COURSES OF STUDIES
ARTS STREAM

Admission Batch - 2017

Buxi Jagabandhu Bidyadhar (Autonomous) College
Bhubaneswar - 751014
Accredited at the 'A' Level by
National Assessment and Accreditation Council (NAAC)
College with Potential for Excellence (UGC)
Telephone/Fax : 0674-2436971, Website : www.bjbcollege.ac.in
Pattern of question papers for students under CBCS in the Semester-End Examination from the admission batch 2017 onwards.

1. In the semester-end examination there will be two groups of questions. Group A will be compulsory comprising 10 short answer type questions covering all units. Group B will comprise long answer type questions covering all units with unit-wise alternatives to each question.

2. For practical subjects, out of 50 marks in semester-end exam, Group A will have 10 marks (1x10) and Group B will have 40 marks (8x5). Alternative questions will be set unit-wise for long answer type questions in Group B.

3. For non-practical subjects, out of 80 marks, Group A will have 20 marks (2x10) and Group B will have 60 marks (12x5). Alternative questions will be set unit-wise for long answer type questions in Group B.
**General Instructions**

**CBCS SYLLABUS**

- Details of course structure for B.Sc/BA/B.Com (Honours):
  (with suitable modification of draft model provided by Utkal University)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Theory + Practical</td>
<td>Theory + Tutorial</td>
</tr>
<tr>
<td>I.  Core Course (14 Papers)</td>
<td>14 x 4 = 56</td>
<td>14 x 5 = 70</td>
</tr>
<tr>
<td>Core Course Practical/Tutorial (14 Papers)</td>
<td>14 x 2 = 28</td>
<td>14 x 1 = 14</td>
</tr>
<tr>
<td>II. Elective Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.1 Discipline Specific Elective (3 Papers)</td>
<td>3 x 4 = 12</td>
<td>3 x 5 = 15</td>
</tr>
<tr>
<td>A.2 Discipline Specific Elective Practical/Tutorial (3 Papers)</td>
<td>3 x 2 = 6</td>
<td>3 x 1 = 3</td>
</tr>
<tr>
<td>A.3 Discipline Specific Elective Project (Report and Presentation) (1 Papers)</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>III. Generic Elective/Interdisciplinary 2 papers/2 subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(GE-1 &amp; GE-2 in 1st year) and Generic Elective</td>
<td>4 x 4 = 16</td>
<td>4 x 5 = 20</td>
</tr>
<tr>
<td>(GE-3 &amp; GE4 in 2nd year) Practical/Tutorial</td>
<td>4 x 2 = 8</td>
<td>4 x 1 = 4</td>
</tr>
<tr>
<td>(4 Papers each from GE - 1, GE - 2,GE - 3,GE - 4)</td>
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<tr>
<td>IV. Ability Enhancement Compulsory Course(AECC)</td>
<td></td>
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<tr>
<td>(2 Papers of 2 Credit each)</td>
<td>4 x 2 = 8</td>
<td>4 x 2 = 8</td>
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<tr>
<td>(i) Environmental Studies</td>
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<td></td>
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<tr>
<td>(ii) Odia/Hindi/Communicative English</td>
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<td></td>
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<tr>
<td>V. SEC (Skill Enhancement Course)</td>
<td></td>
<td></td>
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<tr>
<td>(2 Papers of 2 Credit each) Refer to 18.4,18.5,18.6.</td>
<td>4 x 2 = 8</td>
<td>4 x 2 = 8</td>
</tr>
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</table>

**Total Credit**

148 148

*Arts, Science and Commerce students can also opt for NCC and other subjects (as and when required by the Board of Studies) as additional Generic Elective in the 1st year (1st and 2nd Semester) to enhance their credit points.*

- **Mark Distribution**

  Core Courses: 14x100=1400  
  Discipline specific elective: 3x100=300  
  Project + Viva: 1x100=100  
  Generic Elective- 1, 2 2x100=200  
  Generic Elective- 3, 4 2x100=200  
  Ability Enhancement (Compulsory) 2x100=200  
  Skill Enhancement Course 2x100=200  

**Total Mark = 2600, Total number of Papers = 26**

**Subjects with Practical:**  
Theory-70 Marks, Practical-30 Marks  
Mid Semester Theory-20 Marks, End Semester Theory-50 Marks  
There is no Practical Exam. in Mid Semester.

**Subjects without Practical:** 100 Marks  
Mid Semester-20 Marks, End Semester-80 Marks  
(In Indian Music Theory – 40+10, Practical – 50 Marks)
<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>COURSE NAME</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>I.</td>
<td>Ability Enhancement Compulsory</td>
<td>Course-I</td>
<td>4</td>
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<tr>
<td>4 Papers</td>
<td>Core course-I</td>
<td>Communicative Eng/Odia/Hindi</td>
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<tr>
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<td>Core course-II</td>
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<tr>
<td></td>
<td>Core Course-II Practical/Tutorial</td>
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<td>Generic Elective -1</td>
<td>GE-1</td>
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<tr>
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<td>Generic Elective -1 Practical/Tutorial</td>
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<td>2/1</td>
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<tr>
<td></td>
<td>Course-II</td>
<td>Environment Studies</td>
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<td></td>
<td>Core course-III</td>
<td>Core course-IV</td>
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<tr>
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<td>Core Course-III Practical/Tutorial</td>
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<td>Core course-IV</td>
<td>Generic Elective -2</td>
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<td>Core Course-IV Practical/Tutorial</td>
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<td>Generic Elective -3</td>
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<td>Generic Elective -3 Practical/Tutorial</td>
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<td>Core Course-VI Practical/Tutorial</td>
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<td>Core course-VII</td>
<td>Skill Enhancement Course -1</td>
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<td>Core Course-VII Practical/Tutorial</td>
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<td>Discipline Specific Elective -4</td>
<td>DSE-4</td>
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<td></td>
<td>Discipline Specific Elective -4 Project Work</td>
<td>DSE-4 (Project Work)</td>
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</table>

Total Credits 148
Draft Model Regulation for Under Graduate Programme
(BA/B.Com/B.Sc) under Utkal University,
(Applicable to Autonomous Colleges/ Affiliated Colleges/DDCE)
(with suitable modification)

- **Compulsory Registration for 1st Semester:**
  - Registration for 1st semester is compulsory. A candidate admitted to +3 Course but not registered for 1st semester examination, his/her admission will be automatically cancelled.
  - A candidate may take a blank Semester: A blank Semester has to be clubbed with next Odd or Even Semester as the case may be i.e. 2nd, 4th and 6th/1st, 3rd and 5th. The Hostel policy for blank semester is to be decided by colleges as per their suitability. Hostel accommodation cannot be claimed as a right for a blank semester. (Blank semester is not to be confused as repetition due to failure).

- **GRADING SYSTEM**

<table>
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<tr>
<th>Grade</th>
<th>Mark Secured from 100</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>‘O’</td>
<td>90-100</td>
</tr>
<tr>
<td>Excellent</td>
<td>‘A+’</td>
<td>80-89</td>
</tr>
<tr>
<td>Very Good</td>
<td>‘A’</td>
<td>70-79</td>
</tr>
<tr>
<td>Good</td>
<td>‘B+’</td>
<td>60-69</td>
</tr>
<tr>
<td>Above average</td>
<td>‘B’</td>
<td>50-59</td>
</tr>
<tr>
<td>Fair</td>
<td>‘C’</td>
<td>45-49</td>
</tr>
<tr>
<td>Pass</td>
<td>‘D’</td>
<td>33-44</td>
</tr>
<tr>
<td>Failed</td>
<td>‘F’</td>
<td>Below 33</td>
</tr>
</tbody>
</table>

  **N.B.: A Candidate has to secure Grade-D or above to pass in each of the Papers**

- A transitory letter grade I (carrying points 2) shall be introduced for cases where the results are incomplete. However in practical subjects, a student has to secure minimum of 33% marks (Grade-D separately in theory and practical in order to clear the paper. This grade shall automatically be converted into appropriate grade(s) as and when the results are complete.

- A student’s level of competence shall be categorized by a GRADE POINT AVERAGE to be specified as:

  SGPA - Semester Grade Point Average
  CGPA - Cumulative Grade Point Average

  (a) POINT - Integer equivalent of each letter grade
  (b) CREDIT - Integer signifying the relative emphasis of individual course item(s) in a semester as indicated by the Course structure and syllabus.

  CREDIT POINT - (b) x (a) for each course item
  CREDIT INDEX - $\sum$CREDIT POINT of course items in each semester.
  GRADE POINT AVERAGE - CREDIT INDEX
  SEMESTER GRADE POINT AVERAGE (SGPA) = CREDIT INDEX for each Semester
  CUMULATIVE GRADE POINT AVERAGE(CGPA) = $\sum$CREDIT INDEX of all previous Semester up to 6th Semester
  $\sum$CREDIT
A student in order to retain honours has to secure Grade ‘C’ and above in each of the Core papers. Further in order to obtain distinction a student has to secure Grade ‘C’ in all the papers in 1<sup>st</sup> appearance.

In addition to the points marks/percentage would also be awarded and shall also be reflected in the Mark Sheet.

The details of grading system shall be printed on the backside of University Mark-sheet.

**REPEAT EXAMINATION**

- A student has to clear back papers (i.e., in the paper/papers one has failed) by appearing at subsequent two consecutive semesters.
- A student after passing out may appear in improvement in any number of papers in the consecutive two examinations. The higher marks shall be retained.
- Improvement has to be completed within 6 years from the date of admission.

Arts, Science and Commerce students can also opt for NCC as additional Generic Elective in the 1<sup>st</sup> year (1<sup>st</sup> and 2<sup>nd</sup> Semester) to enhance their credit points.

For Arts he/she shall have to choose

(a) One core subject from among the list of following subjects: Anthropology, Economics, Education, English, Geography, Hindi, History, Mathematics, Music(HV), Odia, Philosophy, Political Science, Psychology, Sanskrit, Sociology, Statistics or any other subject to be opened in the future as per the rule of the College/University.

(b) Two Generic elective (GE) subjects: one for First Year from group I and one for 2<sup>nd</sup> year from group II. Each elective subject is composed of two papers of 100 marks each.

Group I - (GE-1, GE-2): Anthropology, Applied Philosophy, Hindi, Landmarks in Indian History(LIH), Psychology, Mathematics, Sanskrit & NCC*.


(c) All the compulsory subjects are as follows:

(Ability Enhancement Compulsory Course - AECC) - (1<sup>st</sup> Semester) - Communicative English / Hindi / Odia

(Ability Enhancement Compulsory Course - AECC) - (2<sup>nd</sup> Semester) - Environmental Studies

(Skill Enhancement Course - SEC-I) - (3<sup>rd</sup> Semester) - Financial Literacy & Banking-I

(Skill Enhancement Course - SEC-II) - (4<sup>th</sup> Semester) - Financial Literacy & Banking-II

(d) Discipline Specific Electives (DSE)

This particular course is related to respective core subjects. The students can choose

(i) Two DSE subjects related to their core subjects in 5<sup>th</sup> Semester provided in the syllabus

(ii) Two DSE courses including the project work in the 6<sup>th</sup> Semester.

The students have to go through the required tests to be eligible for N.C.C.
# CBCS Syllabus (Arts Stream)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Theory Marks</th>
<th>Lab Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEMESTER -I</strong></td>
<td>AECC-1-</td>
<td>Communicative Eng/Odia/Hindi</td>
<td>100 (80 + 20)</td>
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<tr>
<td></td>
<td>Core - 1</td>
<td></td>
<td>100 (80 + 20)</td>
<td></td>
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<tr>
<td></td>
<td>Core - 2</td>
<td></td>
<td>100 (80 + 20)</td>
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<tr>
<td></td>
<td><strong>For Practical Subjects</strong></td>
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<tr>
<td></td>
<td>Core - 1 (Theory)</td>
<td></td>
<td>70 (50 + 20)</td>
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<td></td>
<td>Core - 1 (Lab)</td>
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<td>30</td>
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<tr>
<td></td>
<td>Core - 2 (Theory)</td>
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<td>GE - 1</td>
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<td>100 (80 + 20)</td>
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<td><strong>For Practical Subjects</strong></td>
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<td>GE - 1 (Theory)</td>
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<td>AECC-2-</td>
<td>EVS</td>
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<td><strong>For Practical Subjects</strong></td>
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<td>GE - 2 (Theory)</td>
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<tr>
<td><strong>SEMESTER -III</strong></td>
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N.B.: Music-All Theory (40+10) Practical - 50
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+3 FIRST YEAR FIRST SEMESTER  
GENERIC ELECTIVE - I  
PAPER - I  
NCC  
Time : 3 Hours  
End Semester : 50 Marks,  
Credit : 6  
Mid-Semester : 20 Marks  
The NCC  

Unit-1  
(a) Aims and Objectives of NCC.  
   Organisation & Training and NCC Song. Incentives.  
(b) Basic organisation of the Armed Forces Organisation, Army Badges of Rank.  
(c) Religions, Culture, Traditions and Customs of India. National Integration : Importance and Necessity.  

