, importance and objectives in the context of Continuing Professional Development (CPD)
- Purpose and Scope of In-service Teacher Education Programme.
- Approaches and modes of organizing CPD: Approaches- self-study, participatory workshops, panel discussion, FGD etc

BlockIV: Management and Support Services

- Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development, ICT Integration,
- Support organizations: National level - MHRD, NCERT, NUEPA, NCTE.and UGC
- Performance Appraisal of Teachers and Quality control in Teacher Education.

BlockV: Ethics of Teacher Education

- Professional Ethics and morals

COURSE OUTCOMES:

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

- Visualize the structure and frame work of teacher education.

Syllabus Booklet, CDOE, MSCB University

- Understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.

REFERENCES:

- Beck, C. & Clark, K. A. (2006): *Innovations in teacher education: A social constructivist approach*. London: State University of York.
- Chopra, R.K. (1993). *Status of teachers in India*. New Delhi: NCERT.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A guide to teaching practice* (5thEdn.). London and New York: Routledge Falmer.
- Darling Hammond, Linda and Bransford, John (2005). *Preparing teachers for a changing world*. Son Francisco: John Wiley & Sons.
- Day, C. and Sachs, J. (Ed.) (2004). *International handbook on the continuing professional development of teachers*. Maidenhead: Brinks Open University Press.
- Furlong John (2013), *Education: An anatomy of the discipline*. London: Routledge.
- Govt. of India (1953). *Report of Secondary Education Commission*. New Delhi.
- Govt. of India (1986/1992). *National policy of education*. New Delhi: Dept. of Education, MHRD.

Semester-IV

Paper: EDN-402 (CREDIT-5)

HIGHER EDUCATION IN INDIA

Full Marks: 100 (Ext. 70 + Int. 30)

OBJECTIVES:

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

- Develop the conceptual knowledge of higher education
- View point of different commission and committees on higher education.
- Role of various agencies in higher education

Syllabus Booklet, CDOE, MSCB University

- Explain the advantage and disadvantage of privatization of higher education.

DETAILS COURSE CONTENT

Block I: Development of Higher Education

- Development of Higher Education in India: Pre-Independence and Post-Independent period with special reference to recommendation of University Education Commission (UEC, 1948)
- Higher education with reference to Indian Education Commission (1964-66)
- Higher education with reference to National Policy on Education(1986)

Block II: Management of Higher Education:

- Autonomy, Accountability, Management and financing of Higher Education Institutions.
- Role and function of various agencies of Higher Education: MHRD, UGC, NAAC, AIU, DST, ICSSR, NIEPA, NCTE, IGNOU

BlockIII: Quality Assurance in Higher Education

- Quality Assurance and Assessment in Higher Education.

Block-IV Privatization of Higher Education

- Privatization of Higher Education: Concept, emerging issues and challenges
- Privatization of Teacher Education: Issues and Challenges
- Suggestions to improve Privatization of Higher Education in India.

Block –V: Rethinking Development in higher education:

- Higher education and new imperialism threat
- Opportunities and anomalies liberalization and internationalization of Higher Education
- Emergence of Open and Distance Learning (ODL) at the tertiary level.

COURSE OUTCOMES:

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

Syllabus Booklet, CDOE, MSCB University

- Get knowledge about different commission and committees on higher education.
- Get knowledge about Open and Distance Learning (ODL)

REFERENCES:

- Chaube, S. P. (1985). *History of Indian Education*. Agra; Vinod Pustak Mandir, Agra.
- Nanda, S. K.() *India Education and its problem today*, New Delhi: Kalyani Publishers.
- Narullah, S. & Naik, J. P. (1951). *A History of Education in India*, Mc Millan, Bombay.
- National Policy on Education (1986), Government of India, New Delhi,1986.
- RAwat, P. L. (1965). *History of Indian Education*, Agra: Ram Prasad & Sons.
- *Report of the Education Commission (1964-66)* Government of India, New Delhi,1966.

Semester-IV

Paper: EDN-403 (CREDIT-5)

LANGUAGE ACROSS CURRICULUM

Full Marks: 100 (Ext. 70 + Int. 30)

OBJECTIVES:

On completion of the course, the prospective teacher educators shall be able to:

- Identify the language backgrounds of students and facilitate their movement from home or regional language to the standard language.
- Analyze the nature of classroom discourse and devise strategies to improve the communication skills of students.
- Develop appropriate reading and writing skills among learners and facilitate the reading-writing connection.
- Envision their role as facilitators of learners' language enrichment, irrespective of the subjects they teach.

Block I: Language Background of Learners

- Varied language contexts of learners: dialects, regional varieties, and standard language.
- Significance of the first language in learning.

Syllabus Booklet, CDOE, MSCB University

- Home Language vs. School Language: transmission, transition, challenges, and strategies.

Block II: Concept of Multilingualism

- Understanding the multilingual context.
- Challenges of multilingual classrooms.
- Strategies for promoting multilingual learning.
- Benefits of multilingualism in education.
- Role of teachers in multilingual classrooms.

Block III: Language in the Classroom

- Nature of classroom discourse and the significance of language.
- Communication skills: promotion of oral skills through questioning, discussion, sharing, interaction, debate, and collaborative learning.
- Language across various disciplines and subjects: humanities, social sciences, mathematics, and science.
- Role of language in ensuring optimum learning across subject areas.

Block IV: Reading-Writing Connection

- Reading in different content areas for information gathering, critical understanding, and knowledge construction.
- Strategies for developing reading skills, including scanning, skimming, intensive reading, critical reading, note-making, and summarizing.
- Reading-writing connection in different content areas.
- Use of note-making for preparing written assignments.
- Use of information gathered through reading for summarizing, report writing, and reflective writing.
- Developing coherent and effective academic writing through reading activities.

BlockV: Writing- Purpose and Process

- Writing for various purposes - preparing report, writing paragraph, explanatory notes, expansion of ideas, presenting information in various forms such as flow-chart, diagram, pie-chart, histogram
- Process writing- generating/gathering ideas, drafting, revising and finalizing

COURSE OUTCOMES:

On completion of the course, the prospective teacher educators shall be able to:

- Analyze the nature of classroom discourse and devise strategies to improve the communication skills of students.
- Develop appropriate reading and writing skills among learners and facilitate the reading-writing connection.

References

1. Larsen-Freeman, D. (2010). *Techniques and Principles in Language Teaching* (2nd ed.). Oxford: Oxford University Press.
2. Kumar, K. (2008). *The Child's Language and the Teacher: A Handbook*. New Delhi: National Book Trust.
3. Lightbown, P. M., & Spada, N. (1999). *How Languages Are Learned*. Oxford: Oxford University Press.

Semester-IV

Paper: EDN- 404(a)(CREDIT-5)

OPEN AND DISTANCE LEARNING

Full Marks: 100 (Ext. 70 + Int. 30)

OBJECTIVES:

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

- Define ODL and distinguish it from traditional education.
- Explain the need and significance of ODL in India and globally.
- Apply instructional design principles in developing distance learning materials.
- Understand how content is created for self-learning.
- Evaluate the effectiveness of ODL course materials.
- Identify the role of technology in designing and delivering ODL.

- Evaluate different media and platforms used in distance education.
- Explore emerging trends in educational technology.

DETAILS COURSE CONTENT

Block I: Theoretical and Philosophical Foundations of ODL

- Philosophical roots: liberalism, progressivism, constructivism
- Key theories:
 - Holmberg's Theory of Guided Didactic Conversation
 - Moore's Theory of Transactional Distance
 - Peters' Industrial Model

Block II: Technology in Open and Distance Learning

- Types of media: print, audio, video, broadcast, online
- Learning Management Systems (e.g., Moodle, Docebo, Litmos and Google Classroom)
- Use of mobile learning, podcasts, video lectures, e-content
- Role of SWAYAM, MOOCs, and digital repositories
- Issues of accessibility, digital divide, and inclusivity

Block-III: Assessment and Quality Assurance

- Formative/summative
- online exams
- NAAC
- PINDICS

Block – V: Govt. eLearning Platforms

- DIKSHA - for School Education
- ePathshala
- National Digital Library (NDL)
- E-shodhsindhu

- IGNOU
- VIDWAN
- Virtual labs
- SWAYAM Prabha
- National Programme on Technology Enhanced Learning (NPTEL)

Block-V:Private eLearning Platforms

- Coursera, Udemy, Skillshare, and edX
- LinkedIn Learning, Khan Academy, Thinkific
- Udacity, Pluralsight, MasterClass, Duolingo
- Vedantu Learning App, Unacademy, BYJU'S

COURSE OUTCOMES:

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

- Critically analyze the growth of distance education and explain the socio-economic relevance and philosophical basis of Distance Education.
- Understand the mechanism for Learner Support Services in Distance Education.
- Understand the Role of Different forms of Communication Media in Distance Education.

REFERENCES:

- Criscito Pat (2004): *Barron's Guide To Distance Learning*. Barron's E Publisher.
- Daniel, J.S. et al; (1982): *Learning at a Distance: A world Perspective*. Athabasca University, Edmonton.
- Garrison, D.R. (1989): *Understanding Distance Education Framework for Future*. Routledge, Chapman and Hall, London.

- Holmberg, B. (1986): *Growth and structure of Distance Education*. London: Croom Helm.
- Holmberg, B. (1989): *Theory and Practice of Distance Education*. Routledge, Chapman & Hall, London.

SEMESTER-IV

Paper: EDN-404 (b) (CREDIT-5)

EDUCATIONAL GUIDANCE AND COUNSELLING

Full Marks: 100 (Ext. 70 + Int. 30)

Objectives:

On completion of the course, the prospective teacher-educator shall:

- Appreciate the needs and goals of counselling
- Analyze the relationship between guidance and counseling,
- Recognize different areas of counseling,
- Identify and elaborate the various stages involved in the process of counseling,
- Become acquainted with the skills and qualities of an effective counsellor.
- Become acquainted with the various approaches and techniques of counselling

Detailed Course Content:

Block I: Nature of Counselling Service

- Meaning, nature and scope of counseling; differentiating guidance, counselling and psychotherapy
- Goals and Principles of Counseling
- Qualities of an effective counselor

- Relationship Issues, concerns and problems of childhood and adolescence stage

BlockII: Counselling Process and Counselling

- Identification of cases for counselling
- Basic counseling and communication skills
- Stages of the counselling process

BlockIII: Application of Counselling

- Nature and importance of counseling relationship
- Application of skills for building a positive classroom climate to enhance learning
- Acquaintance with major counselling approaches: person-centered and gestalt

BlockIV: Types and Areas of Counselling

- Group counselling: nature, process, and skills
- Counselling techniques: cognitive, behavioral, and systemic
- Areas of counselling: family counselling, parental counselling, adolescent counselling, counselling of girls, counselling of children belonging to special groups
- Peer counselling: concept and relevance to the Indian situation.

BlockV: Guidance and counselling for promoting the psychological well-being of students

- Nature and causes of behavioral problems; guidance of students with behavioral problems, guiding underachievers
- School discipline problems of violence, bullying, drug abuse, truancy, and dropout etc.

- Stress: nature, causes, and consequences; types of coping skills and developing coping skills

Suggested Readings: .

- Corey, G. (1986). *Theory and Practice of Counselling and Psychotherapy*, 3rd Ed. Belmont: Calif-Brooks.
- Cole. Cormier L.& Hackney, H. (1987). *The professional counsellor*. Englewood Cliffs, New Jersey: Prentice Hall.
- Dave, Indu (1984). *The basic essentials of counselling*. New Delhi: Sterling Pvt.Ltd.
- Egan, Gerard (1994). *The skilled helper* (5thEd.) California: Brookes Cole Publishing Co.
- Gazda George R.M. (1989). *Group counselling: A development approach*. London: Allyn and Bacon.

Paper: EDN-405 (CREDIT-5)

DISSERTATION

Full Marks: 100

OBJECTIVES:

- To develop research skills of proposal preparation & tools development among the students.
- To develop the different process of data collection.
- To develop reporting format and style.

ACTIVITIES:

Each candidate shall have to submit a complete dissertation under the supervision of a member of the staff of the department. The final dissertation shall be assessed holistically by the examiners on criteria decided jointly by the internal and external examiners.

While assessing the dissertation at the pre-submission stage the following aspects are to be examined.

- Logical organization of the chapters and sub-chapters.
- Approved reporting format and style
- Approved letter font used
- Approved style of preparing references
- Systematic arrangement of appendices
- Appropriate and sequential presentation of graphs and charts in the dissertation

It will be evaluated jointly by the Internal and External Examiners.

The distribution of marks shall be as follows.

Report	:	70 Marks
Viva- Voce	:	30 Marks
Total	:	100 Marks

SUBJECT SPECIFIC OUTCOMES:

On Completion of The Course in This Semester, The student shall

- Complete data collection
- Conduct data analysis
- Interpret the result
- Submit the complete dissertation

MASTER OF COMMERCE

	Paper Code	Paper Name	Credit	Full Marks	Internal Assessment	End Sem Exam
First semester	COM-101	Strategic Financial Management (SFM)	5	100	30	70
	COM-102	Emerging Business Laws (EBL)	5	100	30	70
	COM-103	Managerial Economics (ME)	5	100	30	70
	COM-104	Management Concepts and Organisation Behaviour (MCOB)	5	100	30	70
	COM-105	Indian Knowledge System (IKS)	5	100	30	70
	Total		25	500	150	350

	Paper Code	Paper Name	Credit	Full Marks	Internal Assessment	End Sem Exam
Second semester	COM-201	Business Statistics and Quantitative Techniques (BSQT)	5	100	30	70
	COM-202	Cost and Management Accounting (CMA)	5	100	30	70
	COM-203	Human Resource Management (HRM)	5	100	30	70
	COM-204	Banking and Insurance Management (BIM)	5	100	30	70
	COM-205	Business Ethics and Corporate Governance	5	100	30	70

		(BECG)				
	Total		25	500	150	350

	Paper Code	Paper Name	Credit	Full Marks	Internal Assessment	End Sem Exam
Third semester	COM-301	Entrepreneurship & MSME Management (EMM)	5	100	30	70
	COM-302	Research Methodology and Report Writing (RMRW)	5	100	30	70
	COM-303	Advanced Marketing Management (AMM)	5	100	30	70
	COM-304A / COM-304B	Elective: Securities Analysis & Portfolio Management (SAPM) OR IFRS and Ind. AS (IIA)	5	100	30	70
	COM-305A / COM-305B	Elective: International Banking & Finance (IBF) OR Risk & Derivatives Market (RDM)	5	100	30	70
	Total		25	500	150	350

	Paper Code	Paper Name	Credit	Full Marks	Internal Assessment	End Sem Exam
Fourth semester	COM-401	Dissertation/Project Work	5	100	30	70
	COM-402	Corporate Financial Accounting (CFA)	5	100	30	70

	COM-403	Tax Law and Compliance (TLC)	5	100	30	70
	COM-404A / COM-404B	Elective: International Financial Management (IFM) OR Financial Markets & Financial Services (FMFS)	5	100	30	70
	COM-405A / COM-405B	Elective: Bank Management & FinTech (BMP) OR Insurance, Risk & Claim Management (IRCM)	5	100	30	70
	Total		25	500	150	350

Total Credits	Full Marks	Internal Assessment	End Sem Exam
100	2000	600	1400

SEMESTER I

COM-101: STRATEGIC FINANCIAL MANAGEMENT (SFM)

Course Objective: To make students understand various issues involved in financial management of a company and equip them with advanced analytical tools and techniques which can enhance their analytical ability for making sound financial decisions.

Block-I: Introduction To Financial Management

Introduction of Financial Management and Concept of Valuation Nature and Scope of Financial Management, Functions of Financial Management, Financial Objectives of Business Firms: Profit Maximization vs Wealth Maximization.

Block-II: Time Value Of Money

Practical Application of Compounding and Discounting, Present Value Techniques and Future Value Techniques; Annuity Due and Annuity Immediate

Block-III: Investment Decision

Capital Budgeting, Estimation of Cash Flows for New Projects, Investment Evaluation Techniques: Payback Period, Accounting Rate of Return, Net Present Value, Internal Rate of Return and Profitability Index, Conflicts between NPV and IRR

Block-IV: Financing Decisions

Cost of Capital: Relevance of Cost of Capital; Assumptions, Cost of Individual Sources of Capital, Measurement of Cost of Capital-Short-term Debt, Long term Debt and Debentures, Preference Share capital, Equity Share Capital, Retained Earnings, Weighted Average Cost of Capital, Dividend Policy: Factors affecting Dividend Policy and Forms of Dividend

Block-V: Management of Working Capital

Relevance, Concept, Types and Importance, Calculation of Operating Cycle, Estimation of Working Capital Requirements, Approaches to Financing Current Assets, Cash Management and Inventory Management.

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

1. Understand the foundations of financial management, risk return framework and role of a finance manager.
2. Analyze and evaluate capital projects under different situations using appropriate capital budgeting techniques.
3. Critically examine various theories and determinants of capital structure, analyze financial plans and determine optimal capital structure.
4. Critically examine various theories and policies of dividend and determine optimal pay out policy.
5. Understand the intricacies of working capital management and effectively manage cash, receivables and inventories.

References

1. Pandey I. M.: *Financial Management*, Vikas Publishing House.
2. Reddy G. Sudarsana: *Financial Management: Principle and Practice*, HPH, Mumbai.
3. Chandra, Prasanna: *Financial Management*, Tata Mc Graw Hill, Delhi.
4. Pandey, I. M.: *Financial Management*, Vikas Publishing House, Delhi.
5. Brealey, Richard A. and Steward C. Myers: *Corporate Finance*, McGraw Hill, Int., New York.
6. Hampton, John: *Financial Decision Making*, Prentice Hall, Delhi.

7. Van Horne, J. C. and J. M. Wachowicz Jr.: *Fundamentals of Financial Management*, Prentice Hall, Delhi.
8. Van Horne, James C.: *Financial Management and Policy*, Prentice Hall, Delhi.
9. Pinches, George E.: *Essentials of Financial Management*, Harper and Row, New York.

COM-102: EMERGING BUSINESS LAWS (EBL)

Course Objectives: To understand the legal frame works in which business organizations are required to function and the implications of various laws on business operations.

Block-I: Importance of Business Law

Importance of law in business: Definition, Object, Need, Nature & Sources of Business Law, A brief discussion on driving forces of laws in India in this changing Business Environment. The Limited Liability Partnership Act, 2008- Definition, Salient Features of LLP, Advantages and disadvantages of LLP, Differences between: LLP and traditional Partnership, LLP and Company, Incorporation of LLP, Conversions into LLP, Winding up and dissolution.