Unit-2  
(a) Introduction to Personality Development, Factors Influencing / shaping Personality, Self Awareness-know yourself, change your mind set.  
(b) Types of communications.  

Unit-3  
(a) Civil Defence organisation, types of emergencies/National Disaster  
(b) National Resources, Conservation, Water conservation, Rain water Harvesting  
(c) Basics of Social service, weaker sections of our society & their needs., Social & Rural Development projects: MNREGA, SASY, NSAP etc., Contribution of youth towards social Welfare  

Unit-4  
(a) Introduction to types of maps & conventional signs.  
(b) Scales & Grid system, Topographical Forms & Technical terms.  
(c) Relief, contours and Gradient.  

Unit-5  
(a) Structure & functioning of the Human Body, Hygiene & Sanitation.  
(b) Preventable diseases, First Aid in Common Medical Emergencies.  

PRACTICAL-1  
Mark - 30  
1. Foot-Drill - 20  
2. Health & Hygiene - 10
+3 FIRST YEAR  
FIRST SEMESTER  
AECC - I  
COMMUNICATIVE ODIA  

Time : 3 Hours  
Credit : 04  
End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

1. Class : Odia Class (9th Class) - Odia Literature (2nd Book)  
   1) Odia Grammar - Odia Literature  
   2) Odia Literature - Odia Grammar

2. Class : Odia Class (9th Class) - Odia Literature (2nd Book)  
   1) Odia Literature - Odia Literature  
   2) Odia Literature - Odia Literature

3. Class : Odia Class (9th Class) - Odia Literature (2nd Book)  
   - 14

4. Class : Odia Class (9th Class) - Odia Literature (2nd Book)  
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5. Class : Odia Class (9th Class) - Odia Literature (2nd Book)  
   - 14

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+3 FIRST YEAR FIRST SEMESTER
AECC - I
COMMUNICATIVE HINDI

Time : 3 Hrs.
Credit : 04

End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

UNIT-I : कविता
(1) कवीर - साख़ी : 1 से 10
(2) तुलसी - विनयपंचिका - पद 1 और 2
(3) प्रसाद - मनुषय देश
(4) निराला - भिषुक
(5) अंजेय - हिरोशिमा

UNIT-II : गद्य
(1) रामचन्द्र शुक्ल - उत्साह
(2) हजारी प्रसाद हिंदी - कुटुंज
(3) हरिशंकर परसाई - सदाचार का ताबीज

UNIT-III : शब्द ज्ञान
(1) शब्द शुद्धि
(2) बातचीत शुद्धि
(3) पर्यायवाची शब्द
(4) विलोम शब्द

UNIT-IV : हिंदी : विषय रूप
(1) व्याकरणिक हिंदी भाषा (गोलचाल की हिंदी)
(2) राजभाषा हिंदी (कार्यालयी हिंदी)
(3) ग्रंथ - दूरसंचार माध्यम की भाषा (फिल्म और टेलीविजन की हिंदी)

UNIT-V : सामान्य ज्ञान
(1) निबंध लेखन (Essay Writing)

अंक विभाजन :

विभाग - (क) कुंजी के से दश वस्तुमित्र प्रश्न पूछे जाएँगे \[ 10 \times 2 = 20 \]

विभाग- (ख) (i) कुंजी 1 से 02 तथा कुंजी 11 से 2 व्याख्या पूछे जाएँगे \[ 12 \times 2 = 24 \]

(1) कुंजी 1, II, IV और V से 06 प्रश्न पूछे जाएँगे जिनमें 3 का उत्तर लिखना होगा \[ 12 \times 3 = 36 \]

End Semester 80
Internal 20
Total 100

पाठ्य पुस्तक : 1. हिंदी प्रसूति - सं. डॉ. अंजुमा आरा, लानेट भी, कटक

सहायक प्रम्त : 1. जनसंचार और हिंदी - गुलाम मोहम्मद खान, सावन, कटक
The purpose of this course is twofold: to train students in communication skills and to help develop in them a facility for communicative English.

Since language is which binds society together and serves as a crucial medium of interaction as well as interchange of ideas and thoughts, it is important that students develop a capacity for clear and effective communication, spoken and written, at a relatively young age. The need has become even more urgent in an era of globalization and the increasing social and cultural diversity that comes with it.

English, being a global language par excellence, it is important that any course in communication is tied to an English proficiency programme. The present course will seek to create academic and social English competencies in speaking, listening, arguing, enunciation, reading, writing and interpreting, grammar and usage, vocabulary, syntax, and rhetorical patterns.

Students, at the end of the course, should be able to unlock the communicator in them by using English appropriately and with confidence for further studies or in professional spheres where English is the indispensable tool of communication.

**Unit 1**

**Introduction**

1. What is communication?
2. Types of communication
   - Horizontal
   - Vertical
   - Interpersonal
   - Grapevine
3. Uses of Communication

**Prescribed Reading:** Chapter 1 *Applying Communication Theory for Professional Life: A Practical Introduction* by Dainton and Zelley

http://tsime.uz.ac.zw/claroline/backends/download.php7urNLOIudHJvX3RvX2NvbWNbmIYXRpb25fVGlhb3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563

**Unit 2**

**Language of Communication**

1. Verbal: spoken and written
2. Non-verbal
   - Proxemics
   - Kinesics
   - Haptics
   - Chronemics
   - Paralinguistics
3. Barriers to communication
4. Communicative English

Unit 3
Reading Comprehension
• Locate and remember the most important points in the reading
• Interpret and evaluate events, ideas, and information
• Read “between the lines” to understand underlying meanings
• Connect information to what they already know

Texts to be studied
(The following texts are available in the book *Vistas and Visions: An Anthology of Prose and Poetry*)

Prose
• Playing the English Gentleman
• Lifestyle English
• A Cup of Tea Poetry

Poetry
• Last Sonnet
• Sonnet 46 (Shakespeare)
• Pigeons

Unit 4
Writing
• Expanding an Idea
• Note Making
• Information Transfer
• Writing a Memo
• Writing Formal Email
• Writing a Business Letter
• Letters to the Editor
• CV & Resume Writing
• Covering Letter
• Report Writing
• News Story

Unit 5
(a) Language functions in listening and conversation
• Discussion on a given topic in pairs
• Speaking on a given topic individually
• Group Discussion
• Interview
• Dialogue
(b) Grammar and Usage

- Phrasal Verbs
- Collocation
- Using Modals
- Use of Prepositions
- Use of Passive Forms
- Subject-Verb Agreement.
- Common Errors in English Usage

Sample writing and grammar activities are available in *Vistas and Visions: An Anthology of Prose and Poetry*.

**Books Recommended:**

2. *Fluency in English - Part II*, OUP, 2006
4. *Communicative English*. E. Suresh Kumar and P. Sreehari

**Examination pattern**

**Midterm test**

- Unit 1 One long question with choice 01 qn x 12 = 12 marks
- Two short notes with choice 02 qns x 04 = 08 marks

**Total** 20 marks

**Final Semester Examination**

- Unit 2 One long question with choice 01 qn x 10 = 10 marks
- Two short notes with choice 02 qns x 05 = 10 marks

- Unit 3 Four Reading Comprehension questions 04 qns x 05 = 20 marks
  (2 prose and 2 poetry questions meant to test the given reading skills prescribed under unit 3; **extracts from the prescribed texts to be used**)

- Unit 4 Writing: Two Long questions with choice 02 qns x 10 = 20 marks

- Unit 5 (a) Listening & Conversation 01 qn x 10 = 10 marks
  (b) Grammar & Usage 01 qn x 10 = 10 marks

**Total** = 80 marks
Syllabus-Arts

+3 FIRST YEAR
SECOND SEMESTER
AECC - 1
ENVIRONMENTAL STUDIES

Time : 3 Hours
Credit : 4

End Semester : 80 Marks
Mid Semester : 20 Marks

Ability Enhancement Compulsory Course (AECC-I)

Unit 1 : Ecosystems (Botany) (to be taught by Department of Botany)
- Ecosystem: Structure and function of ecosystem; Energy flow in an ecosystem: Food Chain, Food webs;
- Ecological Pyramid.
- Ecological Succession: Hydrosere, Xerosere
- Forest Ecosystem, Grassland Ecosystem, Aquatic ecosystem (Pond)
- Biogeochemical cycles (Carbon cycle and Nitrogen cycle)

Unit 2 : Natural Resources:
- Renewable and Non-renewable Resources (Geography) (to be taught by Geography Departments)
  - Land Resources & Landuse change; - Land degradation, Soil erosion and desertification.
  - Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity & tribal populations.
  - Water: Use and over exploitation of surface and ground water, floods, droughts, conflicts over water (International & Inter-state).
  - Energy resources: Renewable and Non-renewable energy sources, use of alternate energy sources, growing energy needs, Case studies.

Unit 3 : Biodiversity and Conservation (Zoology) (to be taught by Department of Zoology)
- Levels of biological diversity: genetic, species and ecosystem diversity, bio-diversity patterns and global biodiversity hot spots.
- India as a mega-biodiversity nation; Endangered and endemic species of India.
- Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and informational value.

Unit 4 : Environmental Pollution (Chemistry) (to be taught by Department of Chemistry)
- Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution.
- Nuclear hazards and human health risks.
- Solid waste, management: Control measures of urban and industrial waste.
- Pollution case studies.
- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.

Unit 5 : EVS (to be taught by Economics Department)
- Economic Development and Environment.
- Sustainable Development.
- Resettlement and Rehabilitation of project affected people.
- Disaster management: Floods, Earthquakes, cyclones and landslides.
- Environmental managements: Chipko, Silent valley, Bishnois of Rajasthan.
- +3 FIRST YEAR SECOND SEMESTER
- GENERIC ELECTIVE - 2
- NCC

Time: 3 Hours
Credit: 6
End Semester: 50 Marks,
Mid-Semester: 20 Marks

Unit-1
1) Freedom struggle and Nationalist Movement in India, Nationalist Interest, objectives threats and opportunities,
2) Self defense

Unit-2
1) Scount and Patroe
2) Judging Distance

Unit-3
1) Dressing of Wounds
2) Yoga: Introduction and Exercises, Physical and Mental Health
3) Fractures: types and treatment, evacuation of Casualties

Unit-4
1) Cardinal points & types of north
2) Types of bearing & use of Service Protractor
3) Prismatic compass & its use

Unit-5
1) Weapon training
2) Adventure activities

PRACTICAL-2
Full Mark - 30 Marks

1. Map Reading - 20
2. Judging Distance - 10
**ANTHROPOLOGY**

**+3 FIRST YEAR FIRST SEMESTER**

**Core Course - I (C-1)**

**Time:** 3 Hrs  
**Credit:** 06

**End Semester Theory:** 50 Marks  
**Mid-Semester:** 20 Marks

**Introduction to Biological Anthropology**

**Unit-I:**  Meaning and definition of Physical Anthropology, history and development of Physical Anthropology and development of Modern Biological Anthropology. Aim, Scope and its relationship with allied disciplines. Different branches of biological anthropology with special reference to Human Genetics.


**Unit-III:**  Human Genetics: Meaning and definition, its aim and branches. Structure and function of an animal cell, cell theory, cell division (mitosis and meiosis). Human chromosomes and Karyotypes. Structure and function of DNA and RNA.


**Unit-V:**  Multiple alleles and inheritance of ABO&Rh blood group systems. Polygenic inheritance (Skin Colour and IQ). Chromosomal abnormalities in man: Down syndrome. Edward syndrome, Patau syndrome. Sex Chromosome abnormalities: Trisomy of X, XYY, XXY (Klinefelter syndrome and XO (Turner syndrome).

**Suggested Readings**

1) Fundamentals of Physical Anthropology by R.M. Sarkar  
2) Outlines of Physical Anthropology by B.M. Das  
3) Physical Anthropology and Human Genetics by B.R.K Sukla and Sudha Rastogi.  
5) Basic Human Genetic by E,L Mange and A.P Mange  
6) Text book of Zoology by R.D. Vidyarthi

**PRACTICAL**

**C-1**

**Time:** 3 Hrs  
**End. Sem. -** 30 Marks

**Practical:**  Somatometry of Head and Face (Total: 10 Subject)

1) Maximum head length  
2) Maximum head breadth  
3) Bigonial Breadth
4) Nasal Length
5) Nasal Breadth
6) Morphological facial height
7) Morphological upper facial height
8) Head circumference
9) Cephalic Index
10) Nasal Index

**Somatoscopy (5 subjects)**
1) Head form, 2) Hair form, 3) Facial form, 4) Eye form,
5) Nose form, 6) Hair colour, 7) Eye colour, 8) Skin Colour.