Block-II: The Companies Act, 2013

The Companies Act, 2013: Formation of Company, Online Filing of Documents, Management and Administration of Company, Directors, Meetings, Winding up and Administration of Company Law.

Block-III: Foreign Exchange and Anti-Money Laundering Laws

FEMA Act 1999: Definitions, Regulation and management of Foreign Exchange, Authorized persons, Contravention and penalties, Adjudication and Appeal, Directorate of Enforcement, Miscellaneous. Prevention of Money Laundering Act 2002: Definition, Offense of Money Laundering, Attachment, Adjudication and Confiscation, Obligation of banking companies, financial institutions and intermediaries, Summons, Searches and Seizures, Appellate Tribunal, Special courts, Authorities and Miscellaneous.

Block-IV: Cyber Law, RTI Act & Constitutional Workplace Rights

Information Technology Act 2000: Definitions, Digital Signature and electronic Signature, Electronic Governance, Attribution, Acknowledgment and dispatch of electronic records, securing electronic records, Regulation of certifying authorities. Right to Information Act 2005: Definitions, Right to Information and obligation of public authorities, The Central

Information Commission, The State Information Commission, Power and functions of the information Commissions, Appeal and Penalties. Constitutional Provisions of Women and Human Rights at work place.

Block-V: Competition Act And IPR

Competition Act & IPR: Enactment of Competition Act 2002, Definitions, Competition Commission of India- its duties powers and functions, Penalties – Important Cases Intellectual Property Rights: Meaning, Nature and Scope of Intellectual Property as per IPR Act, Duration and Penalties for Infringement- Important Cases.

Learning Outcomes

After completing the course, the student will be able to:

1. Outline the importance of law in business and highlight the features of LLP.
2. Analyze the features of Indian Companies Act, 2013.
3. Acquaint with the law governing regulation and management of foreign exchange.
4. Discuss the major features of IT Act & RTI Act and its provisions and cases.
5. Illustrate the application/understanding the Competition Act, 2002 and IPR Act, 1970.

References

1. Bulchandani K. R.: *Business Laws*, Himalaya Publishing House.
2. N. D. Kapoor: *Mercantile Law*, Sultan Chand & Sons.
3. Maheswari, Maheswari: *A Manual of Business Law*, Himalaya.
4. *Corporate Laws*, Dr. S. K. Kapoor, Taxman Publication.
5. *FEMA Act, 1999*.
6. *Information Technology Act, 2000*.
7. *Right to Information Act, 2005*.

COM-103: MANAGERIAL ECONOMICS (ME)

Course Objectives: To acquaint the learners with fundamental economic theories and their impact on pricing, demand, supply, production, and cost concepts. And it helps students to develop a managerial perspective to economic fundamentals aiding in decision making under given environment

Block I: Fundamental Concepts & Principles

Introduction to Business Economics; Scope; Basic Concepts and Techniques, Nature of

Economic Analysis, Role and responsibility of managerial economics; Implicit and explicit costs.

Block II: Demand Analysis

The demand schedule and demand curve; Demand function; Price elasticity of demand; Interpretation of elasticity of demand. Income and cross elasticity of demand; business and economic forecasting; Method of forecasting.

Block III: Theory of Production

The production function; One variable input production function – Empirical estimation and managerial uses; Two-variable input production function, Isoquants – Characteristics; Features and managerial use; Formulation of a Cobb-Douglas production function.

Block IV: Price determination under different market conditions

Characteristics of different market structure & pricing- perfect, monopolistic, oligopoly and monopoly.

Block V: Theory of Cost & Cost Concepts

Meaning and managerial use; Cost function - cost curves; Empirical estimation of a short run cost function; Techniques of cost control and cost reduction.

Learning Outcomes

After completing the course, the student will be able to:

1. Analyze scope and methods of Managerial Economics.
2. Forecast demand in light of changing circumstances and to formulate business plans.
3. Enumerate Concepts in resource allocation.
4. Evaluate Market Structure and Advertisement budgeting.
5. Apply Pricing methods and approaches.

References

1. A. Mas-Colell, M. D. Whinston, J. R. Green: *Micro-Economic Theory*, Oxford.
2. Mithani D. M.: *Managerial Economics*, Himalaya, 2011.
3. H. R. Varian: *Microeconomic Analysis*, W. W. Norton, 1984, 2nd ed.
4. A. Koutsoyiannis: *Modern Microeconomics*, ELBS, 1975.
5. Chopra, O. P.: *Managerial Economics*, Tata McGraw Hill, Delhi.
6. Dean, Joel: *Managerial Economics*, Prentice Hall, Delhi.

7. Dholakia, R. H. and A. L. Oza: *Micro Economics for Management Students*, Oxford University Press.
8. Eaton, B. Curtis and Diane Faton: *Micro Economics*, PH, Delhi.

COM-104: MANAGEMENT CONCEPTS AND ORGANIZATION BEHAVIOUR (MCOB)

Course Objective: The aim of the Course is to equip students with basic management concept and organization behaviour.

Block I – School of Management Thoughts

Nature and scope of management, Traditional theories of Management, Human behaviour and social system of school; Decision Theory school; System School; Contingency theory of Management, recent development in the field of Management in a global perspective.

Block II – Managerial Function

Planning concept, Process, significance, types; organising concept, principles, and types of organisations.

Block III – Organisational Behaviour

Concept and Significance, relationship between management and an organisational behaviour, concept and component of attitude, perception, and personality.

Block IV – Motivation

Process of motivation, Theories of motivation, Maslow's Need hierarchy theory, McGregor's theory X and Y, McClelland's Need theory, Victor Vroom's expectancy theory, Herzberg's Two factor theory, Skinner's reinforcement theory, Alderfer's ERG theory.

Block V – Leadership

Leadership concept, style, Theories- Trait theory, Behavioural theory, Fielder's Contingency Theory, Situational theory, Likert's four system of leadership.

Course Outcomes: After completion of this course student will be able to understand the various concepts of management and concepts of Organization Behaviour and to apply the emerging ideas and practices of management in their professional life.

References

1. Prasad, L. M.: *Principles of Practice of Management*, S. Chand.
2. Aswathappa, K.: *Organisational Behaviour*, Himalaya Publishing House, Mumbai.
3. Koontz, Harold, Cyril O'Donnell and Heinz Weihrich: *Essentials of Management*, Tata McGraw Hill, New Delhi.
4. Luthans, Fred: *Organisational Behaviour*, McGraw Hill, New York.
5. Newstrom, John W. and Keith Davis: *Organisational Behaviour: Human Behaviour at Work*, TMH, New Delhi.
6. Robbins, Stephen P. and Mary Coulter: *Management*, Pearson Education, New Delhi.

COM-105: INDIAN KNOWLEDGE SYSTEM (IKS)

Course Objective: To understand concept of Indian Knowledge Systems (IKS) and emphasize its importance in preserving and disseminating indigenous knowledge.

Block I: Foundation Of Indian Knowledge System

Indian Knowledge System (Bhartiya Gyan Parampara) – An Overview Importance of Ancient Knowledge; Defining Indian Knowledge System; The Indian Knowledge System Corpus- A Classification Framework; Some unique aspects of Indian Knowledge System: Nuances of an Oral Tradition.

Block II: Artha Vidya & Ancient Indian Economic Thought

Introduction to Artha Vidya and Ancient Indian Economic Thought - Overview of Artha Vidya as a Vedic text and its significance in ancient Indian society; Understanding the socio-economic context of ancient India; Exploration of the key principles and concepts of Artha Vidya; Study of the different economic systems prevalent in ancient India, such as agricultural, trading, and guild-based systems; Examination of the ethical and moral aspects of economic activities in Artha Vidya; Discussion of concepts such as wealth (Artha), righteous conduct (Dharma), and social welfare (Sarvodaya).

Block-III: Trade, Commerce & Economic Development

Trade and Commerce in Ancient India - Exploration of the trade routes and networks in ancient India; Study of commercial practices, including barter, coinage, and banking systems; Analysis of the impact of trade on economic development and cultural exchange.

Block-IV: Ancient Indian Management Thought

Ancient Wisdom and Management: Lessons from Ramayan, Mahabharat and Bhagavat Gita-Principle of Good Governance (Raja Dharma), Values, Duties and Responsibilities (Dharma), Conflict Management and Performance. Kautilya's Management Lessons- Qualities of a leader, Functions and Role of a leader.

Block-V: Economic Governance & Administration

Economic governance in ancient India -Examination of the principles and practices of economic governance in ancient India; Analysis of economic policies, including taxation, regulation, and wealth distribution; Discussion on the role of kings, councils, and administrative bodies in economic decision making

Course Outcomes

Having completed this course, the learner will be able to:

1. Demonstrate a comprehensive understanding of the Arthaveda as a Vedic text and its significance in ancient Indian society.
2. Analyze the socio-economic context of ancient India and its impact on economic thought, highlighting key factors and influences.
3. Evaluate the principles and concepts of Arthaveda and their relevance to economic activities, considering ethical and moral aspects.
4. Compare and contrast the different economic systems prevalent in ancient India, including agricultural, trading, and guild-based systems, and assess their functioning and effectiveness.
5. Examine the trade routes and networks in ancient India, analyzing their impact on economic development and cultural exchange.
6. Critically analyze the principles and practices of economic governance in ancient India, including taxation, regulation, and wealth distribution.
7. Evaluate the roles of kings, councils, and administrative bodies in ancient India and their influence on economic decision-making processes.

Suggested References

1. Chanakya. (n.d.). *Arthashastra*.
2. Roy, T. (2011). *The Economic History of India: Ancient to Present*. Cambridge University Press.

3. Deshpande, S., & Patnaik, U. (Eds.). (2011). *Indian Economic Thought: Ancient to Modern*. Routledge.
4. Mukund, K. (1999). *The Trading World of the Tamil Merchant: Evolution of Merchant Capitalism in the Coromandel*. Orient Blackswan.
5. Basu, R. L., & Sen, R. K. (2015). *Ancient Indian Economic Thought, Relevance for Today*. SAGE Publications.
6. Chakravarti, R. (2001). *Trade and Traders in Early Indian Society*. Manohar Publishers.
7. Chakravarti, U. (2014). *Money and Credit in Indian History: From Early Medieval Times*. Primus Books.
8. Mookerji, R. (1988). *Ancient Indian Commerce: Commercial Relations of India in the Middle East*. Motilal Banarsidass.

SEMESTER-II

COM-201: BUSINESS STATISTICS AND QUANTITATIVE TECHNIQUES (BSQT)

Course Objectives

The Objective of this course is:

1. To make the students to learn the application of statistical tools and techniques for decision making.
2. To acquaint students the concepts of Research. They will also know the inputs research methods, research methodology, and process of research the process of report writing.

Block-I:Univariate Analysis

Measures of Central Tendency i.e. Arithmetic Mean, Geometric Mean, Harmonic Mean, Positional Average: Median, Quartile, Decile, Percentile and Mode, Measures of Dispersion i.e. absolute measures and relative measures, Skewness and Kurtosis.

Block-II:Probability theory

Probability theory and probability distribution Probability-classical, relative and subjective probability, addition and multiplication probability models, conditional probability and Bayes' theorem, random number and mathematical expectation, probability distribution: binomial, Poisson, and normal distribution- characteristics and application.

Block-III: Introduction to Operations Research

Introduction to Operations Research: Origin and Growth of OR, importance of OR in Managerial Decision Making, Scope & Applications of OR, Models and Modelling in OR. Linear Programming Problems: Formulation of the Problem, Solution by Graphic Method & Simplex algorithm

Block-IV: Allocation Problem Models

Allocation Problem Models: Transportation problems: formulation, methods of finding initial solution (North West Corner Rule, Least Cost method and Vogel's approximation method), Test for optimality (MODI Method), Assignment Problems: Methods of Solution, Hungarian Method

Block-V: Network Analysis

Network Analysis: Introduction, Importance, Origin of PERT & CPM, Network Techniques, Need for Network Techniques, Steps in PERT, Advantage & Limitation of PERT, Critical Path Method: Meaning, Importance, Advantage & Limitations, Difference between PERT & CPM, Application of Network Analysis: Network Diagrams, Events & Activity, Network Construction- Steps & Requirements, Practical Application of PERT & CPM

Course Outcomes

- Helpful for writing a research paper and preparation of dissertation.
- Probability distributions are rampantly used to take reasonable, justified, genuine and bonafide decisions under real life practical situations for sustaining peace, tranquility and harmony.
- Statistical estimation and hypothesis testing can be better utilized under leading research institutes for ensuring innovative orientation through productive destination.
- Set the hypothesis and its testing.

References

1. P. N. Arora: Fundamentals of Statistics, Sultan Chand and Sons.
2. S. P. Gupta: Statistical Methods, Sultan Chand and Sons.
3. S. C. Gupta: Fundamentals of Statistics, Himalaya Publishing House.
4. R. P. Hooda: Statistics for Business & Economics, Macmillan.
5. D. N. Elhance, Beena Helhance and B. M. Agarwal: Business Statistics, Kitab Mohal.
6. Heinz Kohler: Statistics for Business & Economics, Harper Collins.
7. Panneerselvam: Research Methodology, PHI.
8. C. R. Kothari: Research Methodology: Methods and Techniques.

COM-202: COST AND MANAGEMENT ACCOUNTING

Course Objective

To equip the students with the knowledge of concepts, methods and techniques of management accounting and enable them to use various techniques of cost ascertainment, budget preparation and variance analysis, while focusing on its need for managerial decision making.

Block-I: Foundation of Management and Cost Concept

Introduction: Basics of Management accounting -Nature and functions; Financial vs. Management Accounting; Cost vs. Management Accounting; Role of Management Accountant. Cost concepts and different classifications of costs and preparation of cost sheet.

Block-II: CVP Analysis and Decision Making

Variable and Absorption Costing: Concept, & Applications of Variable Costing. Cost-Volume-Profit (CVP) Analysis - Contribution Margin; Break - Even Analysis; Profit volume (P/V) Analysis. Types of managerial decisions - Make/Buy Add/Drop, Sell / Process Further, Operate/Shutdown, Special Order. Product-Mix. Pricing Decisions.

Block-III: Budgeting and Standard Costing

Budgeting and Standard Costing: Nature and functions; Preparation of different types of 18 budgets, Fixed versus Flexible Budgeting. Standard Costing, - Concept, Types of standards; Variance analysis: Materials, Labour, Overheads, Sales variances, Managerial uses of variances.

Block-IV: Inventory Control Management Techniques

Inventory Control: Introduction, Meaning of Inventory and Inventory control, Objectives, Advantages, Inventory Planning; Requirements of Inventory control, Selective Inventory control ABC analysis, VED analysis; Techniques of Inventory control: Measurement of different Levels, Inventory Turnover Ratio and Measurement of Economic Order Quantity;

Block-V: Responsibility Accounting A Divisional Performance Measurment

Responsibility Accounting and Divisional Performance Measurement: Advantages and disadvantages of divisionalisation; Concept of responsibility accounting, Responsibility centres, financial measures of performance, non-financial performance measures, Transfer Pricing.

Course Outcomes

After completing the course, the student will be able to:

1. Identify differences between various forms of accounting and identify cost according to their associated activities and apply costing techniques for computing cost of products or services.
2. Prepare income statements using variable costing and absorption costing.
3. Create different forms of budgetary statements, and use standard costing and variance analysis in real life.
4. Make various managerial decisions on the basis of learning about concepts and issues involved therein.
5. Identify and control cost at a responsibility Centre assigned to a manager, analyse and report performance of the assigned responsibility Centre.

Reference Books

1. Lal, Jawahar (2016). *Advanced Management Accounting, Text, Problems and Cases*. S. Chand & Co., New Delhi.
2. *Cost and Management Accounting* – Ravi M. Kishore – Taxmann Publications.
3. *Cost and Management Accounting* – Colin Drury – Cengage Learning.
4. *Cost and Management Accounting* – Mitra – Oxford University Press.
5. *Cost and Management Accounting* – M. B. Shukla – Himalaya Publishing House.

COM-203: HUMAN RESOURCE MANAGEMENT (HRM)

Course Objective: The objective of this course enable the students to learn about the basic idea for development of human resource as well as to settle the disputes.

Block-I: Introduction to Human Resource Management: Introduction, concept, Nature and scope of HRM, benefits and challenges of HRM, Role of HR manager in changing environment, function of HRM. Human Resource Planning: process of Human Resource planning, need for human Resource planning, human Resource forecasting technique.

Block-II: Recruitment and selection: concept of Recruitment, factor affecting Recruitment, sources of Recruitment, Recruitment policy. Selection: selection process, selection test, interviews, Evaluation, placement, induction.

Block-III: Training and development: Training need assessment, types of training programme, Evaluation of training, succession planning.

Block-IV: Performance Appraisal: concept and need for performance, types of appraisal methods, benefits. Component of wages and salary: methods of wage determination – job Evaluation, Executive compensation- the concept, job Evaluation, emerging trends of HRM and cross cultural environment.

Block-V: Industrial Relations (IR): IR concept, Nature and scope. Industrial Relations system- trade union, objectives, functions and drawback. Industrial disputes procedure of settlement of industrial disputes. Collective bargaining and workers participation in management.

Course Outcomes

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

1. Know role of HR Manager in business organization for proper utilization of human resources.
2. Settle the various industrial disputes.
3. Measure the performance appraisal of employees to have the efficiency and effectiveness.
4. Inculcate the understanding of HR and its importance not only in personal life but professional life.
5. Realize the ever-increasing relevance of HR in contemporary corporate world.

References

1. Aswathappa, K.: *Human Resource Management*, Fifth Edition, Tata McGraw-Hill Companies, 2008.
2. Mirza S. Saiyadain: *Human Resources Management*, Third Edition, Tata McGraw-Hill Publishing Company Ltd., New Delhi, 2003.
3. Bhatia, S. K.: *Human Resource Management*, Deep and Deep Publication Pvt. Ltd., 2006.
4. Rao, V. S. P.: *Human Resource Management*, Excel Books, New Delhi.
5. Mohapatro, B. B.: *Human Resource Management*, New Age Publication, New Delhi.
6. Aswasthapa: *HRM: Texts & Cases*, TMH, New Delhi.
7. Venkates, J.: *Human Resource Management*, Oxford, New Delhi.
8. Gary Dessler: *Human Resource Management*, 7th Edition, PHI Pvt. Ltd., Pearson.
9. David A. DeCenzo & Stephen P. Robbins: *Personnel/Human Resource Management*, 3rd Edition, PHI/Pearson.
10. V. S. P. Rao: *Human Resource Management: Text and Cases*, 1st Edition, Excel Books, New Delhi, 2000.

COM-204: BANKING AND INSURANCE MANAGEMENT (BIM)

Course Objective

The objective of this course is to facilitate understanding the basics of insurance and banking as well as e-payment.

Block-I: Concept of Banking

Concept of Banking, Types of Banks, Role of Commercial Banks in National Economy, Banking Sector Reforms in India, RBI- Role, Functions and Working, Monetary and Credit Policies, Regulation and supervision.

Block-II: Overview of Banking Products and Services

Banking Products and Services Deposits and Lending Policies, Fund Based Products and Fee Based Services, Agency Services, Core Banking, Retail Banking, Corporate banking, Banc assurance, CRM in banking,

Block-III: Fintech in Banking

Methods of E-payments- Debit card, Credit Card, SMART card, E- Money, NEFT, RTGS, Online Banking- Concepts, Importance, Electronic Fund Transfer, Automated Clearing House

Block-IV: Fundamentals of Insurance

Definition, Features and Principles and Types of insurance, Definition, Features and Principles of Life Insurance, procedure for taking a policy, Policy Conditions, Premium plans, Settlement of claims.

Block-V: Marine Insurance, Regulatory Framework & Investment

Fire and Marine Insurance: Principles, Policy Conditions, Types of policies, Clauses and factors of Insurance, settlement of claims (Both fire and marine Insurance), IRDA Act. 1999, Meaning, Objectives, Duties, Powers and Functions of Authority, Rights, Liabilities and Principles of Re- insurance, Methods, Investment: Investment Principles, Types, Legal and Social aspect of Investment.

Course Outcomes

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

1. Know the importance of banking and insurance services.
2. Know the procedure for taking an insurance policy.

3. Know the contribution of banking and insurance industries towards Indian economy.
4. Avail the life insurance product and banking products as investment avenue.

References

1. Indian Banking: Towards Customer Satisfaction by R. K. Uppal.
2. Banking Theory, Law and Practice by Gordon Natarajan.
3. Banking Principles and Operations by Shekhar and Shekhar.
4. Indian Financial System: Institutions and Services by Bharati V. Pathak.
5. Banking Awareness: The Complete Book for IBPS Bank PO and Clerk Examinations by Arihant Experts.
6. Banking and Financial Systems by N. S. Toor and Arundeeep Toor.
7. Banking Law and Practice by K. Natarajan.
8. Modern Banking: Theory and Practice by N. K. Thingalaya.
9. The Principles of Banking by Moorad Choudhry.
10. Bank Management and Financial Services by Peter S. Rose and Sylvia C. Hudgins.

COM-205: BUSINESS ETHICS AND CORPORATE GOVERNANCE (BECG)

Course Objective

To facilitate students a better understanding about the concepts of business ethics and corporate governance.

Block-I: Introduction To Corporate Governance

Historical Perspective of CG: Historical Perspective, Features, Objectives, Issues in CG, Theoretical Basis of CG, CG Mechanism, CG Systems, Good CG, Landmarks in the Emergence of CG: CG Committees, World Bank on CG, OECD Principles, Sarbanes-Oxley Act, 2002, Indian committees and Guidelines, CII Initiatives.

Block-II: Corporate Governance & Role Of Stakeholders

Rights and privileges of shareholders: Rights and privileges of shareholders, Investor's problems and protections, corporate governance and other stake holders, Role of regulators and government.

Block-III: Organisational Behaviour

Organizational Ethics: Organization & Organization Culture, Types of Organization, Corporate code of ethics- Formulating, Advantages, Implementation professionalism and Professional Ethics Code.

Block-IV: Concept of Ethics and Values

Concepts of Ethics and Value: Ethics: Introduction and Concept of Ethics, Values and ethics: Meaning and types of Values, Ethical action- Morals, Morality, Moral Development Pyramid and Beliefs, Concept, Nature, Objectives and scope of Business Ethics. Unethical Behaviour & Issues, Corporate Governance Ethics, Ethics in Global Business.

Block-V: Concept of CSR

Concept of CSR: Concept, Objective and Strategies of CSR, Sustaining CSR & Future of CSR, Indian Companies Act for CSR, Meaning, Concept, Principles, Benefits of social audit.

Course Outcomes

After successful completion of this course, students will be able to:

1. Develop conceptual clarity about the theories of corporate governance.
2. Understand about the linkage between corporate governance and economic development.
3. Understand about the crucial role of business ethics in the present scenario.
4. Understand about the relevance of Environmental Ethics and Gender ethics.

References

1. Thomas Clarke (Ed.): *Theories of Corporate Governance*, Rutledge Publishers, London.
2. Christine A. Mallin: *Corporate Governance*, Oxford University Press, New Delhi.
3. A. C. Fernando: *Corporate Governance: Principles, Policies and Practices*, Pearson Education, New Delhi.
4. Keshoprada: *Corporate Governance*, PHI, New Delhi.
5. Vasudha Joshi: *Corporate Governance: The Indian Scenario*, Foundation Books, New Delhi.
6. Richard M. Steinberg & Catherine L. Bromilow: *Corporate Governance and the Institute of Internal Auditors Research Foundation*.
7. Yadong Luo: *Global Dimensions of Corporate Governance*, Blackwell Publishing, Singapore.

8. Joseph R. DesJardins: *An Introduction to Business Ethics*, TMH, New Delhi.
9. David J. Fritzsche: *Business Ethics: A Global and Managerial Perspective*, TMH, New Delhi.
10. R. C. Shekhar: *Ethical Choices in Business*, Response Books, New Delhi.
11. Rituparana Raj: *A Study in Business Ethics*, Himalaya, Bombay.
12. Chakaraborty S. K.: *Ethics in Management*, Oxford University Press, New Delhi.

SEMESTER-III

COM-301: ENTREPRENEURSHIP & MSME MANAGEMENT (EMM)

Course Objectives: To make the students learn about the basic concepts of Entrepreneurship and knowledge about Micro, Small and Medium enterprises

Block-I: Introduction: Meaning, definition and characteristics of entrepreneurship, phases of entrepreneurship development, environment for entrepreneurship, factors influencing entrepreneurship, theories of entrepreneurship, barriers to entrepreneurship, entrepreneurship and economic development. Meaning, definition and characteristics of entrepreneur, types of entrepreneurs, functions of entrepreneurs, qualities of a successful entrepreneur, entrepreneur vs. entrepreneurship, entrepreneur vs. Intrapreneur, entrepreneur vs. professional manager.

Block-II: Entrepreneurship Development: Meaning and concept of entrepreneurial competency, developing entrepreneurial competencies, Meaning and concept of entrepreneurial motivation, theories of entrepreneurial motivation, factors motivating people to become entrepreneurs, need of entrepreneurship development, meaning and objectives of entrepreneurship development programs, course contents and curriculum of entrepreneurship development programs, phases of entrepreneurship development programs, institutions for entrepreneurship development, problems of entrepreneurship development programs in India.

Block-III: Micro, Small and Medium enterprises (MSMEs): Meaning and criteria for the classification of Micro, Small and Medium enterprises (MSMEs), contribution of MSMEs in the economic development of a country, Silent features of MSMEs, Problems of MSMEs, Government support and schemes/programs for the promotion of micro, small and medium enterprises in India.

Block-IV: Support system to entrepreneurs: Institutional support to entrepreneurs, role of National Small Industries Corporation (NSIC), Small Industries Development Organization (SIDO), Small Industries Service Institute (SISI), Technical Consultancy Organizations (TCOs), District Industries centre (DIC), etc. in promoting entrepreneurship.

Block-V: Institutional Finance to entrepreneurs: Sources of Finance, Long term and shortterm financial support, role of State Finance Corporations (SFCs), Small Industries Development Bank of India (SIDBI), Industrial Development Bank of India (IDBI), Industrial Finance Corporation of India (IFCI), etc. in promoting entrepreneurship. Marketing support to entrepreneurs, role of government in developing entrepreneurship.

Course Outcomes: After completion of this paper, the students will be able to:

1. Grasp good knowledge of the concept of MSMEs and entrepreneurship
2. Generate new ideas and start new enterprises
3. Develop new strategies for the growth and survival of business organizations in the modern era.
4. Have some knowledge regarding various institutional support to the new and existing entrepreneurs.

References:

1. Hisrich, R.D & Peter, M.P.: Entrepreneurship, Tata Mc Graw Hill.
2. Khanka S.S, “Entrepreneurial Development”, S. Chand, New Delhi
3. Holt Entrepreneurship: New Venture Creation, Prentice Hall of India, N. Delhi.
3. Desai Vasant, “The Dynamics of Entrepreneurial Development and Management”, Himalaya Publishing House, Mumbai.
4. Gordon E. and Natarajan K. “ Entrepreneurship Development” , Himalaya Publishing House., Mumbai
5. Gupta C.B and Khanka S.S, “Entrepreneurship Development” Sultan Chand and Sons, New Delhi

COM 302: RESEARCH METHODOLOGY AND REPORT WRITING (RMRW)

Course Objective: The objective of this course is to acquaint students the concepts of Research. The students will also know the inputs research methods, research methodology, process of research and the process of report writing.

Block-I: Basics of Research: meaning and objectives, Type of Research. Role of research in functional areas: Accounting, Finance, Marketing, HR etc. research methods, Research methodology, Research process. Publication ethics: Definition and Importance

Block-II: Hypothesis, research Design, sampling: Setting Objectives, Formulating Hypothesis, Research Design, Sampling Design-Concept, Probability and Non-probability sampling. Thesis and article writing: Format and styles of referencing

Block-III: Research Methodology and Design: Research Data, Collecting of primary and Secondary data, Design of questionnaire, Data processing: Classification, Tabulation and Editing.

Block-IV: Analysis and Interpretation of Data: Uni-variate, Bi-variate and Multivariate Analysis: Correlation and Regression Analysis, Factor Analysis, Cluster analysis, Testing of Hypothesis, ANOVA. Journal Finder/ Journal Suggestion Tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

Block-V: Report Writing: Categories of Report, Parts of report, Presentation of a Report. Use of plagiarism Software like Turnitin, Urkund and Other Open-Source Software tools.

Learning Outcomes: - After completion of this course the students will be able to:

1. Set the hypothesis and its testing
2. Apply the various statistically techniques for analysis the data in research study
3. Be active dispenser, rather than passive umpire by correctional approach, critical appraisal and creative orientation and sustaining moral courage, intelligence integrity and burning commitment
4. Be the innate qualities inherent in the sentiment human soul can emerge with creative potential in the highest form.
5. Analyse and interpret the data to draw conclusion and to solve the business problem.

References:

1. Panneerselvam, “Research Methodology”. PHI.
2. Chawla D. & Sondhi N., “Research Methodology: Concept and Cases”, Vikash
3. Kothari, C.R., “Research Methodology: Methods and Techniques”, Wishaw Prakashan, New Delhi.
4. Srivastava, U. K., Quantitative Techniques for Managerial Decisions”, Willy Eastern Ltd.

5. Levin, Statistics for Management, PHI

COM-303: ADVANCED MARKETING MANAGEMENT (AMM)

Objective: The objective of this paper is to facilitate the understanding of conceptual framework of marketing and its applications in decision making under various environmental constraints.

Block-I: Basics of Marketing: Meaning, Importance, Scope of Marketing; Marketing Elements and Strategies, Marketing Environment; Marketing and economic Development Process; Marketing Organisation.

Block-II: Marketing Management and Consumer Behaviour: Marketing Management process- planning and Market segmentation, targeting and positioning; Consumer Behaviour- Meaning, Factors influencing Consumer Behaviour, the consumer decisionmaking process.

Block-III: Product Management and Pricing Strategies: Meaning and Importance of Product Decision, Product Classification, Product Life Cycle (PLC) and Marketing Strategies; Branding & Packaging; Pricing Objectives, Factors of Pricing Methods and Pricing Policies.

Block-IV: Promotion and Placement Strategies and Marketing in Indian Practice: Meaning and Importance of Communication and Promotion, elements of Communication, Tools of Promotion, Objectives and strategies of promotion. Rural and agricultural Marketing; Co-operative marketing and green marketing.

Block-V: Digital Marketing: The adoption of Internet in India; Search Engine Optimization: Search Engine Marketing, Search Engine Optimization, Eco-system of digital marketing, Social Media Marketing, Social Media Marketing strategy, adopting social media in Organizations.

Course Outcome: After completion of this paper student will be able to –

1. Know the impact of business environment in marketing activities
2. Develop the marketing strategies as per behaviour of consumersDevelop the promotional and placement strategies
3. Have an insight of the Internet in India, Search Engine Optimization,
4. Gain awareness about Social Media Marketing and Social Media Analytics.

Textbooks

1. Kotler, P. *Marketing Management*. Pearson, New Delhi.
2. Maity, Moutusy. *Internet Marketing*. Oxford University Press.

Reference Books

1. Ramaswamy & Namakumari. *Marketing Management*. Macmillan.
2. Srinivasan, R. *Case Studies in Marketing*. Prentice Hall of India, New Delhi.
3. Mathur. *Strategic Marketing Management*. Macmillan.
4. Gupta, Seema. *Digital Marketing*. Tata McGraw Hill.
5. Bhatia, Puneet. *Fundamentals of Digital Marketing*. Pearson.

COM-304 A: SECURITIES ANALYSIS & PORTFOLIO MANAGEMENT (SAPM)

Course Objective: To equip the students with essential tools, techniques, models and investment theory necessary for analysing different types of securities, making sound investment decisions and optimal portfolio choice.

Block-I: Basics of Investment: Investments: Nature and Scope of Investment Analysis, Elements and Avenues of Investment. Security Markets: Primary and Secondary Market; Primary Market – Role, Functions and Methods of Selling Securities in the Primary Market; Secondary Market – Role, Importance, Types of Brokers, Trading Mechanism, Listing of Securities in Stock Exchange, Depository – Role and Need.

Block-II: Fundamental and Technical Analysis: Fundamental Analysis: Economic Analysis, Industry Analysis and Company Analysis. Technical Analysis: Trends, Indicators, Indices and Moving Averages Applied in Technical Analysis.

Block-III: Efficient Market Hypothesis and Valuation of Securities: Weak, Semi-Strong and Strong Market and its Testing Techniques. Valuation of Securities: Bonds and Equity Shares.

Block-IV: Portfolio Analysis: Estimating Rate of Return and Standard Deviation of Portfolio, Effect of Combining the Securities, Markowitz Risk–Return Optimisation, Single

Index Model (or Market Model), Portfolio Total Risk, Portfolio Market Risk, Simple Sharpe's Optimisation Solution.

Block-V: Basics of Capital Market Theory: Capital Market Line, Security Market Line, Risk-Free Lending and Borrowing, Factor Models, Arbitrage Pricing Theory, Two-Factor and Multi-Factor Models, Portfolio Performance Evaluation: Measure of Return, Risk-Adjusted Measures of Return, Evaluation Criteria and Procedures.

Course Outcomes

After successful completion of this paper, the student should be able to:

1. Understand the investment environment and the risk–return framework.
2. Construct, analyze, select, and evaluate investment portfolios with a sound understanding of Capital Market Theory and its associated models.
3. Understand and analyze futures and options, apply various options trading strategies, and critically examine innovations in the derivatives market.
4. Understand the investment decision process, identify various types of investors, and calculate different types of risks and returns.

References:

1. Singh, Preeti: Security Analysis and Portfolio Management: HPH, Mumbai
2. Das & Swain: Investment and Portfolio Management: Kunal Books, New Delhi
3. Bhalla, V.K. : Investment Management : S.Chand.
4. Chandra, Prasan : Investment analysis and Portfolio Management, Tata Mc graw Hill.
5. Sharpe, W.F. Investment, Prentice Hall, Englawood cliff.
6. Fabozzi, Frank J: Investment Management, Prentice Hall, International Edition
7. Stock Exchange Regulations and Bylaws along with SEBI guidelines issued.

COM305 A: INTERNATIONAL BANKING AND FINANCE (IBF)

Course Objective: To equip students with tools and methods of analysing aspects related to international financial systems, Balance of Payments and International financial markets, besides making them aware of mitigating forex risk.

Block-I: International Banking Operations: Global trends and developments in International Banking; Wholesale Banking, Retail Banking, Private Banking, Inter-bank Business; International Financial Centres, Offshore Banking Units, SEZs; Asset Liability

Management; Profitability of International Banking Operations; Investment Banking; Correspondent Banking.

Block-II: International Financial Institutions: IMF, IBRD, BIS, IFC, ADB, WTO; Role of IMF and World Bank in International Debt Crisis Management.

Block-III: Treasury and Risk Mitigation: FEMA and Regulatory Framework in India; Letter of Credit Mechanism and UCPDC/URC/URR; Buyer's Credit and Seller's Credit.

Block-IV: International Corporate Finance: Fundamental Principles of Lending to MNCs; Documentation and Monitoring of Corporate Finance; International Credit Rating Agencies and Global Capital Markets; Raising Resources and Their Deployment; ECBs/FCNRs.

Block-V: International Bond Market: Operations, Procedure and Significance; Regulatory Prescriptions; Revolving Underwriting Facility; Note Issuance Facility System and Structure; Syndicated Loans; Project and Infrastructure Finance; Corporate Treasury Management; Derivatives and Corporate Applications.

Course Outcomes

After successful completion of this paper, the student will be able to:

1. Develop insights into international banking operations and understand global trends and practices in international banking.
2. Understand the activities, functions, and roles of various international financial institutions.
3. Understand the concepts of treasury management and risk mitigation techniques.
4. Develop skills to understand and analyze international corporate finance practices.
5. Gain knowledge about the international bond market, its operations, and related financial instruments.

References:

1. "International Finance" by Maurice D. Levi: This comprehensive textbook covers various aspects of international finance, including exchange rates, international monetary systems, and financial markets.

2. "International Financial Management" by Cheol S. Eun and Bruce G. Resnick: This book provides a detailed overview of international finance, with a focus on corporate financial management in a global context.
3. "Global Banking" by Roy C. Smith, Ingo Walter, and Gayle DeLong: This book delves into the world of global banking, discussing the challenges and strategies of international banks.

COM-305 B: RISK AND DERIVATIVES MARKET (RDM)

Course Objective: This course will familiarize to students towards application of various tools and techniques of financial risk management.

Block-I: Fundamentals of Risk: Risk: Definition, Types of Risk, Process of Risk Management, Tools of Risk Management. Derivatives: Definition and Evolution of Derivatives, Derivative Markets, Types of Derivatives, Derivatives in India.