**Suggested Readings**
Anthropometry (For practical) by I.P. Singh and M.K.Bhasin.

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**+3 FIRST YEAR FIRST SEMESTER**

**Core Course - II (C-2) - Anthropology**

**Time:** 3 Hrs  
**End Semester Theory:** 50 Marks  
**Credit:** 06  
**Mid-Semester:** 20 Marks

**Introduction to Socio cultural Anthropology**

**Unit-I:** Definition & Scope of Anthropology, Definition of social Anthropology, Different branches of Social Anthropology-Economic Anthropology, Political Anthropology, Linguistic Anthropology, Developmental Anthropology, Ecological Anthropology, Urban Anthropology, Relationship of Social Anthropology with other social sciences (Sociology, Psychology, Political Science, Economics and History).

**Unit-II:** Concept of social organization & institution. Definition & concept of association, institution and groups. Family- Meaning, definition, types, features & functions. Marriage-Meaning, Types of marriages, rules of marriage and ways of acquiring mates. Kinship-terminology and kinship usage, descent groups. Meaning and type, function of lineage and clan.

**Unit-III:** Economic anthropology: Meaning and scope, Nature & features of primitive economy, different types of economy. Property inheritance. Tribal youth dormitories & their functions.

**Unit-IV:** Religion & Magic-Concept, meaning & definition, Theories of primitive religion, Animism, Animalism & Totemism, Magic Types-(Homeopathic, Contagious) witchcraft and Sorcery. Interrelationship of magic and Science & religion.

**Unit-V:** Social control- Definition, meaning, Nature of primitive law, Difference between primitive law & modern law, Law in different categories of tribal societies.

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**PRACTICAL**

**C-2**

**Time:** 3 Hrs.  
**End. Sem. -** 30 Marks

Methods & Techniques of Social Anthropology, The Practical unit include the following techniques & methods in collection of data in Social Anthropology,
1. Observation
2. Interview
3. Questionnaire & schedule
Syllabus - Arts

4. Case study
5. Life history

Suggested Readings:
2. Bernard H.R (1940) Research Methods in Cultural Anthropology,
4. Royal Anthropological Institute of Great Britain & Ireland (1971) Methods in Notes Queries in Anthropology,
5. Marthan Jha- Introduction of Social Anthropology
7. Deals & Haiyer- Introduction to Cultural Anthropology,
10. P.V Young- Scientific study of Research methods.

+3 FIRST YEAR SECOND SEMESTER
Core Course- III (C-3) - Anthropology

Time: 3 Hrs
Credit: 06
End Semester Theory: 50 Marks
Mid-Semester: 20 Marks

ARCHAEOLOGICAL ANTHROPOLOGY

THEORY:
Unit-I: Introduction, Definition and scope of archaeological anthropology; Relation with other disciplines.
Methods of studying archeological anthropology.

Unit II: Methods of estimation of time and reconstruction of the past: Absolute dating method, (Radio carbon-14 dating (c-14), Potassium-Argon method, Dendro-chronology, Verve analysis) and Relative dating methods, (Paleontology, Statigraphy, Palynology, Fluorine analysis, mechanical and chemical weathering)


Unit-IV: Understanding of culture: Basic concept of tools. Tool types and techniques of tool manufacture.

Unit-V: Meaning and classification of prehistoric culture.

PRACTICAL
C-3

Time: 3 Hrs.
End. Sem. - 30 Marks

Typo-technological analysis of ten prehistoric tools: Identification, interpretation and drawing of the tool types.
1) Core tool types
2) Flake tool types
3) Blade tool types
4) Microlithic tool types
5) Neolithic tool types

Suggested Reading:
2) Burkit M.C., 1962- The Old stone Age, Published by Rupa Co-Calcutta.
3) Bhattacharya D.K.- 1972- An introduction to prehistoric Archeaology, Hindustan Publishing Corporation, India
4) Bhattacharya D.K. 1978- Emergence of Culture in Eurpoe. B.R Publication, Dehli

+3 FIRST YEAR SECOND SEMESTER
Core Course - IV (C-4) - Anthropology

Time : 3 Hrs
Credit : 06
End Semester Theory : 50 Marks
Mid-Semester : 20 Marks

Fundamentals of Human Origin and Evolution


Unit-II: Primate origin and radiation with special reference to Miocene hominids: Ramapitheeus, its distribution, features and their phylogenetic relationship.


Suggested Reading:
1) Buettener Janush : Origin of Man
2) R.M. Sarkar : Fundamentals of Physical Anthropology
3) B.M Das : Out fine of Physical Anthropology
4) Sukla and Rastogi : Physical Anthropology and Human genetics.
5) P.K. Ghose : Physical Anthropology

PRACTICAL
C-4

Time : 3 Hrs.
End. Sem. - 30 Marks
Anatomy of skull and mandible. Detailed structure and identification of parts ‘skill and mandible.'
ranioinetry (10 craniums)
1) Maximum cranial length
2) Maximum cranial breadth
3) Bizygomatic breadth
4) Nasal breadth
5) Nasal length
6) Cranial Index
7) Nasal Index

Mandibulometry (5 Mandibles)
1. Bi-Condylar breadth
2. Bi-gonial breadth
3. Length of lower jaw
4. Height of ramus
5. Mandibular angle.

Suggested Reading:
Anthropometry by Singh and Bhasin

+3 FIRST YEAR FIRST SEMESTER
Generic Elective - I (GE-1) - Anthropology

Time : 3 Hrs
Credit : 06
End Semester Theory : 50 Marks
Mid-Semester : 20 Marks

Introduction to Anthropology

Unit-I: Social and cultural Anthropology: Definition, Scope, Relationship with Sociology, Psychology, History, Economics and Political Science, Important branches of social and culture Anthropology,

Unit-II: Social Organization and Kinship: Marriage (Meaning, Definition, Rules, Regulation, Ways of acquiring mates, Types of Marriage) Family (Meaning Definition, Features, Types and functions) kinship (meaning,, Definition, terminology and usages),

Unit-III: Primitive Economy definition, features arid types. Difference between primitive and present economy, Man and Supernatural world; Religion and Magic (meaning, Definition), Theories of Primitive religion, Types of magic,

Unit-IV: Primitive Law and Justice: Definition, Meaning, Nature of Primitive Law, Difference between Primitive law and modern law. Law in different tribal society

Unit-V: Composition of Culture: Meaning, Definition, nature of culture, Universality of Culture, culture trait, Culture Complex, Culture area, culture centre.

PRACTICAL
GE-1

Time : 3 Hrs.
End. Sem. - 30 Marks

Methods and technique of Social Anthropology. The Pratical until include of following techniques and methods in collection of data in social Anthropology.
1. Observation
2. Interview
3. Questionnaire and schedule
4. Case study
5. Life history.

Suggested Reading:
5. Makhan Jha - Introduction of Social Anthropology
10. P.V Young - Scientific study of Research methods.
11. Manning Nash: Primitive and peasant economic system
12. M.J. Herscovit: Cultural Anthropology

+3 FIRST YEAR FIRST SEMESTER

Generic Elective - II (GE-2) - Anthropology

Time: 3 Hrs
Credit: 06

End Semester Theory: 50 Marks
Mid-Semester: 20 Marks

Introduction to Prehistoric and Biological Anthropology

Unit-I: Meaning, Definition and scope of prehistoric archaeology and its relation with other sciences. Geological time scale with special reference to Pleistocene epoch.

Unit-II: Stone tool teaching and Typology. Lighic cultures in Europe-Palaeolithic, Masolithic and Neolithic.

Unit-III: Meaning definition and scope of Biological Anthropology. Different branches of biological Anthropology and relationship with other sciences and its application.

Unit-IV: Structure and Function of animal cell, cell division, Mitosis, Meiosis Mendel’s Law of Inheritance.


Books Recommended
1. Fundamentals of Physical Anthropology: R.M. Sarkar
2. Outlines of Physical Anthropology: B.M. Das
3. Organic Evolution - Restogi
4. Outline of India Prehistory - D.K. Bhattacharya
5. Old Stone Age - M.C. Burkit
PRACTICAL
GE-2

Time : 3 Hrs.
End. Sem. - 30 Marks

Identification and Drawing of Prehistoric tool and Somatoscopy
1. Chopper Choppeing
2. Handaxe, Cleaver
3. Blade tool
4. Celt

Somatoscopy :
1. Skin Colour, 2. Eye Colour and eye form, 3. Hair Colour and hair form,
4. Nose form, 5. Ear lobe

Reference Books:
3) I.L. Finar : Organic Chemistry (Vol. [&if), E.L.B.S.
+3 SECOND YEAR THIRD SEMESTER
Core Course - V (C-5) - Anthropology

Time : 3 Hrs
Credit : 06

TRIBES AND PEASANTS OF INDIA

Unit-I : Definition and concept of tribe, Problems of tribe, Distribution and Classification of tribes in India with special reference to Odisha,

Unit-II : Constitutional safeguards for tribes of India. Tribal policy, Impact of development schemes and programmes on tribal life.

Unit-III : Ethnographic profiles of tribes of Odisha- Santhal and Juang. Development plans and programmes for tribes in Odisha.

Unit-IV : Communities in India, characteristics features of Indian village community, Caste system, Varna order and Joint family.

Unit-V : Peasant Society and Culture (Robert Redfield) Tribe- Peasant continuum Folk- Urban continuum, Tribal and Peasant movement.
Recent changes in village India.

PRACTICAL
C-5

Time : 3 Hrs. End. Sem. - 30 Marks

A] Technology : The candidates are required to draw to scale and describe the original /model implements of food gathering, hunting, fishing, agriculture basketry and transport devices.

B] Muscology : The candidates are required (i) to study museum methods for preserving the organic arid in-organic materials like wood and bamboo leather, Fibre, books and manuscripts, iron, Brass and copper objects, (ii) to visit a museum and Prepare a report.

OR

Reading of Ethnography : Students are required to read and analyze any one of the ethnographies (as listed below) and prepare a report based upon it.

List of Ethnographies : S.C Dubey, S.C. Roy, Verrier Elwin, N.K.Bose,

Books Recommended
1. Tribes of Odisha- Published by Govt. of Odisha
2. Ethnographic study of tribe of India.
3. Sociology of India - Sachdev and vidya Bhusan
4. Rural Sociology- A.R. Desai
5. Matinal Tribal policy draft - 2006 ministry of Tribal Affirm, Govt of India.
6. Tribal culture in India- L.P. Vidyarthy,
7. An Introduction to social Anthropology - Mad an and Majumdar.
8. An introduction to social Anthropology - Makhan Jha


+3 SECOND YEAR THIRD SEMESTER
Core Course - VI (C-6) - Anthropology

Time : 3 Hrs
Credit : 06

End Semester Theory : 80 Marks
Mid-Semester : 20 Marks

HUMAN ECOLOGY

UNIT-I : Concept in Ecology : Ecosystem, adaptation, econiche, Biotic and abiotic components of ecosystem.

UNIT-II : Adoption to various ecological conditions : hot climate, cold climate and high altitude,

UNIT-III : Ecological rule (Bergmann rule and Allen’s rule relating to adaptation of human populations. Culture as a tool of adaptation.

UNIT-IV : Various modes of human adaptation in pre-state societies.
   i) Hunting & Food gathering,
   ii) Pastoralism and
   iii) Shifting Cultivation and agriculture and peasantry.

UNIT-V : Ecological dimension of i) Neolithic revolution, ii) Hydraulic civilization

Biological Dimensions

Measurements

Size and shape
1) Stature / height vertex
2) Sitting height
3) Body weight;
4) Total upper extremity length
5) Total lower extremity length
6) Nasal Breadth
7) Nasal Height.
8) Height Dectylkm

Indices : 1) Pondral Index, 2- Nasal Index, 3- Relative Upper Extremity length, 4) Lower Extremity length.

Cultural Dimension : An essay to be written on any aspect of environmental problem.

Suggested Reading :

2) Human ecology and cognitive style : comparative studies in Cultural and physical adoption (1976) Berry J.B., New York, John wole
6) Cohen isehudi A (1968) man in adaptation the cultural present, Chicago, Aldine, Pub.co.

+3 SECOND YEAR THIRD SEMESTER
Core Course - VII (C-7) - Anthropology

Time : 3 Hrs
Credit : 06
End Semester Theory : 50 Marks
Mid-Semester : 20 Marks

Biological Diversity in Human Population

Unit-I : Concept of Race, UNESCO statement on race. Definition and meaning of race, role of heredity and environment in the formation of race. Racial criteria : metric and Non-metric.