Block-2: Basics of Futures Market, Speculation and Hedging: Functions of Futures Market, Speculation and Hedging, Price Spread and Hedging, Futures and Price Stabilization, Test of Efficiency, Financial Futures as a Mechanism of Risk Transference, Spot and Future Prices.

Block-3: Financial Futures: Interest Rate Futures, Currency Futures, Stock Index Futures and Financial Futures in India, Risk Management with Futures, Cost of Carry Model, Index Arbitrage, Purchasing Power Parity Theorem.

Block-4: Terminology and Methodology of Trading: Terminology and Methodology of Trading, Types of Options, Option Pricing, Swaps, Types of Swaps, Swap Valuation, Other Derivatives, Speculation with Options, Risk Management with Options.

Block-5: Regulatory Bodies and Derivatives: Regulatory Bodies in Major International Markets, Regulatory Framework in India, Regulatory Instruments and Needs, Accounting for Derivative Transactions.

Course Outcomes

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

1. Measure the risks in financial markets, identify the instruments available for risk reduction, and apply various derivative instruments for hedging and risk management.
2. Acquire in-depth knowledge of the functions of financial institutions and understand the various types of risks associated with them.
3. Understand the valuation and pricing techniques of selected types of derivatives.
4. Gain an overall understanding of the regulatory guidelines and framework governing derivative markets.

Reference:

1. Derivatives: Valuation and risk management, David. A. Dubofsky and Thomas W. Miller, JR. Oxford University Press, First Indian edition 200
2. John C. Hill, "Options, Futures and Other Derivatives", Pearsons.
3. T.V. Somanathan, "Financial Derivatives", Tata mc Graw Hill.
4. Redhead, "Financial Derivatives", PHI
5. Commodity Derivatives, Indian Institute of Banking and Finance, MacMillan Publishers India limited, 1st edition 2007

SEMESTER-IV

COM-401: DISSERTATION, SEMINAR & COMPREHENSIVE VIVA-VOCE

1. Seventy percent weightage for dissertation report and Thirty percent weightage for presentation and Viva Voce
2. Dissertation is to be prepared under the guidance of a faculty of the department during the semester period covering the areas of commerce.
3. Minimum pass mark for this paper is 50%.

Guidelines for Dissertation

The objective of the project course is to help the student develop ability to apply multi-disciplinary concepts, tools and techniques to solve organizational problems. The project may be from any one of your areas preferably of specialization area: Comprehensive case study (covering single organization/multifunctional area, problem formulation, analysis and recommendations).

Inter organizational study aimed at inter-organizational comparison/validation of theory/survey of management practices, field study (empirical study).

Synopsis

The Proposal of the proposed dissertation work should essentially have the followings:

Introduction

- Brief background and relevance of the topic chosen for the project
- Statement of the problem
- Hypothesis
- Objectives
- Research Methodology:
 - Research Design
 - Nature and source of data/information to be collected
 - Sample and sampling technique
 - Rationale of chosen organization and the sample
 - Tools and Techniques to be used for data collection
 - Method/s to be used for data collection
- Data handling and analysis- organization and analysis of data.
- Statistical tools to be used for analysis.
- Relevance of statistical tools with the objectives of the project.
- Any other relevant detail which will help better appreciation and understanding of the project proposal.

Project Report

The Project Report must have the following:

- Cover Page – must have the name and roll no. of the student and the name & designation of the guide along with the title of the Project.
- Acknowledgement, declaration, Certificate of originality signed by the guide with date
- Detailed tables & figures of contents with page nos. Index of Chapters
- All pages of the Project Report must be numbered as reflected in Index of Chapters

Chapter-I Introduction & Review of literatures

Chapter-II Research Methodology

Chapter-III Conceptual & Theoretical Descriptions

Chapter-IV Analysis & Interpretations

Chapter-V Testing of Hypotheses

Chapter-VI Conclusion, suggestions & Scope for further research

References Annexure.

COM-402: CORPORATE FINANCIAL ACCOUNTING (CFA)

Objective: To expose the students to company accounts and contemporary issues in accounting.

BLOCK-I: Company Final Accounts

Company Final Accounts: Accounting - Meaning, Scope and Significance of Accounting - Accounting Principles, Concepts and Conventions - Capital and Revenue Transactions
Statutory Financial Statements: Preparation of Company Final Accounts (as per Companies Act.2013) Managerial remuneration, Disposal of Company profits.

BLOCK-II: Cash Flow Statement

Cash flow Statement: Meaning and importance, Elements of C/F statement, Uses, Cash Flow Reporting, and Accounting Standard for Cash Flow Statement.

BLOCK-III: Amalgamation and Reconstruction of Companies

Amalgamation and Reconstruction of companies: Accounting issues relating to amalgamation and Reconstruction of Companies (both External and Internal)

BLOCK-IV: Accounts of Holding Companies and Contemporary Areas in Accounting

Accounts of Holding Companies and Contemporary Areas in Accounting: Meaning, Definitions and Requirement, Philosophy of Consolidation, Minority Interest, Cost of Control, Revaluation of Assets and Liabilities, Bonus shares and Dividends, Inter Company Holdings, Consolidation of Balance sheet and P/L Account. Contemporary Areas in Accounting: Environmental Accounting, Human Resource Accounting, Value added Accounting

BLOCK-V: Valuation and Liquidation of Companies

Valuation of Goodwill and Shares and Liquidation of companies: Valuation of Goodwill and shares; Liquidation of Companies: Preparation of Liquidator's Final Statement of Account.

Course Outcomes

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

1. Treat Accounting Issues on Amalgamation and Reconstruction of Companies.
2. Know the various contemporary issues in Accounting.
3. Understand the advanced aspects of accounting related to holding company.
4. Understand the accounting treatment for valuation of goodwill and shares.
5. Use the application of accounting knowledge in reading and interpreting the financial statements of corporate entities.

Text Book

1. Maheswari, S. N. and Maheswari, S. K.: *Corporate Accounting*, Vikas Publishing House.
2. Sehgal and Sehgal: *Advanced Accounting – Corporate Accounting*, Taxman Publications.

References

1. *Accounting: The Basis for Business Decision* – Meos & Moegs, McGraw Hill.
2. *Accounting for Management: Text and Cases* – Bhattacharya & Groden, Vani.
3. *Accounting: Theory and Practice* – Juneja, Saxena & Chawal, Kalyani.
4. *Financial Accounting: Advanced* – Agrawal, Pitambar.
5. *Managers Guide to Finance & Accounting* – Prasanna Chandra, Tata McGraw Hill.

COM-403: TAX LAWS AND COMPLIANCES (TLC)

Objective: The objective is to equip students with the principles and provisions of corporate tax structure and Goods and Services Tax (GST), which is, implemented from 2017 under the notion of One Nation, One Tax and One Market and to acquaint students with basic provisions of GST Law and basic working knowledge.

Block-I: Introduction: Historical Development of Income Tax and Corporate Tax, Tax structure in India under Indian Income Tax Act. Concepts: What is company? Residential Status of company and its relation with tax, Receipt of income, Accrual of income.

Block-II: Taxation of Companies: Carry Forward and Set off of business losses and depreciation, Taxable Income and Tax Liability, Tax on Distribution of Profit, MAT (Minimum Alternative Tax).

Block-III: Tax Implication Taxation with reference to Newly Established Business. a. Location of a Business. b. Nature of Business. c. Form of Business.

Block-IV: Introduction to GST: Meaning, definition of GST, types of GST, features of GST, benefit of GST, implementation of GST, liability of tax payer, GST network, GST council. Levy of an exemptions from tax, levy of GST-Introduction, Composition schemes, remission of tax/duty

Block-V: GST Registration: Introduction, registration procedure, important points, special person, amendments/ cancellations, meaning and scope of supply, taxable supply, supply of goods and supply of services, course or furtherance of business, time of supply- goods, time of supply-services

Course Outcomes

After completion of this paper student will be able to:

1. To understand the corporate tax structure.
2. Present and Analyze tax implication on corporates.
3. Understand tax procedure and assessment.
4. Develop the Skill of Assessment and filling of GST.

Text Book

1. *Corporate Tax Planning* by V. K. Singhania (Taxman Publication).

Reference Books

1. *Income Tax Law* by Chaturvedi & Pithisaria (Wadhwa Publication).
2. *Income Tax Law* by V. K. Puri (Jain Books Agency Publication).
3. *Law of Income Tax* by Sampath Iyengar (Bharat Publication).

COM-404 A: INTERNATIONAL FINANCIAL MANAGEMENT (IFM)

Course Objective: To provide a theoretical and practical understanding on various issues involved in international finance from the perspective of a company engaged in international trading.

Block-I: Forex Market and International Monetary system

Forex Market: meaning, structure, Exchange rates, Player, Types of Transactions, Risks in

Forex Market, International Monetary System, European Monetary System- meaning and Scope

Block-II: Multilateral Financial Institutions

Role of IMF, World Bank Groups and Other Development Banks, International Investors and Foreign Investment Institutions, The concept of Balance of payment.

Block-III: Forex Derivatives and International Financial Markets

Concept of Forex Derivatives: Forex Derivatives- Swaps, Future and Option and Forward Contracts, Hedging with Currency Options and Futures, International Parity Relationship. International Financial Markets and Instruments.

Block-IV: Management of Forex Exposure and International Financial Markets

Concept of Management of Forex Exposure: Transaction Exposure, Operating/ Economic Exposure, accounting/ Transaction Exposure. International Financial Market: Equity Market, Bond Market, Cost of Capital, Debt vs. Equity Decisions

Block-V: Financing International Trade and Foreign Exchange

Financing International Trade: Letter of credit, Bill of Lading, Govt. Programmes to Finance International Trade, Counter Trade- Forms of Counter trade. Exchange Rate arrangement in India; Exchange Dealings and Currency Possession.

Course Outcomes

After successful completion of this paper the student should be able to:

1. Understand about international financial system, international monetary system, foreign exchange, how to reduce foreign exchange risk and how to increase international transaction.
2. Understand the basic concepts of multinational firms, environment of international financial management and foreign exchange market.
3. Understand economic exposure to exchange rate changes; techniques of hedging these risk.
4. Know the basic concepts related to financing international trade.

References

1. Das, K.K., Sain, R.K., '*International Financial Management*', N.B. Publication, Ghaziabad.

2. Avadhani, V.A., '*International Financial Management*', Himalaya Publishing House, Mumbai.
3. Agarwal O.P., '*International Financial Management*', Himalaya Publishing House, Mumbai.
4. Levi Maurice D., '*International Finance*', Tata McGrath Hill, International Edition.
5. Henning C.N., W Piggot and W.H and W.H Scott, '*International Financial Mgt*', Tata McGrath Hill.

COM-404-B: FINANCIAL MARKETS AND FINANCIAL SERVICES (FMFS)

Course Objective: To facilitate a better understanding about the operations of financial markets, types of financial services.

Block-I Nature of Financial System

Functions and Components of Financial System, Money market and Capital market. Role, Players, Instruments, Constituents and recent development, Money Market Vs Capital market, Primary Market vs Secondary Market and Concept of Commodity Market

Block-II Financial Markets and Institutions

Financial Markets: SEBI- Objectives, Functions and Powers, Foreign Institutional Investors (FIIs), BSE- History, Objectives and Functions, NSE- History, Objectives and Functions, OTCEI- History, Objectives and Functions, Trading procedure in secondary market, SEBI guide lines for primary market and secondary market and Basic Term of Stock Market

Block-III Financial Services-I

Financial Services- meaning, Feature, Classification and Importance, Hire Purchase- Meaning, Features and Benefits, Leasing- Meaning, Features, Benefits and Types, Mutual Fund- Meaning, Features, Benefits and types, Venture Capital- Features, Benefits and Method of financing

Block-IV Financial Services-II

Nature, Functions and scope of merchant Banking- Regulation of merchant Banking activity, Credit rating- Meaning, Functions, Importance and limitations, Credit rating process, Credit rating agencies- CRISIL, CARE and ICRA

Block-V Issue Management, Factoring and Securitisation

Issue Management of Merchant Banking, factoring and Securitisation: Project appraisal and Management; Pre issue and post issue management of Merchant Banker, Concept, nature, Forms and scope of Factoring, factoring Vis-à-vis Bills discounting, Factoring Vis-à-vis Forfeiting, Factoring in India current Developments

Course Outcomes

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

1. Understand the crucial role played by the financial system in economic development of a nation.
2. Develop a clear idea about money market and capital market.
3. Understand about how trading is carried out in stock exchanges.
4. Understand about various kinds of financial services and Mutual Fund.

References

1. Gordon Natarajan: *Financial Markets and Services*, Himalaya Publishing House.
2. Shashi K. Gupta & Nisha Agrawal: *Financial Services*, Kalyani Publishing.
3. Gupta L.C.: *Stock Exchange Trading in India*, Society for Capital Markets Research and Development, Delhi.
4. Machi Raju, H. R.: *Working of Stock Exchanges in India*, Wiley Eastern Ltd., New Delhi.
5. Sharpe, William F., Gordon J. Alexander and J.V. Bailly: *Investments*, Prentice Hall of India, New Delhi.
6. Shapre William F.: *Portfolio Theory and Capital Markets*, McGraw Hill, New York.

COM-405A: BANK MANAGEMENT AND FIN TECH (BMF)

Objectives: Banks today are primarily technology companies, working in the “money business”. This module introduces the various dimensions of the contemporary issues banking COOs/CIOs/CTOs facing: how is the next generation IT operating model of a bank should look like in terms of hardware infrastructure, application and data landscape, organization and business-IT interface, key IT processes, as well as the major challenges arising from the technology native FinTech world.

Block-I: Introduction to Fintech Meaning and hype of Fintech, FinTech Hubs, The History of Fintech

Block-II: Technology: Block chain, Wearables and Other, Big Data and Artificial Intelligence,

Block-III: Fintech for Managing Capital: Allocation of Capital and Insurance, WealthTech overview, Digital Investment options and platforms, Algorithmic Trading, AI and ML based Robo-Advisory

Block-IV: Portfolio management: Digital brokerage, Crowdfunding, Customer verification and KYC

Block-V: Pay Tech-overview RTGS, NEFT, ECS, Cards, PPIs, Wallets, Payment Banks, Payment gateways, UPI/ IndiaStack, BHIM, Other NPCI products - IMPS, RuPay, NFS, NACH, BharatBill pay etc., Ripple, IoT in Payments, PayU Case Study discussion

Course Outcome

- I. Students will become familiar with the key components of key components of banking IT hardware and software infrastructure, big data/advanced analytics use cases and IT governance and organization challenges.
- II. Furthermore, they gain insight in which way and in which part of the value chain the FinTechs are challenging the incumbents, and/or how they can cooperate with established banks.

References

1. Bank Management and Financial Services by Peter S. Rose and Sylvia C. Hudgins.
2. Bank Management & Financial Services by Peter S. Rose, Sylvia C. Hudgins, and Arin Dube.
3. Bank Management by Timothy W. Koch and S. Scott MacDonald.
4. FinTech: Financial Technology and Modern Finance in the 21st Century by Robert E. Wright and Richard L. Peterson.
5. The FinTech Book: The Financial Technology Handbook for Investors, Entrepreneurs, and Visionaries by Susanne Chishti and Janos Barberis.
6. FinTech Innovation: From Robo-Advisors to Goal Based Investing and Gamification by Paolo Sironi.

COM-405B: INSURANCE, RISK AND CLAIM MANAGEMENT (IRCM)

Course Objective

Providing students with a comprehensive understanding of the principles, practices, and concepts related to insurance, risk assessment, and risk management. The course aims to equip students with the knowledge and skills necessary to navigate the complex world of insurance, both from a personal and business perspective.

Block–I Insurance and Risk Management

Concept of insurance importance and types; Essential requirements and principles of insurance; Insurance and risk management; Risk and uncertainty, classification of risks, sources of risk-external and internal, risk management; General insurance and life insurance; Overview of insurance sector in India; Role of insurance in economy.

Block–II Principles and Regulation of Insurance

Principles of Insurance Contract, Insurance Act-Life Insurance; General Insurance; Insurance Regulatory & Development Authority (IRDA) Act - objectives, powers & functions, tax implications of insurance, legal aspects of health insurance, consumer rights, Insurance reforms in India.

Block–III General Insurance

Types of General Insurances: Fire Insurance: Nature, types of fire policy, new standard fire products for MSME, Accident Insurance, Motor Insurance, Agriculture Insurance: Concepts & Basic understanding of underwriting, claim and loss assessment.

Block–IV Health Insurance

Objectives, Public Health Sector, Employee State Insurance Scheme, Health Insurance Products, features and classification- Group health cover, critical illness policy – long term care insurance, Health Insurance Underwriting.

Block–V Third Party Agents (TPA's) and Network Hospitals; Micro insurance and health insurance for poor sections.

Course Outcomes

After completing the course, the student will be able to:

1. Explain the role of Insurance in Risk Management.
2. Comprehend the regulatory environment of insurance.
3. Understand the basic practice of life insurance in country.
4. Develop understanding about Health Insurance.

References

1. Bare Acts (2018). *Insurance Laws and Manuals*, Taxmann. Block(s) – II
2. Indian Institute of Banking and Finance (2015). *Insurance Products (Including Pension Products)*, Taxmann. Block(s) – I, III and IV
3. National Insurance Academy (2009). *General Insurance Business Operations and Decision Making*, Cengage Learning. Block(s) – IV

MASTER OF LIBRARY AND INFORMATION SCIENCE

First Semester

Paper Code	Title of the Paper	Credit	Internal Mark	Assignment/Semester Presentation	Semester Examination	Total
MLIS-101	Research Methodology	5	20	10	70	100
MLIS-102	Quantitative studies for social research	5	20	10	70	100
MLIS-103	Library and Information Management-2	5	20	10	70	100
MLIS-104	Information Technology	5	20	10	70	100
MLIS-105	Records and Assignments practical	5			100	100
Total		25				500

Second Semester

Paper Code	Title of the Paper	Credit	Internal Mark	Assignment/Semester Presentation	Semester Examination	Total
MLIS-201	Information processing and Retrieval	5	20	10	70	100
MLIS-202	Internet and Information communication	5	20	10	70	100
MLIS-	Digital Library and	5	20	10	70	100

203	Information systems					
MLIS-204	Preservation and Conservation of Library Resources	5	20	10	70	100
MLIS-205	Dissertation/ Project Work	5			100	100
Total		25				500

Grand Total Credits = 50, Grand Total of Marks = 1000

SEMESTER-I

MLIS-101

Full Marks- 100

RESEARCH METHODOLOGY

Course Objectives:

- To enable the students to understand the basic concept of research and various research methods.
- To explain on different methods for data collection, research design, hypothesis and report writing.
- To introduce the basic concept of bibliometrics and bibliometric laws along with their applications.

Unit-I

- Research- Definition, Concept and purpose of Research, Classification of Research- Pure vs. Applied Research, Individual vs. Collaborative Research
- Identification of Problem and Formulation of Research Questions- Basic concept, Nature of a problem, identification of a research problem, sources for selecting research problem, research questions
- Quantitative and Qualitative Research- Introduction, Objectives and Characteristics

- (iv) Ethical issues in Research- Introduction, objectives, history, ethical practices in research

Unit-II

Research Methods:

- a) Scientific Method
- b) Historical Method
- c) Survey Method
- d) Case Study Method

Unit-III

- (i) Research Design- Concept, Purpose, Typology, Attributes, Components and steps
- (ii) Hypothesis- Nature, Characteristics, Sources and Qualities of good Hypothesis
- (iii) Report Writing- Concept, Purpose, Qualities and Outline of Research Report
- (iv) Drafting synopsis-concept, guidelines for writing a synopsis

Unit-IV

Methods for Data Collection:

- (i) Questionnaire Method- Concept, Types, Advantages and Limitations
- (ii) Schedule Method- Concept, Types, Advantages and Limitations
- (iii) Interview method- Concept, Types, advantages and Limitations
- (iv) Observation Method- Concept, Types, advantages and Limitations

Unit-V

- (i) Bibliometrics, Informetrics and Scientometrics- definition, Need and Purpose of Study
- (ii) Bibliometrics Laws- Lotka's Law, Zipf's Law and Bradford's Law
- (iii) Impact Factor- basic concept and Measurement
- (iv) Style of citations-Basic concept, Types: APA style, MLA style, Harvard style

Course Outcome:

- To understand the fundamentals of Research Methodology.
- To enable the students to understand the research concepts and various problems.
- To understand the concept of different research methods for social research.

- To enable the students to understand and define the right hypotheses.
- To train the students to know the right methods of drafting research reports.
- Understanding the concept of research design, tools and techniques.
- To enable the students to know about bibliometrics and its applications
- To help in getting job in library and research institutions.

References

1. Best, John W and Kahn James, V. (1999). Research in Education. 2nd ed. New Delhi: Prentice Hall of India.
2. Busha, Charles H and Harter, Stephen H (1988). Research Methods in Librarianship: Techniques and Interpretations. New York: Academic Press.
3. Ghosh B N (1984). Scientific Method and Social Research. 2nd ed. Delhi: Sterling.
4. Krishan Kumar (1999). Research Methods in Library and Information Science. Edn.2 New Delhi: Har- Anand Publications.
5. Young, P V (1984). Scientific Social Surveys and Research. New Delhi: Prentice Hall of India
6. De Vaus, David (2001). Research Design in Social Research. New Delhi: SagePublications.
7. Encyclopedia of Library and Information Science (1978). Ed. by Allen Kent [et al.] Research Methodology. V. 25. NewYork: Marcell Dekker.
8. Goode, William J and Hart, Paul K (1981). Methods of Social Research. London: McGraw Hill.
9. Kerlington, Fred. Ed.(1964). Foundations of Behavioural Research, Educational and Psychological Inquiry. New York: Rinehart and Winston.
10. Hawkins, Clifford and Sorgi, Marco. How to Plan, Speak and Write about it?
11. Thakur, Devendra (1988). Research Methodology in Social Sciences. New Delhi:Deep and Deep Publications.

SEMESTER-I

MLIS-102

Full Marks-100

QUANTITATIVE STUDIES FOR SOCIAL RESEARCH

Course Objectives:

- To introduce the concept of statistical applications in data analysis and interpretation.
- To explain the basics of correlation and time series for data analysis.

Unit-I

- (i) Statistical Methods- Definition, Need and Purpose
- (ii) Function of Statistical Methods
- (iii) Scope of Statistics
- (iv) Advantages and Limitations of Statistical Methods

Unit-II

- (i) Classification of Data- Meaning, Objectives, Types of Classification, Frequency of Distribution- Continuous and Discrete
- (ii) Tabulation of Data- Basic Concept, Need, Type of Tabulation, General Rules for Tabulation
- (iii) Diagrammatic and Graphic Representation- Concept, Significance, Types of Diagrams and Graphs

Unit-III

- (i) Mean: Basic Concept, Methods for Calculation, Merits and Demerits
- (ii) Median :Basic Concept, Methods for Calculation, Merits and Demerits
- (iii) Mode: Basic Concept, Methods for Calculation, Merits and Demerits

Unit-IV

- (i) Correlation- basic Concept, types, Correlation vs. Coefficient, methods of Studying correlation
- (ii) Times Series- Basic Concept and Utility of Time Series Analysis
- (iii) Components of Time Series analysis
- (iv) Methods of Moving Averages for studying Time Series Analysis

Unit-V

- i) Organizing a statistical survey- Basic concept, importance of statistics in survey
- ii) Planning the survey- Basic concept and steps of planning
- iii) Executing the survey- Different phases for executing the survey

Course Outcome:

- Develop a thorough understanding of research data analysis, interpretation and presentation.
- To enable the students to know about different types of data representation for analysis and interpretation.
- Understanding the use of different statistical techniques for data analysis and interpretation.

References

1. Bush, C.H. and Harter, S.S. (1980). Research Methods in Librarianship, Orlando; Academic Press
2. Krishna Kumar (1992). Research Methods in Library and Information Science, New delhi: Vikash Publishing House.
3. Goode, W.J. and Hartt (1986). Methods in Social Research, New Delhi; McGraw-Hill.
4. Ravichandra Rao, I.K. (1985). Quantitative Methods for Library and Information Science, New Delhi; Wiley Eastern.
5. Gupta, S.P. (1993). Statistical Methods, New Delhi; Sultanchand and Sons

SEMESTER-I

MLIS-103

Full Marks-100

LIBRARY AND INFORMATION MANAGEMENT-II

Course Objectives:

- To explain the basics of management thoughts.
- To discuss the different aspects of personnel management in library system.
- To get an idea on MIS and TQM.

Unit-I

- (i) Management School of Thoughts: Classical Approach, Behavioural and Quantitative approach
- (ii) MBO-Process of MBO, Relevance in the field of Lib.& Inf. Centres

- (iii) Organisational Chart-Different patterns of organization, Advantages and Disadvantages

Unit-II

- (i) Personnel Management- Human Resource Planning (HRP)
- (ii) Staff Formula- Job analysis, Job description and Job Evaluation
- (iii) Staff Recruitment and selection
- (iv) Leadership- functions and Activities, Leadership in Libraries

Unit-III

- (i) Delegation of Authority
- (ii) Motivation-Types and theories of Motivation
- (iii) Training and development- Types of Training and Training methods

Unit-IV

- (i) Management of Information system (MIS)- Basic Concept, Process of MIS Development, MIS and Libraries and Information Centres
- (ii) Network Analysis- PERT, CPM
- (iii) Total Quality Management (TQM) - Basic Concepts, benefits of TQM, TQM in the Context of Library and Information Centres.

Unit-V

- (i) Management of Electronic Information Resources
- (ii) SWOT Analysis in Management
- (iii) Outsourcing in Management

Course Outcome:

- To enable the students to understand the concept of Management School of Thoughts.
- To understand the concept of Personnel Management and its application in libraries.
- To enable the students to understand the concept of MIS and its application in Libraries.
- To understand the concept of Network Analysis viz. PERT, CPM.
- Understanding the concept of Total Quality Management (TQM) and its application in Libraries.
- To help in having employability in library of various institutions.

References

1. Khanna, J. K., Library & Society.
2. Narayana, G. J. Fundamentals of Library Management. New Delhi:Prentice Hall.
3. Mittal, R.L.(1984): Library administration: Theory & practice. New Delhi: Metropolitan.
4. Parida, Baman (1993): Fundamentals of Library Management. Bhubaneswar: Panchasila.
5. Krishna Kumar (1991): Library Organization. New Delhi: Bikash Publish House.
- Shukla, B.B. (1987): Library community, Administration and Management. Cuttack: Bharati Publication

SEMESTER-I

MLIS-104

Full Marks-100

INFORMATION TECHNOLOGY

Course Objectives:

- To introduce the concept of information technology and network technology.
- To provide information on methods of data communication and transmission media.

Unit-I

- (i) Information Technology- Definition, Scope and Historical Development
- (ii) Facets of Information Technology
- (iii) Applications of Information Technology in Libraries

Unit-II

- (i) Storage Technology: Concept Types: Internal and external storage technology
- (ii) Hypertext and Hypermedia
- (iii) Multimedia- Concept and Applications in Libraries

Unit-III

- (i) Computer Networking- Meaning and Concept
- (ii) Networking Topology

- (iii) LAN, MAN, WAN

Unit-IV

- (i) Data Communication – Basic Concept, Digital Vs. Analog Data
- (ii) Methods of Data Communication – Synchronous, Asynchronous and Isochronous
- (iii) Data Communication Network and switching system: Basic concept, Types of switching system-circuit switching, message switching and packet switching
- (iv) Transmission Media

Unit-V

- i) Telecommunication- Concept, need and purpose
- ii) Satellite communication and Mobile communication: Basic concept and features
- iii) Information and Communication Technology (ICT): Basic concept, definition, implication of ICT in Libraries

Course Outcome:

- To understand the latest trends in Information Technology and its application in LIS.
- To enable the students to understand the data processing methods.
- Learn about the importance and application of multimedia to libraries.
- Knowledge about the concept of Telecommunication and Networking in general.
- Generate awareness about various types of networks and their applications in library networks for enabling better library facilities.

References

1. Rajaraman, V. (1990). Fundamentals of computer. New Delhi: Wiley Eastern.
2. Jaiswal, S. (2000). Information Technology Today. New Delhi: Galgotia Publication.
3. Basandra. Suresh K. (1999). Computers Today. New Delhi: Galgotia Publication.
4. Das, K.C. (2012). Information Access in Digital Libraries. New Delhi: SSDN Publication.
5. Mahapatra, M. & Ramesh, D.B., Ed. (2004). Information technology application in libraries: A text book for Beginners. Bhubaneswar: Reproprint.
6. Satyanarayan, R. (1996). Information technology & its facets. New Delhi: Mammals Publication.

7. Nair (R Raman). (1992). Computer Application to Library and Information Services. New Delhi; EssEss Publications.
8. Sinha, K Pradeep and Sinha, P. 2003. Computer Fundamentals. New Delhi: BPB Publications.
9. Kumar, P. S. G. (2004). Information Technology Application. Delhi: B.R.Publishing Corporation

SEMESTER-I

MLIS-105

Full Marks-100

RECORDS AND ASSIGNMENTS (PRACTICAL)

Course Objectives:

- To provide practical knowledge on the preparation of accession register, shelf-list card and book selection cards.
- To get an idea on preparation of subject bibliography and evaluation of reference tools.

Note: The students shall prepare the following records and submit the assignments, which will be evaluated by two examiners (One external and one Internal)

A. Preparation of the following Records

50 Marks

- | | | |
|----|---------------------------------------|------------|
| 1. | Accession Register | 50 entries |
| 2. | Shelf-List Card | 10 entries |
| 3. | Book Selection Cards | 10 entries |
| 4. | Library Classification Records: | |
| | i) CC | 20 entries |
| | ii) DDC | 20 entries |
| 5. | Library Cataloguing Records: | |
| | i) AACR-II (Book Materials) | 5 entries |
| | ii) AACR-II (Non-Book Materials) | 5 entries |
| 6. | Preparation of a Subject Bibliography | 10 entries |
| 7. | Evaluation of Reference Tools | 5 entries |

B. Seminar

25Marks

C. Viva Voce

25 Marks

Course Outcome:

- To enable the students to know about the hands-on-experience on preparing different records useful in library operations.
- Understanding the practical knowledge of library classification and cataloguing.
- Understanding the preparation of subject bibliography.
- Understanding the evaluation criteria for various reference tools.

References

1. Dewey, Melvil, Dewey Decimal Classification, 20th Edition.
2. Ranganathan, S.R., Colon Classification, 6th Edition.
3. Gorman, Michael, The Anglo-American Cataloguing Rules, Second Edition

SEMESTER-II

MLIS-201

Full Marks-100

INFORMATION PROCESSING AND RETRIEVAL

Course Objectives:

- To explain on the basic concept of IPR and evaluation of information retrieval system.
- To provide knowledge on pre co-ordinate and post co-ordinate indexing system.
- To get an idea on search strategies and techniques.

Unit-I

- (i) Problems of Subject Analysis and Representation- Contribution of Cutter, Kaiser, Ranganathan, Farradane and Coats
- (ii) Need and Characteristics of Indexing Language and Controlled Vocabulary
- (iii) Structure and Design of Thesaurus

Unit-II

- (i) Information Storage and Retrieval-Basic Concepts
- (ii) Evaluation of Information Retrieval System-Evaluation Performance Criteria: Recall and Precision
- (iii) Information Retrieval Experiments:
 - a) Cranfield, MEDLARS Test
 - b) MEDLARS Test
 - c) SMART Retrieval system

Unit-III

- (i) Subject Indexing- History and Development
- (ii) Pre-Coordinate Indexing System- Chain Indexing, PRECIS,POPSI
- (iii) Post- Coordinate Indexing System- Uniterm Indexing

Unit-IV

- (i) Natural Language Processing (NLP): Concept, Types: Syntactic Analysis, Semantic Analysis
- (ii) Artificial Intelligence- Concept, Scope of AI, Areas of Application in AI
- (iii) Expert System- Definition, Concept, Major Components of ES

Unit-V

- i) Z39.50- Introduction, history, features and benefits
- ii) Information Access through INFLIBNET: Sodhganga, Infonet Digital Library e-consortium, N-List Project, Online Union Catalogue of Indian Universities
- iii) Searching Techniques- Boolean search, Sequential search, Serial search, Cluster based search

Course Outcome:

- To understand the concept of Information Processing systems.
- To enable the students to get familiarity with indexing system.
- To understand the concept of Information Processing and Retrieval theory.
- To enable the students to know about vocabulary control and indexing techniques.

- To enable the students to understand the search methods and bibliographic control system.
- Comprehend the concept of vocabulary control and construction of thesaurus.
- Understand the use and evaluation of Information Retrieval Systems.
- Understand the search strategies feedback and refining of information search.
- To help in getting job in library and media center of various institutions.

References

1. Choudhury, G.G.(1993), Introduction to Modern information retrieval systems, Calcutta , IASLIC.
2. Guha, B.(1998).Documentation& information techniques &systems , Calcutta, World press.
3. Borko, H. P., & Bernies, C. L. : Indexing concepts & methods. New York: Academic Press,1978.
4. Borko, Harold & Bernier, Charles L: Abstracting concepts & methods. New York: Academic Press, 1975.
5. Chakraborty, A. R., & Chakrabarti, B.: Indexing: Principles, Processes and Products. Calcutta: World Press, 1984.
6. Chowdhary G.C. Introduction to Modern Information Retrieval, London. Facet Publishing, 2009.
7. Rajan, T. N.: Indexing Systems: concepts, models and techniques. Calcutta: IASLIC, 1981.
8. Prashar, R.G. Index and indexing system, New Delhi, Medollian Press, 1990
9. Lancaster, F.W. Indexing and Abstracting in Theory and Practice. London: Facet Publishing, 2003
10. Ramesh Babu, B. MLS 1-01 Information Processing and Retrieval (Theory), Shimogga: Kuvempu University, 2004

SEMESTER-II

MLIS-202

Full Marks-100

INTERNET AND INFORMATION COMMUNICATION

Course Objectives:

- To explain the basic concept of Internet and related terminologies.
- To discuss on the Internet connectivity and services on Internet.
- To provide knowledge on e-resources and their usefulness.

Unit-I

- (i) Internet- Basic Concept and definition
- (ii) Internet- History, growth and Development
- (iii) Internet- Basic Terminologies and their Conceptual Explanation
 - (a) ARPANET
 - (b) Bandwidth
 - (c) TCP/IP
 - (d) WWW
 - (e) Search Engine

Unit-II

- (i) Essential Requisite for Internet Connection
- (ii) Types of Internet Connectivity
- (iii) E-mail Technology
- (iv) Services and Activities available on Internet

Unit-III

- (i) E-Resources on the Web- their nature and Scope
 - (a) E-Books
 - (b) E-Journals
 - (c) E-Theses and Dissertations
- (ii) Library Consortia- Basic Concept and initiatives in India
- (iii) OAI: Concept, Historical Background, Technical Frame work of OAI

Unit-IV

- (i) OSI Reference Model- Principles and Seven Layers
- (ii) ISDN (Integrated Services Digital Networks)
- (iii) DOI (Digital Object Identifier)

Unit-V

Internet collaboration

- i) Overview of Internet collaboration tools
- ii) Mailing Lists
- iii) Online Education
- iv) Social Networking

Course Outcome:

- To enable the students to know the features of e-resources.
- To enable the students to understand the existing Internet and electronic information services.
- To enable the students to know about the basic concept of chronological development of Internet and its application.
- Understanding the various Internet connectivity system and its information services and facilities available.
- Understanding the basic concept and applications of consortia in India.
- To help in getting job in library of various institutions and print and media centers.

References

1. Andrew Cox. (2010). Introduction to Digital Library Management. London: FacetPublishing.
2. Dahl, Mark et al. (2006). Digital Libraries: Integrating content and systems. London: Chandos Publishing.
3. Liu, Jia. (2007). Metadata and its applications in the digital library: approaches and practices. London: Libraries Unlimited.
4. Marilyn Deegan and Simon Tanner. (2010). Digital Futures Strategies for the information age. London: Facet Publishing.
5. Rajaraman, V. (1990). Fundamentals of computer. New Delhi: Wiley Eastern.
6. Jaiswal, S. (2000). Information Technology Today. New Delhi: Galgotia Publication.
7. Basandra, Suresh K. (1999). Computers Today. New Delhi: Galgotia Publication.
8. Das, K.C. (2012). Information Access in Digital Libraries. New Delhi: SSDN Publication.

9. Mahapatra, M. & Ramesh, D.B., Ed. (2004). Information technology application in libraries: A text book for Beginners. Bhubaneswar: Reproprint.
10. Satyanarayan, R. (1996). Information technology & its facets. New Delhi: Mammals Publication.
11. Nair (R Raman). (1992). Computer Application to Library and Information Services. New Delhi; EssEss Publications.
12. Sinha, K Pradeep and Sinha, P. 2003. Computer Fundamentals. New Delhi: BPB Publications.
13. Kumar, P. S. G. (2004). Information Technology Application. Delhi: B.R. Publishing Corporation.