Unit-II : Major races of mankind, Sources of genetic variation. Interpretation of Human variation. Genetic Polymorphism (Serological, Biochemical and DNA markers)

Unit-III : Demographic Anthropology, Definition, nature and scope of Demography, Population composition, age sex structure, literacy and educational attainment, marital status, religious composition and Ethnic Composition.

Unit-IV : Sources of Demographic data Demographic process, (Fertility, Mortality, and morbidity).

Unit-V : Genetic diversity among Indian population. A critical appraisal of Contribution of Risley, j Guha and Sarkar towards understanding ethnic elements in Indian population.

PRACTICAL
C-7

Time : 3 Hrs.
End. Sem. - 30 Marks

i) Identification of ABO and Rh blood group system (Atleast 10 subjects)

ii) Analysis and interpretation of finger print pattern and palmar dermatoglyphics, palmar mainlines and pattern index

iii) Collection of demographic data from secondary sources.

Suggested Reading
1) Principles of population studies : A. Bhende and T.Kantkar
3) Fundamental of physical Anthropology by R.M.Sarkar.
4) Outline of Physical Anthropology by B.M.Das
5) Physical Anthropology and human Genetics by Sukla and Rastogi.

+3 SECOND YEAR FOURTH SEMESTER
Core Course - VIII (C-8) - Anthropology

Time : 3 Hrs
Credit : 06
End Semester Theory : 50 Marks
Mid-Semester : 20 Marks

THEORIES OF CULTURE AND SOCIETY

Unit-I : Culture : Meaning, Definition. Nature of Culture, Components of culture. Culture trait, culture complex, culture area. Culture Centre, universals characteristics of culture,

Unit-II : Evolutionism : British classical evolutionism (Tylor, Frazer, Maine, Mclenan, Herbert Spencer) American classical evolutionism (L.H.Morgan) Continental evolutionist (Adolf Bastian and J.J. Bachofen)
Unit-III: Diffusionism: British diffusionism, Gennan diffusionism, American diffusionism,
Unit-IV: Functionalism and concept B. Malinowski’s, Theory of Need. Structural functionalism (A.R. Radcliffe Brown)
Unit-V: Structuralism of Claude Levistrauss, Pattern school of Thought of Ruth Benedict.

Books Recommended:
1. Cultural Anthropology (M.J. Herskovit)
2. Anthropology Today (A.L. Kroebar)
3. Introduction to Anthropological Thought (Makhan Jha)
4. Anthropological Thought (N.K. Behura)
5. Cultural Anthropology and other Essays (N.K. Bose)

PRACTICAL

C-8

Time: 3 Hrs. End. Sem. - 30 Marks

As a part of the practical following exercises will be undertaken by the students so as to enable them to connect the theories they learn with things of everyday living.

1. To identify a topic relating to contemporary issue and formulate research questions and clearly identify the theoretical perspectives from which they are derived.
2. Identification of variables of a study.
3. Various types of hypotheses.
4. Formulation of hypothesis,
5. Distinction between hypothesis testing and exploratory research,
6. Identification of universe and unit of study with justifications.
7. Choice of appropriate research technique and method in the context of theoretical framework.
8. Data collection and analysis.

+3 SECOND YEAR FOURTH SEMESTER
Core Course - IX (C-9) - Anthropology

Time: 3 Hrs Credit: 06
End Semester Theory: 50 Mid-Semester: 20 Marks

HUMAN GROWTH AND DEVELOPMENT


Unit-II: Prenatal growth (Conception till birth) and post natal growth (after birth). Period of growth. Methods of growth studies. Bioecultural factors (genetic, social and ecological factors) influencing patterns of growth and variation,


Unit-V: Human physique and body composition, models and techniques, Somatotyping, Human physique.

PRACTICAL
C-9

Time: 3 Hrs.  End. Sem. - 30 Marks

Growth Status: Use of selected somatometric measurements including Nutritional Anthropometry (10 subjects)

1) Body weight
2) Height Vertex
3) Sitting Height Vertex
4) Height Acromion
5) Height dactylion
6) Biacromial Breadth
7) Chest breadth
8) Hip Breadth.
9) Length of the upper extremity (indirect)
10) Length of the lower extremity (indirect)
11) Head Circumference
12) Nlid upper arm circumference
13) Calf circumference
14) Chest circumference (optional)
15) Skinfold at biceps (optional)
16) Skinfold at triceps (optional)

Suggested readings:
1) Outline of Physical Anthropology - B.M. Das
3) Physical Anthropology and Human Genetics - Sukla and Rastogi
4) Nutritional Anthropology by SunderNath

+3 SECOND YEAR FOURTH SEMESTER
Core Course - X (C-10) - Anthropology

Time: 3 Hrs  End Semester Theory: 50 Marks
Credit: 06  Mid-Semester: 20 Marks

RESEARCH METHODS


Unit-II: Field work and field work tradition in Anthropology. Contribution of different Anthropologist’s for empirical work (Malinowski, Boas, Radcliffe Brown. A.L.Kroeber).

Unit-III: Tools and Techniques of data collection. Observation, Interview, Schedule, questionnaire, case study.
Unit-IV: Sampling method (Random, Quota, Multistage and Stratified) Participatory Rural Appraisal method, Focused Group Discussion (FGD)

Unit-V: Evaluation and monitoring, Processing of data, Analysis of data, Report writing, Statistical method of quantification of data, mean, median and mode.

Books Recommended:
1. Scientific social survey and research (P.V. Young)
2. Social theory and social structure (R.K. Merton)
3. Notes and queries in Anthropology Royal Anthropological Institute
4. Methods of social survey and social Research (S.R, Bajpai)
5. Research design (Jahoda Cook)
6. Statistical Method (S.P. Gupta)
7. An introduction to statistics (D.R. Blhance)

PRACTICAL
C-10

Time: 3 Hrs. End. Sem. - 30 Marks

1. Observation: Direct, Indirect, Participant, Non Participant, Controlled.
2. Schedule and Questionnaire, Inters lew FGD (Focused Group Discussion)
3. Case study and Life history.

Suggested reading:
1) H.R. Bernard - Research Method in Anthropology
2) L. Madrigal - Statistics for Anthropology
3) Lawrence N.W. - Social Research Method
4) B. Junker - Field work.

+3 THIRD YEAR FIFTH SEMESTER
Core Course - XI (C-11) - Anthropology

Time: 3 Hrs Credit: 06
End Semester Theory: 50 Marks
Mid-Semester: 20 Marks

PREHISTORIC ARCHAEOLOGY OF INDIA

Unit-I: Pleistocene Chronology of India: Palaeolithic Culture in India: Lower Palaeolithic culture, Middle palaeolithic culture in India (Characteristics, Features, Major tool types and important sites)

Unit-II: Mesolithic culture in India Mesolithic culture in India (characteristics, Features, Major tool types and important sites)

Unit-III: Neolithic culture in India (Characteristics, Features, Major tool types and important sites)

Unit-IV: Rock art of India Prehistoric Art in India with special reference to central and eastern India.

Unit-V: Protohistoric culture in India-Indus valley civilization (characteristic features, causes of declining)
PRACTICAL
C-11

Identification of tool
I) Handaxe Verity
II) Chopper/ Chopping tool
III) Cleaver Verity
IV) Side-Scraper varieties
V) Microlithis
VI) Celt, Ring Stone

Suggested Reading :
1) Agarwal D.P. 1984, Archaeology of India, New Delhi, Select book services syndicate.
6) Jain VK 009, Prehistory and Protohistory of India, New Delhi, D.K. Pririterorld (P) Ltd.
7) Sankalia H.D. (1963) prehistory and protohistory of India and Pakistan : Bombay

+3 THIRD YEAR FIFTH SEMESTER
Core Course - XII (C-12) - Anthropology

ANTHROPOLOGY IN PRACTICE


Unit-II : Role of Anthropology in Development : Anthropology and Public Policy, Need Assessment and Community Development, Anthropology of NGO, Environment and Coirynunity Health, Social and economic sustainability. Cultural resource management.

Unit-III : Future Dynamics in Anthropology ; Trends in Anthropology : Anthropology of Tourism, Anthropology in Census; Designing and Fashion, Visual Anthropology.

Unit-IV : Biosocial anthropology in practice; Bio-social elements of human development at National and international level. Application of conceptual framework of Forensic Anthropology in judicial settings both criminal and civil.

Unit-V : The Folk-urban Hypothesis and Applied Anthropology, Anthropological concepts in problem of planning and Research for social Development.
PRACTICAL
C-12

Time: 3 Hrs.  End. Sem. - 30 Marks

1. The students will visit a NGO or corporate office or census office in Odisha and its adjoining area and write principal observations on the same.
2. Write a project on constitutional provisions or evaluation of any development project/report.
3. Draw a scene of crime and identify the various evidences in a portrayed crime scene.
4. Write a project on Religious Tourism / Tribal Tourism / Health Tourism / Fashion / Human Rights, Ecotourism.
5. Write a project on the demographic profile from secondary data.
6. Collect data of bio-social problem and design counseling and give the analysis and interpretation.

Suggested reading:


+3 THIRD YEAR SIXTH SEMESTER
Core Course - XIII (C-13) - Anthropology

Time: 3 Hrs  End Semester Theory: 50 Marks
Credit: 06  Mid-Semester: 20 Marks

FORENSIC ANTHROPOLOGY

Unit-I: Introduction to Forensic Anthropology, Definition, Brief history. Scope, Application of Forensic Anthropology.


Unit-IV: Study of characteristics of fingerprints, scene of crime fingerprints, personal centification through finger prints and Foot prints.

PRACTICAL
C-13

Time : 3 Hrs. End. Sem. - 30 Marks

Study of skull bones and estimation of age and sex.
Study of Human long bones and estimation of age and sex.
Somatoscopic observation on living person.
Examination of finger prints.

Suggested Readings :
1) Grays Anatomy - Edited by Davies and Davies.
2) Forensic Anthropology - SurinderNath Ashtom Prakashan, Delhi
3) Fundamental of Forensic Anthropology- L.L.Klepinge
4) Forensic Anthropology - S.N. Byers.
5) An Introduction to forensic Anthropology - Surinder Nam.

+3 THIRD YEAR SIXTH SEMESTER
Core Course - XIV (C-14) - Anthropology

Time : 3 Hrs End Semester Theory : 50 Marks
Credit : 06 Mid-Semester : 20 Marks

ANTHROPOLOGY OF INDIA

Unit-I : Origin, history and development of Anthropology in India. Approaches to study Indian society and culture-traditional and contemporary. Racial and linguistic elements in Indian population. Understanding the diversity of Indian social structure-concept of Verna, Jati, Caste, Ashram or purusharatha. Gender hierarchies-their economic and cultural impact. Origin and evolution of social structures and their underlying philosophies. Contribution of contemporary biological, social and archaeological anthropologists in India.

Unit-II : Aspects of Indian Village-Social organization, agriculture and impact of market economy on villages. Tribal situation in India-biogenetic variability, linguistic and socio-economic characteristics. Problems of tribal peoples, land-alienation, indebtedness, lack of educational facilities, shifting cultivation, migration, forests and tribal unemployment, health and nutrition, tribal movement and quest for identity.


PRACTICAL
C-14

Time : 3 Hrs.  End. Sem. - 30 Marks

1. Identify various traits/variables which can be used in racial classification and comment on its relevance.
2. Review book/edit volume on Indian social structure such as caste, religion, tribe or rural population and give its salient features.
3. Explore the biological diversity of any population group considering a minimum of five genetic traits.
4. Highlight the contributions of any two contemporary Indian anthropologists.

Suggested reading :
5. Gupta D. Social Stratification. Delhi : Oxford University Press

+3 THIRD YEAR FIFTH SEMESTER
DSE - I - Anthropology

Time : 3 Hrs  End Semester Theory : 50 Marks
Credit : 06  Mid-Semester : 20 Marks

ANTHROPOLOGY OF RELIGION, POLITICS AND ECONOMY

Theory :


Unit-II : Economic organization :

Unit-III : Political Institution :
- Concept of power and authority, state and stateless society. Nature characteristic of primitive law. Difference between primitive law and modern law, Law in different tribal societies.

Unit-IV : Association and Institution :
- Primitive Sodality : Dormitory, Characterstics of Dormitory and their functions. Age group and Age set.
Unit-V : Interrelationship between religion, magic and science.

Concept of Black magic and white magic. Emergence of new religion, religion conversion.

PRACTICAL
DSE - I

Time : 3 Hrs. End. Sem. - 30 Marks
Case Study of any of the social institute (religion, economic, political) with respect to culture perspective.