SEMESTER-II

MLIS-203

Full Marks-100

DIGITAL LIBRARY AND INFORMATION SYSTEMS

Course Objectives:

- To acquire knowledge on digital library, digital preservation and interoperability standards.
- To explain on digitization technology and Web 2.0 applications in digital libraries.

Unit-I

- i) Digital Library: Definition and Concept, History, Electronic Vs. Digital Vs. Virtual library
- ii) Essential Elements of Digital Library
- iii) Organizational Considerations: Architectural, Environmental, Economic, Legal and Social issues

Unit-II

- i) Digital Library: Overview, components of digital library
- ii) Digitization, Open Access and Digital Rights/ Access Management
- iii) Digital Library Practice- Open-Source Digital Library Software

Unit-III

- i) Formats of Digital Information: Text, Images, Sound, Multimedia: Their Need for Preservation
- ii) Digital Preservation: Definition, Purpose, Issues and Strategies, International Trends in Digital Preservation- Issues and Policies
- iii) Interoperability Standards: Metadata

Unit-IV

- i) Defining Digital Collections; Types of Digital Collections
- ii) Collection Management in Digital Libraries: Creation, Acquisition, Linking, Distributed Holding, Licensing and Subscription
- iii) Digitization Technology: Input (Capturing, Preservation, Digitization and Data Handling), Storage (Repositories, Linking) and Interaction (Search Systems, Interface)

Unit-V

- i) Planning and Designing of a functional Digital Library
- ii) Digital Library Initiatives in India
- iii) Web 2.0 Applications in Digital Libraries

Course Outcome:

- To enable the students to know about the digital library system and its usefulness.
- Understand the different digital information formats, preservation and interoperability standards.
- Understand the collection management of digital resources in library along with digitization technology.
- To enable the students to know about the planning of a functional digital library and its applications which helps them getting employability in library and media centres

Reference

1. Andrew Cox. (2010). Introduction to Digital Library Management. London: FacetPublishing.

2. Andrews, J. (2010). Digital Libraries. London: Ashgate.
3. Chowdhury, G.G. (2003). Introduction to Digital Libraries. London: Facet Publishing.
4. Costantino, Thanos and Maristella, Agosti. (2002). Research and Advanced Technology for Digital Libraries: 6th European Conference, ECDL 2002, Rome. New York: Springer.
5. Dahl, Mark et al. (2006). Digital Libraries: Integrating content and systems. London: Chandos Publishing.
6. Fenner, Audrey. Ed. (2005). Managing Digital Resources in Libraries. New York: Haworth.
7. Liu, Jia. (2007). Metadata and its applications in the digital library: approaches and practices. London: Libraries Unlimited.
8. Marilyn Deegan and Simon Tanner. (2010). Digital Futures Strategies for the information age. London: Facet Publishing.
9. William, Arms. (2005). Digital Libraries. New Delhi: Anne.

SEMESTER-II

Paper-MLIS-204

Full Marks: 100

PRESERVATION AND CONSERVATION OF LIBRARY RESOURCES

Course Objective:

- To foster a basic understanding of preservation and conservation of library resources and manuscripts.
- To make the students aware with the different factors of deterioration of different important and rare documents.
- To acquaint with the methods, materials and tools and its applications for preservation and conservation of library resources.

UNIT-I

- 1.1 Preservation and Conservation: Concept, Need and purpose, History and development
- 1.2 Evolution of Writing Materials
- 1.3 Inherent characteristics of the Library Materials – Manuscripts, Books, Periodicals and

Newspapers

UNIT-II

- 2.1 Environmental Factors – Temperature, Humidity, Light and Dust
- 2.2 Biological Factors – Fungi, Insects and Other Pests
- 2.3 Chemical Factors – Chemicals used in Production and Preservation of Documents

UNIT-III

- 3.1 Preventive Measures for Environmental Factors
- 3.2 Preventive Measures for Biological and Chemical Factors
- 3.3 Disaster Preparedness/Response
- 3.4 Care and Handling of Library Resources

UNIT-IV

- 4.1 Variety of Non-Book Materials
- 4.2 Physical Environment for Storing of Non-Book Materials
- 4.3 Care and Handling of Non-Book Materials

UNIT-V

- 5.1 Digital Preservation: It's Need and basic purpose
- 5.2 Challenges and Strategies for Preserving Digital Contents
- 5.3 Role of International/National Organisations
- 5.4 Indian Initiatives towards Digital Preservation

Course Outcome:

- Remember and understand the basic concepts related to preservation and conservation of library materials.
- Analyse the Various Concepts to understand them through case studies
- Apply the knowledge in understanding practical problems
- Execute/create the Project or field assignment as per the knowledge gained in the course

References

1. Balakrishnan, S. and Paliwal, P.K. (ed.) (2001). Preservation of library collections. New Delhi: Anmol Publication.
2. Corderoy, J. (1967). Bookbinding for beginners. Thomas and Hudson.
3. Dasgupta, K. (1988). Conservation of library materials: Seminar : Papers. National Library.
4. Deegan, Marilyn and Tanner, Simon, ed. (2006). Digital preservation. London: Facet.

5. Dureau, J.-M., Clements, D. W. G., & Conservation, I. F. of L. A. and Institutions. S. on. (1986). Principles for the preservation and conservation of library materials. Hague : IFLA Headquarters.
6. Gabriel, M. R., Roselle, W. C., & Ladd, D. P. (1980). The microform revolution in libraries. Greenwich, Conn. : Jai Press.
7. Harvey, D. R. (1993). Preservation in Libraries: A Reader. K G Saur Verlag Gmbh& Company.
8. Jensen, H. (1969). Sign, symbol, and script: An account of man's efforts to write. George Allen & Unwin.
9. Mahapatra, P.K. and Chakrabarty, B. (2003). Preservation in libraries. New Delhi: Ess Ess Publications.
10. Singh, R.S. . (1993). Conservation of documents in libraries, archives and museums. Aditya Prakashan.

SEMESTER-II

MLIS-205

Full Marks-100

DISSERTATION/ PROJECT WORK

Course Objectives:

- To explain how to select the theme for the project work.
- To provide guidance on preparation of questionnaire, data collection, data analysis and interpretation, writing styles along with the citation styles.
- To impart skills on finding and conclusion of the work.

NOTE: Dissertation/ Project work to be evaluated by an External Examiner and Internal Examiner.

Distribution of Marks:

- i) Preparation of Dissertation/Project Work: 80 marks

- ii) Viva: 20 marks

Course Outcome:

- Enable the students to know about the best practices of library activities.
- Understand the usefulness of field works related to Library and Information Science.
- Understand the tools and techniques of research methodology and tools for data collection.
- Enable the students for preparation of research report.
- Enable the students to develop skills in field work and practical based works.

References

1. Best, John W and Kahn James, V. (1999). Research in Education. 2nd ed. New Delhi: Prentice Hall of India.
2. Busha, Charles H and Harter, Stephen H (1988). Research Methods in Librarianship: Techniques and Interpretations. New York: Academic Press.
3. Krishan Kumar (1999). Research Methods in Library and Information Science. Edn.2 New Delhi: Har- Anand Publications.
4. De Vaus, David (2001). Research Design in Social Research. New Delhi: Sage Publications.
5. Goode, William J and Hart, Paul K (1981). Methods of Social Research. London: McGraw Hill.
6. Kerlington, Fred. Ed.(1964). Foundations of Behavioural Research, Educational and Psychological Inquiry. New York: Rinehart and Winston.
7. Thakur, Devendra (1988). Research Methodology in Social Sciences. New Delhi: Deep and Deep Publications.
8. Trochim, William M (2003). 2nd ed. Resear

MA IN POLITICAL SCIENCE

Semester	PAPER CODE	PAPER NAME	CREDIT	FULL MARK	INTERENAL ASSESMENT	END SEM EXAM
FIRST	PSC-101	Contemporary Political Theory	5	100	30	70
	PSC-102	Indian Government and Politics	5	100	30	70
	PSC-103	Public Administration and Management	5	100	30	70
	PSC-104	Comparative Politics: Concepts and Models	5	100	30	70
	PAC-105	Indian knowledge System	5	100	30	70
	TOTAL		25	500	150	350
SECOND	PSC-201	Political Ideologies and Debates	5	100	30	70
	PSC-202	Western Political Thought-1	5	100	30	70
	PSC-203	Public Administrations and Public Policy	5	100	30	70
	PSC-204	Global Politics: Contemporary Issues and Challenges	5	100	30	70

	PAC-205	Working of Democracy in India	5	100	30	70
	TOTAL		25	500	150	350
THIRD	PSC-301	Western political Thought-II	5	100	30	70
	PSC-302	Indian Foreign Policy	5	100	30	70
	PSC-303	Research Methodology	5	100	30	70
	PSC-304	(A)Human Rights Ideas and Concepts (B) Social and Political movement in India	5	100	30	70
	PAC-305	Political Sociology	5	100	30	70
	TOTAL		25	500	150	350
FOURTH	PSC-401	Indian political Thought	5	100	30	70
	PSC-402	Political Process in India	5	100	30	70
	PSC-403	International Relation: Concepts and Theory	5	100	30	70

	PSC-404	(A)India: Regional and International Organisation (B) State, Local Govt. And politics in Odisha	5	100	30	70
	PSC-405	Dissertation	5	100	30	70
	TOTAL		25	500	150	350
	GRAND TOTAL		100	2000	600	1400

Detailed Syllabus

OUT OF 100 MARKS

**ASSIGNMENT/ SEMINAR PRESENTATION – 10, QUIZ- 10, MID SEMESTER- 20,
END SEMESTER- 60**

PSC. 101 – CONTEMPORARY POLITICAL THEORY

Unit 1

- ✚ Political theory - meaning, evolution and scope
- ✚ Approaches to political theory - normative, historical and empirical
- ✚ Debate on the decline and the resurgence of political theory

Unit 2

- ✚ Freedom – Importance of freedom
- ✚ Negative freedom: Liberty- classical liberalism and libertarianism
- ✚ Positive freedom- freedom as emancipation and development

Unit 3

- ✚ Equality- Significance of equality
- ✚ Formal and substantive equality: equality of opportunity and equality of outcomes

Unit 4

- ✚ Egalitarianism: Inequality and differential treatment
- ✚ Rights – theories of rights (natural, moral, legal and political), universality of right and three generations of rights

Unit 5

- ❖ Justice- Indispensability of justice- procedural and substantive justice, distributive justice and Global justice

Reading List:

- Bhargava, R. and Acharya, A. (eds), (2008) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
- Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press.
- Rawls, John, 2001, *Justice as Fairness: a restatement*, Cambridge, MA: Harvard University Press. 12
- Walzer, M, 1983, *Spheres of Justice*, New York: Basic Books.
- Nozick, Robert (1974). *Anarchy, State and Utopia*. New York : Basic Books.
- Kymlicka, Will. *Contemporary Political Philosophy: An Introduction*, 2nd ed. Oxford University Press, 2002.
- Bellamy, Richard (ed.). (1993) *Theories and Concepts of Politics: An Introduction*. Manchester University Press,
- Dryzek John S. at al (eds.) (2008) *The Oxford Handbook of Political Theory*. OUP.
- Farrelly, Colin. (2004) *Introduction to Contemporary Political Theory*. Sage Publications,
- Gaus, Gerald F. and Chandran Kukathas (2004) *A Handbook of Political Theory*.
- Sage, Goodin, Robert E., Philip Pettit and Thomas Pogge. *A Companion to Contemporary Political Philosophy*. Blackwell Publishing, 2007.
- Held, David, (1998) *Modern Political Theory and the Modern State* , World View, New Delhi
- Held, David, (1987) *Models of Democracy*, Polity Press, Cambridge .
- Mckinnon, Catriona, 2008, *Introduction* in Mckinnon, Catriona (ed), *Issues in Political Theory*, New York: Oxford University Press.
- Sandel, Michael, 1982, *Liberalism and the Limits of Justice*, Cambridge: Cambridge

University Press. Raz, Joseph, 1986, The Morality of Freedom, Oxford: Clarendon Press

- Dworkin, Ronald, 1977, Taking Rights Seriously, Harvard University Press.
- Sen, Amartya, 2000, Development as Freedom, Delhi: OUP: Introduction, Ch. 1
- Ramaswamy, S and S. Mukherjee (2014), Political Theory: Ideas and Concepts, Prentice Hall Pub, New Delhi
- Mill, J. S. (1991) On Liberty and Other Essays. ed. Jon Gray. Oxford: Oxford University Press.
- Berlin, I. (1969) 'Two Concepts of Liberty', in Four Essays on Liberty. England: Oxford University Press, pp. 118-172.

PSC. 102 INDIAN GOVERNMENT AND POLITICS

Unit 1

- ✚ Making of The Indian Constitution –
- ✚ The Constituent assembly- background, composition, nature and its working
- ✚ Ideological contents – preamble, Fundamental Rights, DPSPs and Fundamental duties

Unit 2

- ✚ Union executive – President, Prime Minister and council of ministers- critical perspective

Unit 3

- ✚ Union legislature - structure, role and functioning (Parliamentary Committees)

Unit 4

- ✚ Judiciary- Supreme Court, High court,
- ✚ Judicial review, judicial activism and PIL

Unit 5

- ❖Electoral process and Election commission of India- conduct of election, rules , electoral reforms

Reading List:

- Singh, M.P. and Rekha Saxena (2011), Indian Politics Constitutional Foundations and Institutional Functioning, New Delhi: Prentice Hall India Learning.
- Fadia, B.L.(2011), —Indian Government and Politics, Agra: Sahitya Bhawan Publications.
- Pylee ,M.V.(2003), —Our Constitution Government and Politics, New Delhi : Universal Law Publishing Co.
- Bakshi, P.M.(2015), —The Constitution of India, Delhi: Universal Law Publishing Co. Pvt. Ltd.
- Austin, Granville (1999), —Working A Democratic Constitution: The Indian Experience, Delhi:
- OUP. Bhagwan, V & Vandana Mohla(2007), —Indian Government and Politics, New Delhi: Kalyani Publishers. Brass, P.R.(2006), — The politics of India since Independence, Cambridge: Cambridge University Press.
- Weiner, Myron (1989), —The Indian paradox Essays in Indian Politics, New Delhi: Sage Publications India Pvt. Ltd.
- S. Kashyap (2017), Our Constitution: An Introduction to India's Constitution and Constitutional Law, New Delhi: National Book Trust.
- M. P. Singh and Rekha Saxena. (2015) Federalizing India in the Age of Globalization, New Delhi: Primus Books
- D.D. Basu (2012), Introduction to the Constitution of India, New Delhi:
- Lexis Nexis Kohli, Atul, et.al. Routledge Handbook of Indian Politics. New Delhi: Routledge, 2018
- Khosla, Madhav et.al. The Oxford Handbook of Indian Constitution. New Delhi: Oxford University Press, 2016.
- Jayal, Niraja Gopal. The Oxford Companion to Politics in India. New Delhi: Oxford University Press, 2011

PSC. 103 PUBLIC ADMINISTRATION AND MANAGEMENT

Unit 1

- ❖ Nature, Scope and significances of public administration, evolution of public administration
- ❖ Public – Private administration, New public administration, New public management,

Unit 2

- ❖ Comparative administration – nature, issues and characteristics
- ❖ Development administration – nature, issues and significance, Riggs model

Unit 3

- ❖ Theories and concepts – Classical theory, The Scientific management theory

Unit 4

- ❖ Human relation theory, Rational choice theory, Webber's bureaucratic model
- ❖ Unit 5
- ❖ ❖Managing the organization – theories of leadership and motivations

Reading List:

- Basu, Rumki. Public Administration in the 21st century: A Global South Perspective. New York and London:
- Routledge, 2019. _____. Public Administration, Concepts and Theories. New Delhi:
- Sterling, 2018.
- Bourgon, Jocelyne. A New Synthesis of Public Administration: Serving in the 21st Century. McGill-Queen's University Press, 2011. 8
- Robinson, Mark. From Old Public Administration to the New Public Service. UNDP, Singapore, 2015.
- Bhattacharya, Mohit. New Horizons of Public Administration. New Delhi: Jawahar Publishers, 2012.
- Chakravarty, Bidyut & Prakash Chand. Public Administration in a Globalizing World. New
- Peters, B. Guy. The Next Public Administration: Debates & Dilemmas. Sage, 2018.
- Sapru, R.K. Administrative Theories and Management Thought. New Delhi: PHI,

2013.

- M. E. Dimock, and G.O. Dimock, Public Administration, Oxford, I.B.H. Publishing Co., 1975.
- Theodoulou, Stella Z. & Ravi K. Roy. Public Administration: A Very Short Introduction. OUP, 2016
- F. A. Nigro and G. L. Nigro, Modern Public Administration, New York, Harper Row, 1980.
- Bourgon, Jocelyne. A New Synthesis of Public Administration: Serving in the 21st Century. McGill-Queen's University Press, 2011.
- Marini, Frank (ed.). Towards NPA: Minnowbrook perspective. Scranton, Chandler Pub. Co., 1971.
- Waldo, Dwight (ed.).Public Administration in a Time of Turbulence. Scranton, Chandler Pub. Co.,1971.
- Frederickson, H. George et al. —Theories of Public Management. The Public Administration Theory Primer, Boulder, CO : Westview Press, 2015, pp. 97-130.
- Robinson, Mark. From Old Public Administration to the New Public Service. UNDP, Singapore,
- 2015. Sahni, Pardeep & Etakula Vayunandan, Administrative Theory, New Delhi PHI, 2010

PSC. 104 – COMPARATIVE POLITICS: CONCEPTS AND MODELS

Unit 1

- ❖ Comparative politics: approaches – system approach, Structural-functional,
- ❖ Behaviouralism and post-behaviouralism

Unit 2

- ❖ Development- Under development, dependency, world system theory

Unit 3

- ❖ Constitutionalism- concept, problems and limitations
- ❖ Typology of constitutions

Unit 4

- ❖ Political regime; -democratic (electoral, liberal, majoritarianism, participatory)

Unit 5

- ❖ Non-democratic (authoritarian, militarism, totalitarian and Fascist)

Reading List:

- Bingham Powell, Jr., Russell J. Dalton, and Kaare Strøm, *Comparative Politics Today: A World View*, 11th Edition, New York: Pearson, 2014
- Newton, K. and Deth, Jan W. V. (2010) *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press.
- O'Neil, P. (2009) *Essentials of Comparative Politics*. (Third Edition). New York: WW. Norton & Company, Inc. 6
- Rod Hague and Martin Harrop, *Comparative Government and Politics: An Introduction*, Palgrave, 2010(8th Edition)
- Chilcote, Ronald H., Part I: Introduction, in Ronald H. Chilcote, *Theories of Comparative Politics: The Search for a Paradigm Reconsidered*, Westview Press, Boulder, 1994 (Second Edition).
- Caramani, Daniel (2008), *Comparative Politics*, OUP Almond and Coleman (1960) *The Politics of Developing Areas*, Princeton University Press, Princeton.
- David Easton (1953) *The Political System*, Scientific Book Agency, Calcutta Howard
- Wiardo(ed) *New Directions in Comparative Politics*, OUP Boulder, 2002 Peter Evans,
- Theda Skocpol et al (1999), *Bringing the State Back In*, Cambridge University Press, Cambridge.
- Adrian Leftwich (2000) *States of Development: On the Primacy of Politics in Development*, Polity Press, and Cambridge.
- Sartori, Giovanni, 'Compare, Why and How', in Mattei Dogan and Ali Kazancigil eds.,
- *Comparing Nations, Concepts, Strategies, Substance*, Blackwell, Oxford, 1994. Gabriel
- Almond and Sydney Verba, *The Civic Culture: Political Attitudes and Democracy in Five Nations*, Princeton University Press, Princeton, 1963.
- David Held, 'The Development of the Modern State' in Stuart Hall and Bram Gieben

(ed.), *Formations of Modernity, Polity* in association with The Open University, 1992.

- Ralph Miliband, *The State in Capitalist Society*, Basic Books, 1969.

PSC- 105 INDIAN KNOWLEDGE SYSTEM

Unit- I

Indian Education System: An Introduction, Definition, Importance, Nature and Scope

Unit- 2

The Purpose of Life in Texts: Buddhist, Jain and Shramanic Traditions

Unit- 3

Ancient Governance in India

Kautilya's System of Administration: Arthashastra, Kautilyan State and Administration

Unit- 4

Human Values and Consciousness: Definition, Classification of Values. Basic

Human Aspiration and its Fulfillment, Harmony at Various Levels

Unit- 5

Social Responsibility: Meaning and Importance, Different Approaches of Social Responsibility

Reading List:

- Mahadevan, B., & BHAT, V. R. (2022). *Introduction to Indian knowledge system: concepts and applications*.
- Gaur, R. R., Sangal, R., & Bagaria, G. P. (2010). *A Foundation Course in Human Values and Professionals Ethics*. Excel Books India.
- Pillai, R. (2015). *Corporate Chanakya*, —2021. Jaico Publishing House.
- Kamal, K. (2022). *Kautilya's Arthashastra: Strategic Cultural Roots of India's Contemporary Statecraft*. Routledge India.
- Chaturvedi, D. K. (2023). *Professional Ethics Values and Professional Ethics*, Ane

Books Pvt. Ltd.

SEMISTAR-II

PSC. 201 POLITICAL IDEOLOGIES AND DEBATES

Unit 1

- ❖ Political Ideologies and its relevance and the role of ideas,
- ❖ Views on ideology (Marxist and Non-Marxist view, left and right)
- ❖ End of Ideology debate

Unit 2

- ❖ Liberalism; classical, modern and new

Unit 3

- ❖ multiculturalism: dimensions and its critics
- ❖ Post-modernism

Unit 4

- ❖ Socialism: origins and development, and its types
- ❖ Communism: Leninism, orthodox communism, neo-Marxism

Unit 5

- ❖ Feminism: development, three waves of feminism, core themes; the politics of personal debate
- ❖ Green ideology and its relevance

Reading List:

- Anderson, Imagined Communities, London, Verso, 1991.
- S. Avineri and A. de Shalit (eds.), Communitarianism and Individualism, Oxford, Oxford University Press, 1992.
- L. P. Baradat, Political Ideologies: Their Origins and Impact, Englewood Cliffs

Syllabus Booklet, CDOE, MSCB University

- NJ, Prentice Hall, 1989.
- R. M. Christenson, et al., Ideologies and Modern Politics, London, Thomas Nelson and Sons,
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- Funderbunk and R.G. Thobaben, Political Ideologies: Left, Center and Right, New York, Harper Collins College Publishers, 1994.
- J. Gray, Liberalisms: Essays in Political Philosophy, London, Routledge, 1989.
- Ingersoll and R.K. Mathews, The Philosophic Roots of Modern Ideologies:
- Liberalism Communism and Fascism, Englewood Cliffs NJ, Prentice Hall, 1991.
- W. Kymlicka, Contemporary Political Philosophy: An Introduction, Oxford, The Clarendon Press, 1990.
- W. Lerner, A History of Socialism and Communism in Modern Times: Theorists, Activists and Humanists, Englewood Cliffs NJ, Prentice Hall, 1995.
- G. Lichtheim, A Short History of Socialism, London, Weidenfeld and Nicolson,
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- R. C. Macridis, Contemporary Political Ideologies: Movements and Regimes, New York, Harper Collins, 1992.
- H. C. Mansfield, The Spirit of Liberalism, Cambridge, Harvard University Press.
- P. Marshall, Demanding the Impossible: A History of Anarchism, London, Harper
- Collins, 1992.
- R. Plant, Modern Political Thought, Cambridge, Basil Blackwell, 1991.
- G. H. Sabine, A History of Political Theory revised by T.L. Thorson, New Delhi,
- Oxford and IBH, 1973.
- M. Seliger, Ideology and Politics, London, Allen and Unwin, 1976.
- M. Q. Sibley, Political Ideas and Ideologies: A History of Political Thought, New
- Delhi, Surjeet Publications, 1981

PSC. 202: WESTERN POLITICAL THOUGHT – I

Unit 1

- ❖ Plato: Justice, Ideal State, Communism, Philosopher King (All aspects of his thought)

Unit 2

- ❖ Aristotle – State, Justice, Citizenship and Slavery (All aspects of his thought)

Unit 3

- ❖ Machiavelli: State, Government, Ethics and Politics
- ❖ Hobbes: Human Nature, State of Nature, Social contract

Unit 4

- ❖ Locke: Human Nature, State of Nature, Natural Rights, Social contract
- ❖ Rousseau: General Will, Concept of Inequality, Social Contract, Theory of Property

Unit 5

- ❖ J.S. Mill: Liberty, Representative Government
- ❖ Critique of Bentham's Utilitarianism

Reading List:

- Plato (2009) *The Republic*, New York: Penguin. Aristotle (1992) *Politics*, New York: Penguin.
- Niccolo Machiavelli (2011) *The Prince*, New York: Penguin Books.
- Mill, J.S., (1859) *On Liberty*. London: Fontana. Mill, J.S., (1861), *Considerations on Representative Government*, first published 1861, new edition ed.
- R. B. McCallum, Basil Blackwell, Oxford 1946.
- Mukherjee, S. and Ramaswamy, S. 2012: *A History of Political Thought*, PHI Learning Pvt. Ltd.
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- Hampsher-Monk, (2001) *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers.
- J. Coleman, (2000) *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers.

- Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education.
- Boucher, D. and Kelly, P. (eds.).(2003) Political Thinkers: From Socrates to the Present, New York: Oxford University Press
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 - Hacker, Political Theory: Philosophy, Ideology, Science, Macmillan, New York, 1961.
- J.H. Hallowell, Main Currents in Modern Political Thought, Holt, New York, 1960.
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- J.H. Hallowell, Main Currents in Modern Political Thought, Holt, New York, 1960.
- C.L. Wayper, Political Thought, New Delhi, 1989 (Revised Edition) (English & Hindi).
- Mukhopadhyay, A.K. 1990 Western Political Thought, Calcutta –
- KP Bagchi and Company Hampton, Jean (1998). Political Philosophy: An Introduction, Delhi: oxford University Press
- V.Chappell (ed.) (1999), The Cambridge Companion to Locke, Cambridge. Cambridge University

PSC. 203: PUBLIC ADMINISTRATION AND PUBLIC POLICY

Unit 1

❖ Principles of organization (Hierarchy, Span of Control, Unit of Command, Delegated Legislation, Administrative Adjudication)

Unit 2

❖ ❖personnel administration; recruitment, training, promotion, morale, employer-employee relation

Unit 3

❖ Financial administration; the budget (types, preparation and implementation of budget),

- ❖ Performance budgeting, zero-base budgeting, CAG

Unit 4

- ❖ Public policy: policy formulation and implementation, policy evaluation
- ❖ Good governance, civil society, e-governance, RTI

Unit 5

- ❖ Institutional mechanism for good governance in India

Reading List:

- Basu, Rumki. Public Administration in the 21st century: A Global South Perspective. New York and London:
- Routledge, 2019. Public Administration, Concepts and Theories. New Delhi:
- Sterling, 2018.
- Bourgon, Jocelyne. A New Synthesis of Public Administration: Serving in the 21st Century. McGill-Queen's University Press, 2011. 8
- Robinson, Mark. From Old Public Administration to the New Public Service. UNDP, Singapore, 2015.
- Bhattacharya, Mohit. New Horizons of Public Administration. New Delhi: Jawahar Publishers, 2012.
- M. E. Dimock, and G.O. Dimock, Public Administration, Oxford, I.B.H. Publishing Co., 1975.
- Theodoulou, Stella Z. & Ravi K. Roy. Public Administration: A Very Short Introduction. OUP, 2016
- F. A. Nigro and G. L. Nigro, Modern Public Administration, New York, Harper Row, 1980.
- Bourgon, Jocelyne. A New Synthesis of Public Administration: Serving in the 21st Century. McGill-Queen's University Press, 2011.
- Marini, Frank (ed.). Towards NPA: Minnowbrook perspective. Scranton, Chandler Pub. Co., 1971.
- Waldo, Dwight (ed.). Public Administration in a Time of Turbulence. Scranton, Chandler Pub. Co., 1971.
- Frederickson, H. George et al. —Theories of Public Management. The Public

Administration Theory Primer, Boulder, CO : Westview Press, 2015, pp. 97-130.

- Robinson, Mark. From Old Public Administration to the New Public Service. UNDP, Singapore,
- 2015. Sahni, Pardeep & Etakula Vayunandan, Administrative Theory, New Delhi PHI, 2010

PSC. 204: GLOBAL POLITICS: CONTEMPORARY ISSUES AND CHALLENGES

Unit 1

- ❖ End of cold war; Uni-polarity, American hegemony and new world order,
- ❖ Contending images of global future

Unit 2-

- ❖ Functionalism and neo-functionalism;
- ❖ Approaches to national integration and world government

Unit 3

- ❖ Alternative perspective on security – environmental securities, peace and development,
- ❖ Human security

Unit 4

- ❖ Contemporary global concerns; international terrorism, migration and refugees

Unit 5

- ❖ Human rights and humanitarian intervention (UDHR, Protocols of Human Rights)

Reading List:

- Martin Hollis and Steve Smith, (1991), —The Growth of a Discipline, in Martin Hollis and Steve Smith, Explaining and Understanding International Relations, Oxford: Clarendon Press.
- J. Baylis, Smith and Owens, eds. (2017) The Globalization of World Politics: An

Introduction to International Relations, New York: Oxford University Press.

- R. Jackson and G. Sorensen, (2007) Introduction to International Relations: Theories and Approaches, 3rd Edition, Oxford: Oxford University Press,
- Goldstein, J. and Pevehouse, J.C. (2006) International relations. 6th edn. New Delhi: Pearson,
- Viotti, P.R. and Kauppi, M.V. (2007) International relations and world politics: security, economy, identity. 3rd edn. New Delhi: Pearson Education.

PSC. 205: COMPARATIVE POLITICAL PROCESS

Unit 1

- ❖ Approaches: Institutionalism, new-institutionalism,
- ❖ Political-economy approach; comparative method

Unit 2

- ❖ Political culture; theory and critic, political socialization, political recruitment and political communication, Political change; revolution

Unit 3

- ❖ Theories and functions of political parties, pressure groups, political representation and role of NGOs

Unit 4

- ❖ Democratization, democratic transition and consolidation-
- ❖ Huntington's three waves of democratizations

Unit 5

- ❖ Colonialism and de-colonization- forms of colonialism, anti-colonization and new-colonialism
- ❖ Nationalism; European and Non-European

Reading List:

- Bingham Powell, Jr., Russell J. Dalton, and Kaare Strøm, Comparative Politics Today: A World View, 11th Edition, New York: Pearson, 2014
- Newton, K. and Deth, Jan W. V. (2010) Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press.
- O'Neil, P. (2009) Essentials of Comparative Politics. (Third Edition). New York: WW.

Norton & Company, Inc. 6

- Rod Hague and Martin Harrop, Comparative Government and Politics: An Introduction, Palgrave, 2010(8th Edition)
- Chilcote, Ronald H., Part I: Introduction, in Ronald H.Chilcote, Theories of Comparative Politics: The Search for a Paradigm Reconsidered, Westview Press, Boulder, 1994 (Second Edition).
- Almond and Powell (1966) Comparative Politics: A Developmental Approach, Amerind Pub, New Delhi
- David Easton (1953) The Political System, Scientific Book Agency, Calcutta Howard
- Wiardo(ed) New Directions in Comparative Politics, OUP Boulder, 2002 Peter Evans,
- Theda Skocpel et al (1999), Bringing the State Back In, Cambridge University Press, Cambridge.
- Adrian Leftwich (2000) States of Development: On the Primacy of Politics in Development, Polity Press, and Cambridge.
- Sartori, Giovanni, 'Compare, Why and How', in Mattei Dogan and Ali Kazancigil eds.,
- Coyparing Nations, Concepts, Strategies, Substance, Blackwell, Oxford, 1994. Gabriel
- Almond and Sydney Verba, The Civic Culture: Political Attitudes and Democracy in Five Nations, Princeton University Press, Princeton, 1963.
- David Held, _The Development of the Modern State_ in Stuart Hall and Bram Gieben (ed.), Formations of Modernity, Polity in association with The Open University, 1992.
- Ralph Miliband, The State in Capitalist Society, Basic Books, 1969.

PSC. 206 WORKING OF DEMOCRACY IN INDIA (OE)

Unit 1

- ❖ Democracy: A Historical Overview, Democracy and its Types.

Unit 2

- ❖ Democracy in India: Origin and Growth; Major Democratic Institutions.

Unit 3

- ❖ Grass-roots Democracy: Rural Local Self-Governments: Structure, Functions and Finances

Unit 4

- ❖ Grass-roots Democracy: Urban Local Self-Governments: Structure, Functions, and Finances.

Unit 5

- ❖ Democracy in India: Performance, Issues and Challenges.

Reading List:

- Bakshi, P.M.(2015), —The Constitution of India, Delhi: Universal Law Publishing Co. Pvt. Ltd. Fadia, B.L.(2011), —Indian Government and Politics, Agra: Sahitya Bhawan Publications.
- F.Frankel, Zoya Hasan, R.Bhargava and B.Arora (ed.), Transforming India: Social and Political Dynamics of Democracy.
- Rajni Kothari, Rethinking Democracy, Hyderabad: Orient Longman, 2005.
- Atul Kohli (ed.), The Success of India's Democracy, Cambridge University Press, Cambridge, 2001.
- L.Rudolph and S.Rudolph, Explaining Indian Democracy: A Fifty-year Perspective, 1956-2006, Vol.2. Jayal, Niraja Gopal. The Oxford Companion to Politics in India. New Delhi: Oxford University Press, 2011.
- Kapur, Devesh, et.al. Rethinking Public Institutions in India. New Delhi: Oxford University Press, 2017 Austin, Granville (1999), Working A Democratic Constitution: A History of the Indian Experience, Delhi: OUP.

SEMESTER III

PSC. 301 WESTERN POLITICAL THOUGHT- II

Unit- 1

- ❖ Wollstonecraft

Unit- 2

- ❖ Gramsci

Unit- 3

- ❖ Hannah Arendt

Unit- 4

- ❖ John. Rawls

Unit- 5

❖ R.Nozick

Reading List:

- Plato (2009) *The Republic*, New York: Penguin. Aristotle (1992) *Politics*, New York: Penguin.
- Niccolo Machiavelli (2011) *The Prince*, New York: Penguin Books.
- Mill, J.S., (1859) *On Liberty*. London: Fontana. Mill, J.S., (1861), *Considerations on Representative Government*, first published 1861, new edition ed.
- R. B. McCallum, Basil Blackwell, Oxford 1946.
- Mukherjee, S. and Ramaswamy, S. 2012: *A History of Political Thought*, PHI Learning Pvt. Ltd.
- George, H. Sabine (2000), *A History of Political Theory*, Oxford and I.B.H. Publishing, New Delhi. I.
- Hampsher-Monk, (2001) *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers.
- Ian Adams and R.W.Dyson (2004) *Fifty Great Political Thinkers*, London,
- Routledge Terence Ball and Richard Bellamy (eds). (2003) *Twentieth Century Political Thought*, Cambridge:Cambridge University Press
 - B. Macpherson (2011) *Political Theory of Possessive Individualism: Hobbes to Locke*, New York:
- Oxford University Press. 27
 - Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education.
- Boucher, D. and Kelly, P. (eds.).(2003) *Political Thinkers: From Socrates to the Present*, New York: Oxford University Press F.W. Coker, *Recent Political Thought*, The World Press Pvt. Ltd., Calcutta, 1971.
 - Hacker, *Political Theory: Philosophy, Ideology, Science*, Macmillan, New York, 1961.
- J.H. Hallowell, *Main Currents in Modern Political Thought*, Holt, New York, 1960.
- C.L. Wayper, *Political Thought*, New Delhi, 1989 (Revised Edition) (English & Hindi).