Suggested readings :
1. An introduction to social Anthropology - Madan and Majumdar
2. An introduction to social Anthropology - Makhan Jha
3. Withch chaft, Onaclu and Magic - Evans Pritchard
4. Political Anthropology : Balandies G (1972)
5. A Reader in Anth of Religion (Lambek. M) 2008

+3 THIRD YEAR FIFTH SEMESTER
DSE - II - Anthropology

Time : 3 Hrs End Semester Theory : 50 Marks
Credit : 06 Mid-Semester : 20 Marks

TRIBAL CULTURE OF INDIA

Theory :
Unit-I : Concept of tribes, Specific characteristics of tribes, classification and distribution of tribes based on their economy, occupation, religion, Racial elements among the tribes, scheduled and lion scheduled categories of tribe, particularly vulnerable Tribal groups. (PVTGS)

Unit-II : Tribe Caste continuum, Gender and Tribe

Unit-III : Approaches to tribal problems in India, Action anthropology and applied anthropology.

Unit-IV : Problems in tribal development and tribal development administration in India.

Unit-V : Forest policies and tribes : Migration and occupational shift, Tribal Arts and aesthetics, displacement. Rehabilitation and social change.

PRACTICAL
DSE - II - Anthropology

Time : 3 Hrs. End. Sem. - 30 Marks
a) Distribution of Indian tribes
b) Location of different tribes on the map of India.
c) Visit to a tribal museum.

Suggested Reading :
1) Behera D.K. and Georg preffer Contemporary society tribal studies, volume I to VII. New Delhi, Concept publishing company,
2) Georg P Feffer, Hunters, Tribes and peasant ; cultural crisis and Comparison, Bhubaneswar, Niswas.
3) Vidarthry LP and Rai. Applied Anthropology in India.
Syllabus-Arts

+3 THIRD YEAR SIXTH SEMESTER
DSE - III - Anthropology

Time: 3 Hrs
Credit: 06

End Semester Theory: 50 Marks
Mid-Semester: 20 Marks

DEMOGRAPHIC ANTHROPOLOGY

Theory


Unit-II: Measures of population Composition - Fertility, Morality and migration. Distribution of population and its growth faction responsible population growth, Measures of fertility mortality and migration.

Unit-III: Population of India - As per 2011 census. Functions responsible for growth and population in India. Anthropologic Study. Impact of urbanization on population of India.


Unit-V: National population policy - Features, National Health policy - Features, National Policy on Reproductive health care, Need of the day.

PRACTICAL
DSE - III

Time: 3 Hrs.

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

Suggested Readings:


+3 THIRD YEAR SIXTH SEMESTER
DSE - IV - Anthropology
PROJECT REPORT
(FIELD DISSERTATION)

100 MARKS

Under this field dissertation students of 3rd year Hon’s will have to undertake a field work/survey in either a rural and tribal area under the guidance of a teacher for a period of One Month and submit a dissertation on the basis of empirical data collected on a topic given by the teacher guide.
INTRODUCTORY MICRO ECONOMICS

CORE COURSE DESCRIPTION

Module-I Exploring the subject matter of Economics:

Module-II Supply and Demand:
The basic decision making units-House holds and firms-product and factor markets-the circular flow. Demand and supply-Schedules, curves. Laws of demand and supply- properties and determinants, shifts vrs. Individual demand and supply. Elasticity-price and demand elasticities-types of price elasticity of demand-its measurement and determinants-other elasticities-income, cross and supply. Consumers and producers surplus.

Module-III The Households:
Household choice in product markets-the budget constraint. The basis of choice: Utility, Diminishing marginal utility, Allocating income to maximize utility, derivation of demand curve. Description of preferences with indifference curves-it’s properties, consumers optimum choice, Concepts of income, substitution and price effect. Households choice in input markets-labour supply and savings decision-choice between leisure and consumption.

Module-IV Production and Cost:

Module-V Input Markets:
Labour and land markets-basic concepts Demand for inputs, productivity of an input, marginal productivity of labour-marginal revenue product. Labour market-Demand for labour-input demand curves, substitution and output effects of a change in factor price. Shifts in factor demand curves, competitive labour markets. Land Market - Rent and value of output, firms profit maximizing conditions in input markets.

Readings:

+3 FIRST YEAR FIRST SEMESTER
Core Course - II (C-2) Economics

Time : 3 Hrs
Credit - 6
End Semester Theory : 80 Marks
Mid-Semester : 20 Marks

MATHEMATICAL METHODS FOR ECONOMICS
PRELIMINARIES

Module-I Number System (Irrational number included), Sets and Set Operations, Cartesian Product, Relations-Functions-Types of functions and their properties, Equilibrium analysis in Economics, Meaning of equilibrium-Partial Market model equilibrium, General Market equilibrium Eqm in National Income analysis.

Module-II Limit of a function, Limit theorems, Continuity of functions, continuity and differentiability of a function, Derivative and slope of a curve, Rules of differentiation, Higher Order derivatives.

Module-III Functions of two or more independent variables :
Interpretation of 1st and 2nd order derivatives; curvature of a curve - concavity and convexity of functions. Applications of derivatives - Relationship between total, average and marginal functions.

Module-IV Economic dynamics and Integral Calculus :
Integration : Dynamics and Integration, Indefinite Integrals, Rules of integration - substitution, parts and partial fraction methods, Definite Integrals and properties of definite Integrals-Definite Integral as an area under curve, Economic application of Integrals–from marginal to total function, investment and Capital formation, Present value of a cash-flow, consumers and producers surplus.

Module-V Matrices and determinants :

Readings
5. Ed. Dowling-Mathematical Economics-Schum’s Series Publications
+3 FIRST YEAR SECOND SEMESTER  
Core Course - III (C-3) Economics  

Time : 3 Hrs  
Credit - 6  

End Semester Theory : 80 Marks  
Mid-Semester : 20 Marks  

INTRODUCTORY MACRO ECONOMICS

Course Description :  
This Course aims at making the students understand the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variables like savings, Investment, GDP, money and Inflation.

Module-I Basic Concepts :  
Why study Macroeconomics ? Macro vs Micro Economics, Nature, Scope and limitation of macroeconomics. Stock and flow variables, Equilibrium and Disequilibrium, Partial and General Equilibrium Statics - Comparative statics and dynamics, national Income concepts-GDP, GNP, NDP at market price and factor cost; personal and disposable income; Real and Nominal GDP.

Module-II Measurement of Macroeconomic Variables :  

Module-III Money :  
Definition and Functions of Money, value of Money and Index number of prices, quantity theory of money - cash transaction, cash Balance and Keynesian approaches.

Module-IV Inflation Deflation, depression and Stagflation :  
Inflation - Meaning, causes, Demand pull and cost-push inflation, costs of Inflation and Anti-Inflationary measures, Classical, Keynesian Monetarists and Modern theories of Inflation; Deflation - Meaning, causes, costs and Anti-Deflationary Measures, depression and stagflation; inflation vs deflation.

Module-V Determination of National Income :  
Theory of Determination of Income and Employment with and without savings and investment; Basics of Aggregate Demand, Aggregate supply and consumption, savings and investment functions; The Keynesian approach-Basics ADF, ASF and consumption, savings and investment functions: principles of effective demand. Income determination in a simple 2 - sector model; changes in aggregate demand and Income- the simple investment multiplier; Income determination in a 3-sector with the Government sector.

Readings :  
+3 FIRST YEAR SECOND SEMESTER
Core Course - IV (C-4) Economics

Time: 3 Hrs
Credit: 6

End Semester Theory: 80 Marks
Mid-Semester: 20 Marks

MATHEMATICAL METHODS FOR ECONOMICS

Course Description:
This course is the second part of a compulsory two-course Sequence. The objective of this sequence is to transmit the body of basic mathematics that enables the study of Economic theory at the undergraduate level.

Module-I Higher Order derivatives:
Functions of two or more variables: Partial differentiation techniques; Higher order partial derivatives; application of partial derivative; Elasticity of a functions of two variables; demand and cost elasticity; cross and partial elasticity.

Module-II Differentials and total derivatives:
Total Differential and total derivatives, rules and uses of differentials; Derivatives of implicit functions, Application of total derivatives.

Module-III Single and Multivariable Optimisation:
Optimum and extreme values, Rules of maxima and minima for one and two variable functions. Relative maximum and minimum, Economic applications thereof. Point of inflexion, saddle point and concept of Hessian. Unconstrained profit, output, revenue and cost optimization.

Module-IV Optimisation with equality constraint:
Effects of a constraint function - Lagrangian method of constrained optimization (two variable, single constraint case only) Lagrangian multiplier, constrained utility, output and profit maximization, and cost minimization.

Module-V Linear Models:
Linear Programming - Basic concepts, basic theorems, primal and dual, Graphic solutions to LPP. Input-output model-simple static open model, concept of closed model, solution of a three industry static open model. Game theory - two person-zero-sum game, Pure and mixed strategies -saddle point solution.

Readings
5. Edward Dowling - Mathematical Economics - ScVium’s Series Publications.
+3 SECOND YEAR THIRD SEMESTER  
Core Course - V (C-5) Economics

Time : 3 Hrs  
Credit - 6  
End Semester Theory : 80 Marks  
Mid-Semester : 20 Marks

MICRO ECONOMICS - 1

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

Course Outline

Module-I Consumer Theory I:
The market — Constructing a model; Optimisation and equilibrium; The budget constraint and budget set; Changes in budget line; Effect of taxes, subsidy and rationing on budget set; Consumer Preferences - Indifference curves; Case of perfect substitutes, Complements, neutrals, Satiation, discreet goods; The marginal rate of substitution; Utility - Cardinal utility; Constructing a utility function; Marginal utility and MRS; Optimal choice and consumer demand; Estimating Utility Functions; Implications of the MRS condition; Choosing taxes; Demand - Normal and inferior goods; income offer curve and Engel Curve; Ordinary goods and Giffen goods; The Offer Curve and the demand Curve; The inverse demand function.

Module-II Consumer Theory II:
Price, substitution and income effects sign of substitution effect Slutsky Equation. The Total Change in Demand; Rates of Change; The Law of Demand; Another Substitution Effect; Compensated Demand Curves; Consumer’s Surplus - Demand for a discrete good; Constructing utility from demand; Other interpretations of consumer’s surplus; Approximating continuous demand; Interpreting the change in consumer’s surplus; Producer’s surplus; Calculating gains and losses.

Module-III Production Theory:
Returns to Scale, Producers equilibrium, Ridge lines, Expansion path. Four simple production function (Linear, Fixed Proportions, Cobb-Duglas, CES), Technical Progress, Least cost combination of factors.

Module-IV Cost Functions:
Shift in Cost Curves, Production with two Outputs- Joint production: Economics of scale.

Module-V Profit Maximisation:
The Nature and Behaviour of Firms, Profit Maximization, Marginal Revenue, Short-Run Supply by Price-Taking Firm, Profit Functions and its properties.

Readings:
+3 SECOND YEAR THIRD SEMESTER
Core Course - VI (C-6) Economics

Time : 3 Hrs
Credit - 6
End Semester Theory : 80 Marks
Mid-Semester : 20 Marks

MACRO ECONOMICS - I

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

Module I  Consumption function :
Consumption Income relationship, propensities to consume and the fundamental psychological law of consumption : Implications of Keynesian consumption function; Factors influencing consumption function; Measures to raise consumption function; Absolute relative, Permanent and life-cycle hypothesis.

Module II  Investment function :
Autonomous and Induced Investment, Residential Investment And Inventory Investment, Determinants Of Business Fixed Investment. Decision to invest and MEC, MEI Accelerator theory of Investment.

Module III  Demand for and supply of money :

Module IV  Aggregate Demand and Aggregate Supply :
Derivation of Aggregate demand and aggregate supply curves in the IS - LM frame work; Nature and shape of IS and LM curves; Interaction of IS and LM curves and determination of Employment, output, prices and Investment; changes in IS and LM curves and their implications for equilibrium.

Module V  Inflation, Unemployment and Expectations, Trade Cycles :
Inflation - Un employment trade off and the Phillips curve short run and Long run analysis, meaning and characteristics of trade cycles; Hawtrey’s monetary theory, Hayek’s over investment theory, Keynes views on trade cycles.

Readings :
Course Description
This is a course on statistical methods for economics. It beings with some basic concepts and terminology that are fundamental to statistical analysis and inference. It then develops the notion of probability, followed by probability distributions of discrete and continuous random variables and of joint distributions. This is followed by a discussion on sampling techniques used to collect survey data. The course introduces the notion of sampling distributions that act as a bridge between probability theory and statistical inference. The semester concludes with some topics in statistical inference that include point and interval estimation.

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

Module-II Correlation Analysis:
Correlation: scatter diagram, sample correlation coefficient - Karl Pearson’s correlation coefficient and its properties, probable error of correlation coefficient, Spearman’s rank correlation coefficient, partial and multiple correlation.

Module-III Regression Analysis:
Two-variable linear regression analysis — estimation of regression lines (Least square method) and regression coefficients their interpretation and properties, standard error of estimate.