- D.Germino, Modern Western Political Thought: Machiavelli to Marx, Chicago University Press, Chicago, 1972.
- F.W. Coker, Recent Political Thought, The World Press Pvt. Ltd., Calcutta, 1971.
- J.H. Hallowell, Main Currents in Modern Political Thought, Holt, New York, 1960.
- C.L. Wayper, Political Thought, New Delhi, 1989 (Revised Edition) (English & Hindi).
- Mukhopadhyay, A.K. 1990 Western Political Thought, Calcutta –
- KP Bagchi and Company Hampton, Jean (1998). Political Philosophy: An Introduction, Delhi: oxford University Press
- V.Chappell (ed.) (1999), The Cambridge Companion to Locke, Cambridge. Cambridge University
- Press

PSC. 302 INDIAN FOREIGN POLICY

Unit 1

- ❖ India 's Foreign Policy: Determinants of foreign policy; Continuity and Change
- ❖ Making of India 's Foreign Policy: PMO, Parliament, MEA

Unit 2

- ❖ India 's Relations with Neighbors: SAARC, BIMSTEC, ASEAN, Look East & Act East policy

Unit 3

- ❖ India 's Relations with Major Powers: USA, Russia, China

Unit 4

- ❖ India 's Engagement with multipolar world: India 's relations with European Union, BRICS, Shanghai Cooperation Organization, African Union, Gulf Cooperation Council

Unit 5

- ❖ India 's Approach to Major Global Issues: International Terrorism, Climate Change;
- ❖ India's Nuclear Policy, Energy Security

Reading List:

- Mohan, C. Raja. (2016). *Modi's World: Expanding India's Sphere of Influence*. Delhi: HarperCollins Publishers India. 31 Malone,
- David M., C. Raja Mohan, and Srinath Raghavan (eds.). (2015). *Oxford Handbook on Indian Foreign Policy*. UK: Oxford University Press.
- Menon, Shivshankar. (2016). *Choices: Inside the Making of India's Foreign Policy*. Washington, DC: Brookings Institution Press.
- C Rajamohan, *Crossing the Rubicon: The Shaping of India's New Foreign Policy* (New Delhi: Penguin, 2005).
- Ian Hall (ed) (2014), —*The Engagement of India: Strategies and Responses*||, Washington, DC, Georgetown University Press
- Muchkund Dubey, (2016), —*India's Foreign Policy: Coping with the Changing World*||, New Delhi, Orient Blackswan Pvt. Ltd. Harsh, V. Pant, (2016), *India's Foreign Policy-An Overview*||, New Delhi: Orient Blackswan.
- University Press Sumit Ganguly (ed) (2016) —*Engaging the World- Indian Foreign Policy since 1947*|| New Delhi, Oxford University Press Deep K.
- Datta Ray, *The Making of Indian Diplomacy*. (New Delhi: Oxford University Press, 2015), pp. 139-147.
- Jayashree Vivekanandan, *Interrogating International Relations: India's Strategic Practice and the Return of History* (Delhi: Routledge, 2011).
- Shiv Shankar Menon, *Choices: Inside the Making of Indian Foreign Policy* (New Delhi : Penguin Books, 2016).
- Gujral, I.K.(1998), *A foreign policy for India*, Delhi: External publicity division, MEA,
- Government of India

PSC. 303 RESEARCH METHODOLOGY

Unit 1

- ❖ Social and Political Research: Objectivity, Types of Research, Scientific Method: Characteristics, Process, Limitations.

Unit 2

- ❖ ❖ Research Design: Meaning, Components, Identifying and Planning Research,

Hypothesis: Meaning, Types, Sources, Formulation and Functions of Hypothesis.

Unit 3

- ❖ Survey Methods; Tools and Techniques of Data Collection: Observations, Questionnaire, Interviewing

Unit 4

- ❖ Sampling: Meaning, Types and Selection of Samples

Unit 5

- ❖ Content Analysis; Data Analysis; Report Writing; Referencing Style

Reading List:

- Ranjit Kumar, Research Methodology: A Step-by- Step Guide for Beginners, 4th Edition, SAGE, 2014.
- Young P.V. and Schmid, C.F., Scientific Social Surveys and Research, Asia Publishing House, Bombay, 1961.
- 29 Creswell, John W. Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications, 2013.
- Babbie Earl, The Basics of Social Research, Printed at Thomson Higher Education, USA, 2008.
- Biber Sharlene N.H and Leavy Patricia, The Practice of Qualitative Research, Second Edition, Sage Publication, Los Angeles, 2011.
- Bhattacharjee, Anol, Social Science Research: Principles, Methods, and Practices 2nd Edition, USF Tampa Bay Open Access Textbooks Collection, 2012
- Elliott, Alan C. and Woodward Wayne A, Statistical Analysis-Quick Reference Guidebook, Sage Publications, New Delhi, 2007.
- Gomm Roger, Social Research Methodology: A Critical Introduction, Palgrave Macmillian, New York, 2008.
- Osborne W. Jason, Best Practices in Quantitative Methods, Sage Publications, London, 2008.

PSC. 304 (A): HUMAN RIGHTS: IDEAS AND CONCEPTS

Unit 1

- ❖ The Concept of Human Rights a. Meaning and Evolution.

- ❖ Western and non-Western Perspectives

Unit 2

- ❖ Human Rights and Constitutional - Legal Framework in India
- ❖ Protection of Human Rights Act, 1993

Unit 3

- ❖ Human Rights: Issues and Challenges;
- ❖ Refugees and Displaced Persons

Unit 4

- ❖ Caste, Minorities and Women

Unit 5

- ❖ State Response to Human Rights; Paramilitary Forces , Administration of Justice,
- ❖ Judicial Intervention and Activism, Judicial Commissions on Human Rights , Affirmative Action

Reading List:

- Alston Philip, The United Nations and Human Rights-A Critical Appraisal, Oxford, Clarendon, 1995.
- Baxi, Upendra (ed.), The Right to be Human, Delhi, Lancer, 1987 Beetham. David edited, Politics and Human Rights, Oxford, Blackwell, 1995 Desai, A R. (ed), Violations of Democratic Rights in India, Bombay, Popular Prakashan, 1986.
- Evans, Tony, The Politics of Human Rights: A Global Perspective, London, Pluto Press, 2001.
- Haragopal, G, Good Governance: Human Rights, Perspective, Indian Journal of Public Administration, Vol. 44 (3), July-September,1998.
- Hargopal. G. Political Economy of Human Rights, Hyderabad, Himalaya, 1999. Human Rights in India- The Updated Amnesty International Reports, Delhi.
- Kothari, Smitu and Sethi, Harsh (eds.), Rethinking Human Rights, Delhi, Lokayan, 1991.

- Saksena, K.P. edited, Human Rights: Fifty Years of India's Independence, Delhi, Gyan, 1999.
- Subramanian, S., Human Rights: International Challenges, Delhi, Manas, 1997.
- Baxi, Upendra (2002), the Future of Human Rights, Oxford University Press, Delhi.
- Gonsalves, Colin (2011) Kaliyug: The decline of human rights law in the period of globalization, Human Rights Law Network, New Delhi.

PSC. 304 (B): SOCIAL AND POLITICAL MOVEMENTS IN INDIA

Unit 1:

Social and Political Movements: Concepts, Theories and Types.

Social and Political Movements in India: Background, History and Debate

Unit 2

Peasant Movements: Genesis and Growth Tribal Movements: Issues and Dynamics Dalit and Backward Caste Movements: Issues, Leaderships and Organizations.

Unit 3

Women's Movement: Gender Justice and Empowerment, Challenges to Women's Movement

Unit 4

Fundamentalism, Caste, Violence, and Moral Policing.

Unit 5

Environmental Movements: Chipko Movement, Silent Valley Movement & Narmada Bachao Andolan.

Reading List:

- Basu, Amrita (edited): The Challenge of Local Feminism: Women's Movements in Global Perspective, New Delhi, 1999.
- Shah Ghanshyam : Social Movements and the State, Sage Publications, New Delhi, 2002. Shah Ghanshyam : Social Movements in India: A Review of the Literature,

Sage Publications, New Delhi, 1990.

- Mohanty Manoranjan (ed): Caste, Class and Gender, Sage Publications, New Delhi, 2004
- Oommen, T.K., (ed): Social Movements (Vol I and Vol II) OUP, New Delhi, 2010.
- Gail, Omvedt: Reinventing Revolution: New Social Movements and the Socialist, 1993
- Wilkinson Paul: Social Movements.
- Rao, M.S.A., Social Movements in India, New Delhi, Manohar, 1981.
- Desai, Neera (ed.), Decade of Women's Movement in India, Bombay Himalaya Publishing House, 1988.
- Shah Ghanshyam , Caste and Democratic Politics in India, Delhi: Permanent Black , 2008.
- Jaffrelot, Christophe India's Silent Revolution: The Rise of the Low Castes in North Indian Politics, Delhi: Permanent Black, 2011.
- M.V. Nadarkarni :Farmer's Movement in India, Allied, New Delhi, 1987.
- T. K. Oommen : Nation, Civil Society and Social Movements, Sage, Delhi, 2004.
- Rajendra Singh (ed.): Social Movement, Old and New: A Post-Modern Critique, Sage

PSC. 305 POLITICAL SOCIOLOGY

UNIT-1: Foundations of Political Sociology

Introduction to Political Sociology

Approaches and Perspectives

Political Socialisation and Political Culture

UNIT-2: Core Concepts in Political Sociology

Power, Authority, and Legitimacy

Bureaucracy, Elites, and Governmentality

Nation, State, and Citizenship

Civil Society and Interest Groups

UNIT-3: Political Systems and Indian Context

Political Systems

State and Society in India

Party System and Local Governance in India

UNIT-4: Social Structures and Political Processes in India

Class, Caste, and Politics

Religion, Minorities, and Ethnicity

Gender and Social Inclusion

UNIT-5: Social Change, Movements, and Contemporary Issues

Social Movements in India

Tribal Society and Civil Society

Globalisation and Emerging Issues

Books and references

- Agarwal, B. (2007) 'The Gender and Environment Debate: Lessons from India', In Mahesh Rangarajan. (ed.) Environmental Issues in India: A Reader, New Delhi: Pearson, Longman.
- Bandyopadhyay, S. (2015). Development and Public Health in the Himalaya: Reflections on Healing in Contemporary India. London: Routledge.
- Baviskar, A. (1995). In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley. Delhi: Oxford University.
- Bell, MM. (2008). An Invitation to Environmental Sociology. Thousand Oaks, CA: Sage 3rd ed.
- Bellamy, Richard and Mason, Andrew. (2003). Political Concepts. Manchester: Manchester University Press.
- Berry, T. (1990). The Dream of the Earth. San Francisco, CA: Sierra Club Books.
- Breman, J. (1996). Footloose Labour: Working in India's Informal Economy. Cambridge, UK: Cambridge University Press.
- Carson, R. (1962). Silent Spring. Boston, MA: Houghton Mifflin.
- Chandhoke, N. (2012). The Limits of Global Civil Society: A Neo-Gramscian Perspective. Cambridge, UK: Cambridge University Press.
- Chandra, K. (2006). Why Ethnic Parties Succeed: Patronage and Ethnic Head Counts in India. New York: Cambridge University Press.
- Della Porta, D., & Diani, M. (2006). Social Movements: An Introduction. Malden, MA: Blackwell Publishing.
- Evanoff, R. J. (2005). Reconciling realism and constructivism in environmental ethics. Environmental Values.

Syllabus Booklet, CDOE, MSCB University

- Giddens, Anthony (2006). *Sociology*. Polity Press
- Goodwin, J., Jasper, J. M., & Polletta, F. (Eds.). (2001). *Passionate Politics: Emotions and Social Movements*. Chicago, IL: University of Chicago Press.
- Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2nd ed. Chapters. 1 & 2 pp. 10-15, 16 - 35.
- Heywood, Andrew (2006). *Politics* (2nd Edition). Palgrave.
- Leahy, T. (2007). *Sociology and the Environment*. *Public Sociology: An Introduction to Australian Society*. Eds. Germov, John and Marilyn, Poole. NSW: Allen & Unwin, Ch. 21pp. 431-442.
- McCarthy, J. D., & Zald, M. N. (1977). Resource Mobilization and Social Movements: A Partial Theory. *American Journal of Sociology*, 82(6), 1212-1241.
- Mol, A. P. (2002). Ecological modernization and the global economy. *Global Environmental Politics*, 2(2), 92-115.
- Nash, Kate (2010). *Contemporary Political Sociology: Globalization,, Politics and Power*. Wiley- Blackwell. Cambridge University Press.
- Ritzer, George (2011). *Sociological Theory*. McGraw-Hill.
- Shiva, V. (1988). *Women in nature*. In *Staying alive: Women, ecology and development*. Zed Books.
- Tarrow, S. (1998). *Power in Movement: Social Movements and Contentious Politics*. Cambridge, UK: Cambridge University Press.
- Thunberg, G., & *An Inconvenient Truth* (Ed.). (2019). *No One Is Too Small to Make a Difference*. New York: Penguin Books.

PSC. 401: INDIAN POLITICAL THOUGHT

Unit 1

❖ Savarkar

❖ M.N Roy

Unit 2

❖ Lohia

Unit 3

❖ JP Narayan

Unit 4

- ❖ Iqbal
- ❖ Barani

Unit 5

- ❖ Nehru
- ❖ Upadhya

Reading List:

- Rajiv Malhotra (2013) Being Different: An Indian Challenge to Western Universalism (New Delhi: Harper Collins)
- Ramachandra Guha (2012) Makers of Modern India (New Delhi: Penguin Books)
- Gurcharan Das (2012) The Difficulty of Being Good: On the Subtle Art of Dharma (New Delhi: Penguin Books)
- Akash Singh Rathore and Ajay Verma, eds., B.R.Ambedkar, Oxford University Press Lloyd I.
- Rudolph and Susanne Hoeber Rudolph (2009) Postmodern Gandhi and Other Essays, Oxford University Press Judith Brown (2004) Nehru: A Political Life, Oxford University Press
- R.Nanda (2004) In Search of Gandhi: Essays and Reflections, Oxford University
- B.N. Ray, Tradition and Innovation in Indian Political Thought, Delhi 1998
- U.N. Ghoshal, A History of Indian Political Ideas , OUP, 1996 M.S. Gore, The Social Context of an Ideology: Ambedkar's Political and Social Thought, Sage, 1999
- Michael F. Brecher, Nehru: A Political Biography J.K. Baral, Indian Political Tradition, Macmillan, 2004

PSC. 402 POLITICAL PROCESS IN INDIA

Unit 1

Nature of Indian State

State, Economy and Development: Nature of Indian State,

New Economic Policy ,Process of Globalization: Social and Economic implications

Unit 2

Social Movements and Civil Society Groups

Social Movements: Dalit, Tribal, Women, Farmers, Environment

Unit 3

Electoral Politics in India

Social and Ideological bases: National and Regional Parties

Coalition Politics at the national and state level

Electoral Process and Election Commission of India*

Unit 4

Constitutional and Statutory Bodies

Constitutional and Statutory Bodies: Comptroller and Auditor General, Finance Commission,

National Commission for Scheduled Castes, National Commission for Scheduled Tribes

Unit 5

National Commission for Human Rights, National Commission for Women, National Commission for Minorities

Reading List:

- Chatterjee, Partha. 2010. "The state," in NirajaGopalJayal and PratapBhanu
- Mehta (eds). The Oxford companion to politics in India. New Delhi: OUP, pp.3-14.
- Das, Samir Kumar. 2013. "Introduction: Surveying the literature on state in post-Independence India," in Samir Kumar Das (ed.). ICSSR research surveys and
- Basu, Amrita. 2010. "Gender and Politics," in Jayal and Mehta (eds). The Oxford companion to politics in India, pp.168-80.
- Guru, Gopal "Socialjustice," in Jayal and Mehta (eds). The Oxford companion to politics in India, pp.361-80.
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PSC. 403 INTERNATIONAL RELATIONS: CONCEPT AND THEORIES

Unit 1

- ❖ Approaches to the study of IR- Idealism, Realism, Neo-Realism, Neo-Neo debate, critical theory

Unit 2

- ❖ National power, Balance of Power, Collective security, national interest and ideology

Unit 3

- ❖ Conflict and peace – changing nature of war fare, weapons of mass destructions, deterrence,
- ❖ Conflict resolutions and conflict transformations

Unit 4

- ❖ United Nations- aims, objectives, structure and evaluation of the working of events

Unit 5

- ❖ Peace and security challenges: International Criminal Court (Traditional and Non-traditional security: Concepts and Challenges)

Reading List:

- Martin Hollis and Steve Smith, (1991), —The Growth of a Discipline, in Martin Hollis and Steve Smith, Explaining and Understanding International Relations, Oxford: Clarendon Press.
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PSC. 404 (A): INDIA: REGIONAL AND INTERNATIONAL ORGANIZATIONS

Unit 1

India and United Nations Organization: Nature, Structure and functions of UN; Contributions of India

Unit 2

India and SAARC: Nature, Structure and functions of SAARC; Contributions of India

Unit 3

India and ASEAN: Structure and functions of ASEAN; Role of India.

Unit 4

India and European Union: Structure and functions of EU; Contributions of India.

Unit 5

India and BRICS: Structure and functions of BRICS; Contributions of India

Reading List:

- Bahadur, Kalim (ed.)(1986), *South Asia in transition: Conflicts and tensions*, New Delhi: Patriots.
- Banerjee, A.K. (ed.)(1998), *Security issues in South Asia: Domestic and external sources of threats to security*, Calcutta: Minerva.
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PSC. 404 (B): STATE AND LOCAL GOVERNMENT AND POLITICS IN ODISHA

UNIT 1

- ❖ State Machinery: Executive at the State Level: Governor, Council of Ministers, Chief Minister,
- ❖ Legislature: Vidhan Sabha: Composition and Functions.
- ❖ Judiciary: High Court. Lokayukt, State Information Commission

Unit 2

- ❖ Odisha Secretariat: Structure and Functions, Chief Secretary, Development Commissioner,
- ❖ State Administration: Board of Revenue: Role and Functions, Revenue Divisional Commissioner: Role and Functions; Mo Sarkar.

Unit 3

- ❖ District and Block Administration: Role of the Collector and the B.D.O.

Unit 4

- ❖ Urban Local Governance: Historical Evolution Local Governance in Odisha:
- ❖ Urban Local Governance

Unit 5

- ❖ Rural Local Self Governance

Reading List:

- S.R. Maheswari, Local Government in India, Lakshmi Narain Agarwal, 2008.
- Niraja Gopal Jayal and others, Local Governance in India –Decentralisation and Beyond, Oxford University Press, 2006.
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- Ghosh, Buddhadeb & Girish Kumar-State Politics and Panchayats in India New Delhi: Manohar Publishers 2003

PSC. 405: DISSERTATION

Every student is required to prepare a dissertation on an issue/ topic of interest under the guidance and supervision of a teacher. Based on their knowledge of research methodology, the dissertation prepared is evaluated on the basis of scientific methodology adopted in writing the report, presentation skill and performance in the viva voce. The dissertation will include the statement of the problem, research question, aims and objectives, hypotheses, and methods adopted for the study. The dissertation will be expected to highlight the major theoretical considerations underlining the logic and rationale for the area/subject of research along with a comprehensive review of literature including substantive findings and theoretical and methodological contributions to the topic. The methods adopted for the research will have to be explained using appropriate methods of analysis and the entire report will be concluded with a list of major references.

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