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

Module-V Probability theory:
Probability: Basic concepts, addition and multiplication rules, Random variable and their probability distribution; Mathematical expectations properties, Theoretical Distribution: Binomical, Possion normal distributions - Properties and uses.

Readings
4. Taro Yamane - Statistics.
+3 SECOND YEAR FOURTH SEMESTER  
Core Course - VIII (C-8) Economics

Time : 3 Hrs
Credit - 6

End Semester Theory : 80 Marks
Mid-Semester : 20 Marks

MICRO ECONOMICS - II

Course Description:
This course is a sequel to micro economics I. The emphasis will be on giving conceptual clarity to
the student coupled with the use of mathematical tools and reasoning. It covers market, imperfect
markets. Welfare economics and topics under information economics.

Module-I Firms supply and Equilibrium:
Market Environments, Pure competition, Supply decision of a competitive firm and expectations;
Inverse supply function: profits and producers surplus: Long-run supply curve of a firm; short run
and long run Industry supply; Industry equilibrium in short and long run; Meaning of zero profits;
Economic Rent.

Module-II Monopoly and Monopolistic Competition:
Barriers to Entry, Profit maximisation and output choice, monopoly and resource allocation,
monopoly product quality and durability. Price-discrimination. Degrees, possibility and profitability,
equilibrium under price discrimination; monopolistic competition, equilibrium of a firm under
monopolistic competition in the short and long-run. Ecess capacity.

Module-III Oligopoly:
Oligopoly - Choosing a strategy, Quantity leadership - problems of the follower and the leader;
price - leadership, comparing quantity leadership and price leadership; simultaneous quantity
setting; example of cournot equilibrium, simultaneous price-setting; collusion.

Module-IV Welfare Economics:
Positive and normative approaches to Economics, individual and Social Welfare, Value
Judgements. Pigovian and Monshallian approach to welfare economics. Pareto optimality
conditions in consumption, production and composition of products. Welfare maximisation and
perfect competition.

Module-V Game theory:
The payoff matriz of a Game; Nash equilibrium; mixed strategies; The Prisoner’s Dilemma;
Repeated Games; Enforcing a cartel; Dequential Games, a Game of Entry deterrence.

Readings:
1. C. Snyder and W. Nicholson (2012: Micro economic Theory: Basic Principles and Extensions -
Cengage Learning, Delhi, India.
New Delhi.
+3 SECOND YEAR FOURTH SEMESTER
Core Course - IX (C-9) Economics

Syllabus

Time : 3 Hrs
Credit - 6

MACRO ECONOMICS

End Semester Theory : 80 Marks
Mid-Semester : 20 Marks

Course Description:
This course is a sequel to macro economics I. In this course, the students are introduced to the long run dynamic issues like growth and technical progress. It also provides the micro foundation to the various aggregative concepts used in the previous course.

Module-I The Extended IS-LM Model:
The goods market and the money market. Two market equilibrium - the goods and money markets, changes in the two market equilibrium, Government spending, taxation and two market equilibrium. The Is and Ln elasticity’s and monetary - Fiscal policies.

Module-II Open Economics Macro economics:

Module-III Exchange rates:
Nominal and real exchange rates. The real exchange rates and the trade balance, the determinants of the real exchange rate, policies influencing the real exchange rates — fiscal policy at home, fiscal policy abroad, shifts in investment demand, the effects of trade policies. The determinants of the nominal exchange rate.

Module-IV Macro economic policy:
The budget and automatic fiscal stabilizers. The doctrine of balanced budget and Keynesian objections; Concept Deficit in budget, Revenue and Fiscal Deficits, Fiscal Policy. Objectives and Limits to Discretionary policy. The crowding-out hypothesis Objectives of Monetary policy, Instruments of Monetary policy, the transmission mechanism of monetary policy, Rules vs. Discretion in monetary policy, Implications of targeting the Interest rate.

Module-V Schools and Fundamentals of Macro economic theory and policy
Classics, Keynes, Monetarist, New classical and New Keynesians -
(i) Keynes vs. the classics Aggregate demand and Aggregate supply, underemployment equilibrium and wage price Flexibility.
(ii) Friedman’s reformulation of quantity theory of ........, policy Fiscal vs. monctory policy ....
(iii) The new classical view of macro economics Rational expectations approach.

Readings:
4. Edward Shapiro : Macro economics Analysis.
+3 SECOND YEAR FOURTH SEMESTER
Core Course - X (C-10) Economics

Time : 3 Hrs
Credit - 6

End Semester Theory : 80 Marks
Mid-Semester : 20 Marks

PUBLIC ECONOMICS

Course Description
Public economics is the study of Govt. policy from the points of view of economic efficiency and equity. The paper deals with the nature of government intervention and its implications for allocation, distribution and stabilization besides a host of topics including public goods, market failures and externalities.

Module-I Introduction to public finance:
Public Finance, meaning and scope, Distinction between public and private finance; Public vs private goods, Merit goods, Principles of Maximum Social Advantage; Market failure, Externalities and role of government.

Module-II Public Expenditure:
Meaning, Classification, Principles, Canons and effects, causes of growth of Public expenditure, Wagner’s Hypothesis, Peacock-Wiseman hypothesis, Public Sector pricing policy.

Module-III Public Revenue:
Sources of Public Revenue: Taxation- meaning, canon’s and classification of taxes, Impact, Shifting and incidence of taxes, Burden of taxes - Division of tax burden - Elasticity approach, Neutrality approach to taxation, Theory of taxes - Benefit Theory, Ability to pay theory, Taxable capacity, effects of taxation, characteristic of a good tax system.

Module-IV Public Budget:
Public Budget: Kind of budget, economic and functional classification of the budget; balanced and unbalanced budget; balanced budget multiplier, budgetary deficits (Revenue, fiscal, primary) and their implications, budget as an instrument of economic policy.

Module-V Public debt:
Sources, effects, debt burden - classical, Ricardian and other views, shifting of debt burdens intergenerational equity, methods of debt redemption, debt management, tax vs debt.

Readings:
+3 THIRD YEAR FIFTH SEMESTER  
Core Course - XI (C-11) Economics

Time : 3 Hrs  
Credit - 6

End Semester Theory : 80 Marks  
Mid-Semester : 20 Marks

INDIAN ECONOMICS - I

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

Module-I Introduction to Indian Economy:
Features of Indian economy; sectoral composition and structural transformation of the Indian economy. Natural resources, economic infrastructures (transport, communication and energy). Highlights of Indian Population as per the recent census. Theory of Demographic transition, national population policy. Migration - causes and consequences.

Module-II Human Resources and Economic Development:
Human Resources Development, need for human resources development Components of HDI, Gender Inequality Index, Education and HRD in India, education policy in India, national health policy-2002.

Module-III National Income in India:

Module-IV Economic Planning in India:
Objectives and strategy of Indian Planning, Resource mobilization for planning. Assessment of Indian planning, Economic reforms and planning in India. NITI Aayog.

Module-V Current Challenges:
Poverty: definition and estimate, poverty line, multi dimensional poverty index. Inequality: Income and regional inequality- causes and corrective measures; Unemployment, Concepts, measurement, types, causes and remedies; Parallel economy - causes; consequences and remedies.

Readings:
Syllabus-Arts

+3 THIRD YEAR FIFTH SEMESTER
Core Course - XII (C-12) Economics

Time : 3 Hrs
Credit - 6

End Semester Theory : 80 Marks
Mid-Semester : 20 Marks

DEVELOPMENT ECONOMICS - 1

Course Description
This is the first part of a two part course on economic development. The course discusses alternative growth models and cross-national comparisons of the growth experience to evaluate these models.

Module-I Concept of Development:
- Economic development, Economic growth and development,
- Factors affecting economic development,
- Indicators of economic development - National Income, per capital Income,
- Basic needs approach, PQLI, HDI, GDI,
- Capital Formation and Economic development,
- Vicious circle of poverty, Circular Causation.

Module-II Theories of Economic Development and Growth:
- Classical Theory, Marxian theory,
- Schumpeterian theory, Harrod - Domar Model,
- Neo-classical growth Model- Solow, Rostou’s Stages of economic growth.

Module-III The Growth Models:
- Lewis theory with unlimited supply of labour,
- Big-push theory, Balanced vs. Unbalanced growth theory,

Module-IV Economic Development and Institutions:
- The choice of technology, appropriate technology and development in LDC’s,
- Issues of good governance, Need for investment criteria in LDC’s,
- Cost-benefit analysis. Alternative investment criteria - Time series and SMP criterion.

Module-V Development and Environment:
- Environment - Economy linkage,
- Environment as a necessity and luxury,
- Population - environment Linkage, market failure for environmental goods,
- Environment as a public good, Common property resources,
- Property right approach, concept and indicators of sustainable development.

Readings:
2. Economic Development - Meir and Baldwin.
7. R. Nurkse - Problems of capital formation in under developed countries.
+3 THIRD YEAR SIXTH SEMESTER
Core Course - XIII (C-13) Economics

Time: 3 Hrs
Credit: 6
End Semester Theory: 80 Marks
Mid-Semester: 20 Marks

INDIAN ECONOMICS - II

Course Description
This course examines sector specific policies and their impact in shaping trends in key economic indicators. It also highlights money and capital markets in India as well as discusses a bit of Indian Public Finance.

Module-I Agriculture Development of India:
Indian Agriculture: Nature, Importance, trends in agricultural production and productivity, factors determining production, new agricultural strategies and green revolution, rural credit; Agricultural Marketing and warehousing.

Module-II Industrial Development in India:
Trends in Industrial output and productivities, Industrial policies of 1956 and 1991, Industrial licensing policies - MRTP Act, FERA and FEMA; Pattern of Industrialisation in India - Large Scale vs Small Scale Industries. Growth and problems of SSI’s, Industrial sickness; Industrial Finance, Industrial labour.

Module-III Money and Capital Markets in India:
Institutions of Indian money market, organized and unorganized sectors of Indian money market, Reform Measures to strengthen Indian money market, Structure of Indian Capital Market. Problems of Indian Capital Market, SEBI and Indian Capital Market.

Module-IV Indian Public Finance:

Module-V External Sector:
Foreign trade - composition and direction of India’s foreign trade, trends of exports and imports in India, State of current Balance of payments in India; India’s trade policies; Foreign Capital- FDI, MNC’s and Foreign Aid. International Institutions and India’s trade - IMF, World Bank and WTO.

Readings
Readings: - Same as Indian Economy - 1

+3 THIRD YEAR SIXTH SEMESTER
Core Course - XIV (C-14) Economics

Time: 3 Hrs
Credit: 6
End Semester Theory: 80 Marks
Mid-Semester: 20 Marks

DEVELOPMENT ECONOMICS - II

Course Description
This is the second module of the economic development sequence. It reflects on the role of demography, agriculture and Industrialization in economic development. The course ends industrialization in economic development. The course ends with reflections on the role of
globalization and increased international development on the process of development.

**Module-I  Demography and Development :**
Demographic concepts, birth and death rates, age structure, fertility and mortality; Demographic transitions during the process of development; gender bias and its outcomes connections between income, mortality, fertility choices and human capital accumulation.

**Module-II  Agriculture and Development :**
The role of agriculture in development, Land reforms and its effects on productivity, microfinance; Inter linkages between rural factor markets and credit, globalization and agricultural growth.

**Module-III  Industrialization and Development :**
Rationale of Industrialization in developing countries; Role of public sector enterprises in Industrialization, Terms of trade between agriculture and Industry, Appropriate technology and employment in UDC’s

**Module-IV  Environment and Sustainable Development :**
Defining sustainability for renewable resources, a brief history of environmental change; Common-pool resources, Environmental externalities and state regulation of the environmental externalities economic activity and climate change.

**Module-V  Globalization :**
Globalization in historical perspective; the economics and politics of multilateral agreements; financial instability in a globalised world; Political economy of foreign aid and development

**Readings**
3. Thomas sehelling (1978) - Micro motives and macro behaviour W.W. Northon
4. Dani Rodrik (2011): The Globalisation paradozi; why Global markets, States and democracy can’t co-exit OUP
7. Y. Hayami (1997) - Development Economics -OUP

**+3 THIRD YEAR FIFTH SEMESTER**
**DSE - I (Economics)**

**Course Description :**
This course is designed to acquaint the students about financial market and its operation. This would enhance their abilities to understand the regulation and control of money market and study its impact on the economic condition of the country.
Unit - I  **Basic concepts of Money and Finance:**

Unit - II  **Structure of Interest Rates:**
Theories of rate of interest, classical, loanable funds and keynesien theory of interest. Level of Interest rates, long period and short period rates, spread betweens bending and deposit rates, Administered interest rates. Appropriate interest rate policy, Internal Rate of Returns, Rate of interest: Compounded and effective Annual Rates of interest.

Unit - III  **Banking Institutions and NBFIs:**
Commercial Banks: Profitability and efficiency of Banks Development Banks - Role and functions, NBFIs; Mutual Funds, Growth and impact of NBFIs. NBFIs and monetary policy. Control of NBFIs.

Unit - IV  **Regulatory and Promotional Institutions:**
Reserve Bank of India: Role and Functions, Monetary Policy of the RBI, Techniques of monetary control, Recent Policy Developments, IRDA and its role in financial markets, Financial Sector reforms in India.

Unit - V  **Security Markets and Valuation of Securities:**

Reference:
1. L.M. Bhole, Financial Institutions and Markets, Tata Me Grow Hill Company Ltd. New Delhi
3. Suraj B. Gupta, Monetary Economics
5. Prasanna Chandra, Financial Management Theory

+3 THIRD YEAR FIFTH SEMESTER
DSE - II, Compulsory (Economics)

Time : 3 Hrs
Credit - 6

End Semester Theory : 80 Marks
Mid-Semester : 20 Marks

RESEARCH METHODOLOGY

Unit - 1 Introduction to Social Science Research :
Scientific and social science research - nature, objectives and limitations; meaning of Research In Economics: Different types of research: Planning and Preparation of a Research proposal -Criteria for selection of Topic.

Unit - 2 Research Design Methods :
Formulation of Research design methods and techniques of research - differences among them, the logical framework of investigation, analysis of historical records, case study method, Review of literature.
- need for reviewing literature; Research Design - Identification and Conceptualization of a research problem, setting up objectives and hypotheses.

**Unit -3 Data Collection :**
Census vs. Sampling method, Methods of collecting primary data; Sampling Techniques-Sample size, sample frame and sample selection, types of sampling - simple random sampling Stratified random sampling, Multi-stage sampling, sampling errors, Pilot study.

**Unit -4 Processing of Data and Analysis :**
Preparation for Analysis, Editing, Classification and Tabulation of Data, Construction of Frequency Table, graphs, charts and diagrams, Application of measures of Central Tendency and measures of Dispersion Testing of Hypotheses - Chi-square test, t-test, F-test, Inferences from the analysis.

**Unit -5 Report Writing :**
Steps in Report writing, Format of the research report, Principles of writing, use of quotations, Foot Notes, Use of Tables and graphs, Citation and References, Appendixes, Bibliography, Do’s and Don’ts of research writing.

**Reference:**
1. P. V. Young, *Methods in social research.*

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**+3 THIRD YEAR SIXTH SEMESTER**

**DSE - III (Economics)**

**International Economics**
*(To be taught as an alternative to Agricultural Economics)*


**Unit-II** The gains from Trade:- Measurement of gains from Trade, Factors determining gains from trade, Distribution of gains from trade, Static and dynamic gains from trade.

The Terms of Trade:- Meaning, Types of Terms of trade:- Net Barter Terms of Trade, Gross Barter Terms of Trade, Income Terms of trade, Single Factor and Double Factor Terms of Trade of Viner; Factors Affecting Terms of Trade. Terms of Trade and Economic Development.

**Unit-III** Free Trade vrs Protection: Free Trade:- the case for and against free trade. Protection-Arguments for Protection. Methods of Protection:- Tariff:- Meaning, types and effects. The concept of optimum Tariff:- Quota:- Meaning, Types and effects. Tariff versus quota.

Foreign Trade Multiplier and National Income.
Unit - IV  Foreign Exchange:- Foreign exchange market, Foreign exchange rate:- Spot and Forward exchange rate, Determination of Equilibrium Foreign exchange rate:- Demand for foreign exchange and supply of foreign exchange. Theories of Foreign exchange rate:- Purchasing Power parity theory and, balance of payment Theory. 
Fixed and Flexible Exchange rate:- Arguments for and against.

Unit-V  International Monetary System:- IMF, objectives and functions, 
Disequilibrium in the Balance of Payments:- Meaning and causes of disequilibrium, measures to correct disequilibrium. 
World Bank:- Objectives and Functions 
WTO:- Objectives and Functions.

BASIC READING LIST:
1. Bo Sodersten - International Economics
2. Reid and Sodersten - International Economics
3. M. L. Jhingan - International Economics
4. G.M. Meier-international Economics
5. C. P. Kindleberger-International Economics
6. Haberier-The Theory of International Trade
7. D. Mithani - International Economics
8. J. N. Das-inte

+3 THIRD YEAR SIXTH SEMESTER 
DSE - IV (Economics)
Time : 3 Hrs  
Credit - 6  
End Semester Theory : 80 Marks  
Mid-Semester : 20 Marks

PROJECT  
(To be tought as on alternative to Projects Economics)

+3 SECOND YEAR THIRD SEMESTER 
GE - III (Economics)
Time : 3 Hrs  
Credit - 6  
End Semester Theory : 80 Marks  
Mid-Semester : 20 Marks

FUNDAMENTALS OF MICRO & MACRO ECONOMICS
Course Description:
The first paper GE-1 consists of an extensive course. This course is designed to enable the students to understand the basics of micro and macro economic theories which are the foundation stone of economics.
There shall be two papers in the Generic Electric course in Economic. Each paper consists of five units, and shall carry 100 marks out of which internal assessment shall be of 20 marks. There shall be two questions from each unit and the examinees shall have to answer five questions in all carrying 16 marks each, choosing one from each unit.

ECONOMIC THEORY

Module I  Consumers behavior:

Module II  Production and cost theories:

Module III  Theory of Market and Distribution:

Module IV National Income Analysis:

Module V Consumption and Investment functions:
Basic postulates of classical Economics, Keynesian criticism, Theory of effective demand. Consumption function - meaning, short run consumption functions, Keynes psychological law. APC, APS, MPC, MPS and their interrelationship. Investment - autonomous and induced investment.

Readings :
1. Modern micro economics theory - Ferguson and Gould
2. A text book of economics theory - Stonier and Hague
3. Modern micro economics theory - A. Kourtsoyanish
4. Macro Economic Analysis - Ed. Shapiro

+3 SECOND YEAR FOURTH SEMESTER
GE - IV (Economics)

Time : 3 Hrs  
Credit - 6

End Semester Theory : 80 Marks  
Mid-Semester : 20 Marks

MONEY.BANKING AND INDIAN ECONOMY

Course Description :  
The second paper GE-II aims to introduce the students the basic concepts of Money, Banking, Public Finance and Indian Economics. This paper shall carry 100 marks out of which internal assessment shall be of 20 marks.
Module-I  Money:
Definition and functions of Money, Value of Money, Index number. Inflation and deflation - Nature, causes and effects, measures to control inflation.

Module-II  Banking:
Commercial Banks - Functions, Balance Sheet of Commercial Banks. Central Banks - Functions, Methods of credit control - Quantitative and qualitative methods.

Module-III  Basic features of Indian Economy, Broad demographic features, effects of over population, population policy, Women empowerment. Agriculture - Importance of Agriculture in Indian economy. Causes of low productivity and the remedial measures, Green revolution, Problems of agricultural marketing.


Module-V  Important concerns of Indian Economy:
Unemployment - types, causes and problems of unemployment, Unemployment normal measures, Inequality in income and wealth - its causes, measures to check inequality, Black Money in India - causes, extent and remedial measures, Poverty - types - causes, Poverty eradication Measures

Readings
2. S.B. Gupta - Monetary Economics - Institutions, theory and policy.
4. S.V. Vasudevan - Theories of Banking.
5. Central Banking - De-Kock.
6. Indian Economy - I.C. Dhingra
7. Indian Economy - Dutta and Sundaram
8. Indian Economy - Mishra and Puri

FINANCIAL LITERACY AND BANKING
SEC-I (Economics)
(SEMESTER - III)

Time : 3 Hrs
Credit - 4

INTRODUCTION:
Opening up of the banking sector on account of reforms being pursued in the financial sector over the last decade has also made indelible impact on the banking sector. Understanding, anticipating and managing risk and being viable have become important. Banks have become aware of each other and the possible impact their actions can have on the market. Need for taking well informed decisions on product pricing has never been as evident as it is today. IT has made the job of back office- which was otherwise a laborious routine - more accurate and easy. Speed of transaction has increased. Banks are able to centralize the documentation and processing of post sanction procedures in credit. Slowly and steadily branches have become more of delivery points and more customer oriented.
OBJECTIVES:

• To Know about the basics of Indian banking system
• To have understanding on opening, operation and closing of Accounts
• To know various types of customers and loans against deposit
• To understand e-banking system such as Electronic transfer of funds
• To understand various indicators of financial planning and asset management

EXPECTED OUTCOMES:

• Students can be employed in banking, financing and non-Government financial organizations
• Students can be self-employed through Private entrepreneurship

Unit-I Basics of Banking, Basics of Banking Skills, Basic principles of Banking, Structure of Indian Banking system

Unit-II Functions of banks:
- Indian Banking: Recent
- Trends e.banking
- KYC norms

Unit-III Various types of bank accounts, deposits and products offered by the bank, Procedure for account opening, operation & closing of accounts, Various types of customers and operation of their accounts and Loan against deposits

Unit-IV Writing of a cheque, crossing a cheque, Banker’s cheque, Basic information on cheque, Bank draft with drawal and deposit.

Unit-V ATM Traveller’s cheque, transaction through Automated Teller Machine(ATM), Core Banking, Net Banking, RTGS and NEFT.

Practical Marks-10
Write a report on structure of a bank you have visit

SEC-II (Economics) (SEMESTER-IV)

Time : 3 Hrs Credit - 4
End Semester Theory : 80 Marks
Mid-Semester : 20 Marks

Unit-I Client planner relationship, Gathering client data and Client objectives and needs

Unit-II Preparing the financial plan : Aspects and considerations, Professionalism & ethics in financial planning practices, Regulatory requirements and Risk tolerance and client behavior

Unit-III Asset management, Personal financial statements and Financial mathematics(Time Value of Money)

Unit-IV Economic environments and indicators, Forms of business ownerships, Way of taking title to property and Legal aspects of financial planning.

Unit-V
• What is money laundering?
• Prevention of Money Laundering Act (PMLA), 2002
• RBI guidelines

PRACTICAL Marks-10
Report on benefit of e.banking for a student-client.
INTRODUCTION:
The Philosophical foundation is a unique educational charity whose aim is to bring philosophy to schools and the wider community. Through doing philosophy in the classroom the primary concern is to improve the educational practices and provide opportunities for the disadvantaged. Philosophical enquiry develops speaking and listening skills vital for literacy and emotional development, helps children who find it difficult to access other classes, and encourages critical and creative thinking essential in the 21st Century, and it will prepare students to apply knowledge, sensibility, skills and dispositions of philosophical inquiry, analysis, and interpretation to educational practices.

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

Unit-1
Bases of Education
- Meaning, Nature and purpose of Education
- Aims of Education: Education for individual development and education for social efficiency
- Functions of education

Unit-2
Philosophical foundations of education
- Concept of Philosophy
- Inter dependence of philosophy and education
- Branches of philosophy and their educational implications -
- Metaphysics, Epistemology and Axiology.

Unit-3
Reflections of Indian schools of Philosophy on education
- Common characteristics of Indian Philosophy
- Sankhya and Vedanta as Philosophical systems
- Educational implications of Sankhya and Vedanta.
Unit- 4

Western Schools of Philosophy and their educational implication.

• Idealism
• Naturalism
• Pragmatism

Unit- 5


• Gandhi
• Sri Aurobindo
• Rousseau
• Dewey

REFERENCES

• Agarwal, J.c, (2010), Teacher and Education in a Developing society, Delhi; Vikash Publishing house.
• Bigge, Morris, L. Educational Philosophies for Teachers. Columbus, USA: Charles E. Merril Publishing Co.
• Butler J. Donald, Four Philosophies and their practices in Education and Religion. New York, USA: harper & Row
• Chaube, S.P. & Chaube, A (2009), Foundation of education, New Delhi; Vikash, Publishing house Pvt. Ltd.
• Kneller, George F. Introduction to Philosophy of Education. New York, USA: John Wiley and Sore Inc.
• Mohanty, Jagannatha (1991), Foundation of Education, Cuttack - 2, Takashila.
• Nayak, B.K Text Book of Foundation of Education. Cuttack, Odisha: Kitab Mhal.
• Premnath, Bases of Educations. Delhi, India: S. Chand and Co.
PRACTICAL
CORE COURSE - I (C-1)

End Semester: 30 Marks

Book Review

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

Distribution of Marks.

- Record: 20
- Viva-voce: 10

+3 FIRST YEAR FIRST SEMESTER
Core Course - II (C-2) (Education)

Time: 3 Hrs.
Credit: 06

EDUCATION AND SOCIETY

INTRODUCTION

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

Course Objectives

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

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

Education and society
- Society: Meaning and characteristics
- Types of society: Agricultural, Industrial, rural and urban
- Interrelationship between education and society
- Views of Indian thinkers on Education and Society
- Radhakrishnan and Sri Aurobindo on Education
- Views of Western Thinkers on Education and Society: Dewey and Illich

Unit - 2

Education and culture
- Meaning and concept of culture
- Characteristics and types of culture
- Cultural lag and acculteration
- Cultural dimensions of Education
- Interrelationship between education, custom and value system.

Unit - 3

Education, Social process and Institution
- Education and socialization
- Education and social change
- Education and social mobility
- Role of Education for the development of the marginalised
- Education and Affirmative action

Unit - 4

Education and Globalisation
- Education, Growth and Development
- Globalisation and liberalization
- Educational system in Europe
- Educational system in SAARC countries
- Education in Global context

Unit - 5

Education and state
- Concept of Democracy
- Education in totalitarian and welfare state
- Interrelationship of state and education
- Role of education in Nation building
- State Control of Education and Autonomy in Education.

REFERENCES
PRACTICAL
CORE COURSE - II (C-2)

End Semester: 30 Marks

Field Study

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

Distribution of Marks.

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+3 FIRST YEAR SECOND SEMESTER
Core Course - III (C-3) (Education)

Time: 3 Hrs.
Credit: 06
End Semester Theory: 50 Marks
Mid Semester Theory: 20 Marks

THE LEARNER AND LEARNING PROCESS

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

Course Objectives:

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

• establish relationship between education and psychology.
• understand various methods used to study individual behaviour.
• explain the application of educational psychology in teaching learning process.
• understand individual difference from intelligence, creativity, and personality point of view
• explain the concept of learning and factors affecting learning.
• reflect the contribution of various learning theories in teaching learning process.
• Explain different category of people from different Personality type and the type of adjustment.
Unit -1

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

Unit - 2

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

Unit - 3

Intelligence, creativity and individual difference
- Meaning and nature of intelligence
- Theories: Uni-factor, two-factor, multiple factor, Gardner’s theory of Multiple Intelligence.
- Measurement of intelligence: individual and group tests, verbal, non-verbal and performance test.
- Individual difference: concept, nature factors and Role of Education

Unit - 4

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

Personality and Mental Health
- Personality: Meaning and nature
- Assessment: Subjective, objective and projective techniques.
- Mental Health: Concept, factor affecting mental health and role of teacher.
- Mental Health of teachers
- Adjustment mechanism

REFERENCES
PRACTICAL

CORE COURSE - III (C-3)

End Semester : 30 Marks

Administration of Psychological Test

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

Distribution of Marks

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+3 FIRST YEAR SECOND SEMESTER

Core Course - IV (C-4) (Education)

Time : 3 Hrs. 
Full Mark : 75
Credit : 04+2

End Semester Theory : 60 Marks
Mid Semester Theory : 15 Marks

PEDAGOGICAL SKILLS

INTRODUCTION

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

Course objectives
After completion of the course, the students shall be able to:
- explain the concept of pedagogy;
- differentiate pedagogy from other allied concepts;
- define different type of task of teaching;
- establish relationship between teaching and learning;
- list out different approaches and methods of teaching;

Unit-I
Concept of teaching-learning
- Meaning and definitions of teaching
- Characteristics and importance of teaching
- Meaning and definition of learning.
- Relationship between teaching and learning.

Unit-2
Task of teaching
- Meaning and definition of teaching task
- Variables involved in a teaching task: Independent Dependent and intervening variable.
- Phases of teaching task Pre-active, interactive and post-active phase.
- Level of teaching task: Memory Understanding and reflective level.
- Lesson plan design The Herbartian steps, 5E Model ICON Design Model.

Unit-3
Theories of teaching
- Meaning and Nature of Theory of teaching
- Types of Teaching Theories.
- Formal: Communication theory,
- Descriptive: Gagne’s hierarchical theory
- Normative: Theories of Mitra and Clarke

Unit-4
Principles and Maxims of Teaching
- General principles teaching
Psychological principles of teaching
Maxims of teaching

Unit 5

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

REFERENCES
- Oliver, R.A. (1963) effective teaching, J.M. Dent & Sons, Toronto
- Ryburn, W.M. (1955) Principles of Teaching, Geoffrey Cembridge, OUP

PRACTICAL

CORE COURSE - IV (C-4)

End Semester : 30 Marks

Preparation of Lesson Plan

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

Distribution of Marks

Preparation Lesson Plan - 20
Viva-voce - 10
INTRODUCTION

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

Course Objectives

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

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

Unit – 1 Educational Technology

Meaning, nature and scope
Approaches to Educational Technology: Hardware, software and system approach
Types of Educational Technology
Importance of Educational Technology for the teacher and the student.

Unit – 2 Communication Process

Meaning and nature
Process, components and types
Barriers of communication
Study of Classroom Communication through flander’s interaction analysis.

Unit – 3 Innovations in Educational Technology

Programmed instruction: Concept, Basic principles and applications
Microteaching: Concept, assumptions, phases and applications.
Simulated Teaching: concept, procedure and applications
Personalized system of instruction: Concept, objectives, strategies and applications

Unit – 4 Teaching Models
Concept attainment model
Advance organizer model
Synetics model
Inductive model
Memory model

(These teaching models are to be discussed with reference to focus, syntax, social system, support system and application)

Unit – 5 Classroom instructional Aids
Projected and non-projected aids
ICT – enabled devices
Organisation of school teaching learning
Materials (TLM) Centre: Objective
Planning
Procedure
Application

Types of materials to be procured for teaching different school subjects.

REFERENCES

- Roblyer, M.D. (2008). Integrating educational technology into teaching. New Delhi:
- Sharma, R.A, Technological Foundations of Education; Meerut: Lall Book Depot
- Tarachand – Educational Technology, New Delhi, Anmol Publication.
Syllabus-Arts


**PRACTICAL**

**C-V**

Time : 3 Hrs
Full Mark : 30 Marks

**Classroom Interaction Analysis**

*Each student is to observe one classroom interaction preferably in a school and prepare an observation matrix and write a report.*

**Distribution of Marks**

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+3 SECOND YEAR THIRD SEMESTER

Core Course - VI (C-6) (Education)

Time : 3 Hrs.
Credit : 06
End Semester Theory : 50 Marks
Mid Semester Theory : 20 Marks

**PEDAGOGY OF SCHOOL SUBJECTS**

(Each student is required to select any one of the following school subjects)

**METHODS OF TEACHING ODIA**

**Introduction**

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

**Learning Objectives and Expected Outcomes**

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

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

**Unit –1 Conceptual**

Importance of mother tongue in the life and education of the child

Aims and objectives of teaching mother tongue at school level.

Place of mother tongue in the school curriculum.
METHOD OF TEACHING ENGLISH

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

Learning Objectives and Expected Outcomes
On completion of course the students shall be able to:
- State the place of English language in India
describe English as a second language in the multi lingual syllabus India
List out different techniques of teaching
Discuss different type of teaching learning materials in teaching English
Prepare lesson plan in English

Unit – 1 Teaching / Learning English as a second language
· Importance of learning English as a second language
· Aims and objectives of teaching English
· Place of English in school curriculum

Unit – 2 Methods and approaches
· Translation and Direct methods
· Structural approach to teaching English
· Communicative approach to learning English

Unit – 3 Techniques of teaching
· Teaching prose and poetry
· Teaching grammar
· Teaching composition

Unit – 4 Teaching learning materials for teaching English
· Teaching aids : purpose types and use
· The English test book and work book
· The language laboratory
· Application of ICT in teaching English

Unit – 5 Developing a lesson plan for teaching English
· Herbartian approach
· 5 E Model
· ICON Design Model

REFERENCES
· Catarby, E. V (1986) Teaching English as a Foreign Language in School Curriculum India, New Delhi: NCERT
· Discovery Publishing House Pvt Ltd.


Shrivastava, B.D(1968) Structural Approach to the Teaching of English. Agra: Ramprasad and Sons


METHODS OF TEACHING MATHEMATICS

INTRODUCTION

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

Course Objectives

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

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

Unit – 1 Importance and values of teaching mathematics

- Aims and objectives of teaching mathematics
- Relationship of mathematics with other school subjects.

Unit – 2 Mathematics curriculum and its organization at school stage.

- Principles of curriculum construction in Mathematics
- Principles of Arranging / organizing curriculum
- Pedagogical analysis of content in School Mathematics

Unit – 3 Methods of teaching mathematics

- Analytic and synthetic methods
- Inductive and deductive methods
- Project method
Unit – 4  Teaching learning Materials in Mathematics
· Teaching aids in mathematics: Purpose, types and use.
· Mathematics text book and workbook.
· Application of ICT in teaching mathematics.

Unit – 5  Developing lesson plan for teaching mathematics.
· Herbartian approach
· 5 E Model
· ICON Design Model.

REFERENCES
· Parida Karunakar (1976) Ganita Sikhyana Paddhati Bhubaneswar, Odisha, State Bureau of Text Book

METHOD OF TEACHING HISTORY

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

COURSE OBJECTIVES:
On completion of the course, students shall be able to:
· explain the meaning and scope of History
· relate History with other school subjects
· explain the different approaches to organization of contents in History
· achieve mastery over different methods and approaches for curriculum transaction
· List out the different types of teaching learning materials in history and explain their importance.
· Prepare Lesson plan in History
Unit – 1 History : Meaning, nature, scope, and importance
· Aims and objectives of teaching History at school level.
· Relationship of History with other school subject.

Unit – 2 The History curriculum
· Approaches to organization of contents in history curriculum: chronological, concentric, topical, regressive.
· Selection of content of History: Local, national and global perspectives.
· The History curriculum at school level in Odisha.

Unit – 3 Methods of Teaching History
· Lecture, story telling, narration-cum-discussion, dramatization, source method.
· Development of sense of time and space.

Unit – 4 Teaching learning material (TLM) in history
· Purpose, types and use
· Time line.
· ICT-enabled teaching aids in History.

Unit – 5 Preparation of Lesson Plan in History
· Herbartian Approach
· 5E Model
· ICON design model

REFERENCES
· Ghate V.D. The Teaching of History, Oxford University Press
· Kochhar, S.K. – Teaching of History, New Delhi, Sterling Publisher
· NCERT A Hand Book of History Teacher : NCERT, New Delhi
· Vajreshwani, R. Hand Book for History Teachers Bombay Allied Publishers.

METHOD OF TEACHING SCIENCE

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

Learning Objectives and Expected Outcomes
On completion of the course the students shall be able to
· gain insight on the meaning, nature, scope and objective of science education.
· appreciate science as a dynamic body of knowledge
· appreciate the fact that every child possesses curiosity about his natural
surroundings
identify and relate everyday experiences with learning science
appreciate various approaches of teaching learning of science
employ various techniques for learning science
use different activities like demonstration, laboratory experiences, observation, exploration for learning of science
facilitate development of scientific attitudes in learner
Construct appropriate assessment tools for evaluating science learning

Unit – 1 Conceptual
- Meaning, nature and scope of General Science
- Aims and objectives of teaching science at school level.
- Correlation of science with other school subjects.
- Importance of science in the school curriculum

Unit – 2 Methods and approaches
- Observation method
- Demonstration-cum-Discussion method
- Project method
- Heuristic method
- Laboratory method

Unit – 3 Science curriculum
- Principles of curriculum construction in science
- Organisation of curriculum in science
- Pedagogical analysis of contents in science

Unit – 4 Teaching learning materials (TLM) for teaching science
- Purpose, type and use
- Application of ICT in teaching science
- The science laboratory: Purpose, Importance and utility

Unit – 5 Development of Lesson plan for teaching Science
- Herbartian Approach
- 5 E Model
- ICON Design model

REFERENCES
INTRODUCTION

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

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

- explain the meaning and scope of Geography.
- relate Geography with other school subjects
- explain the different approaches of curriculum transaction in Geography.
- list out the different type of Teaching Learning Material (TLM) in Geography.
- explain the principles of curriculum organization in Geography.
- Prepare lesson plan in teaching Geography.

Unit – 1 Conceptual
- Meaning, nature and scope of Geography
- Aims and objectives of teaching Geography at the school level.
- Correlation of Geography with other school subjects.
- Place of Geography in the school curriculum.

Unit – 2 Methods and approaches
- Direct observation and indirect observation
- Discussion method / Demonstration-cum-discussion method
- Project method
- Regional method
- Heuristic method

Unit – 3 Geography curriculum
- Principles of curriculum construction in Geography
- Organisation of curriculum in Geography
- Pedagogical Analysis of contents in Geography

Unit – 4 Teaching Learning Materials (TLM) for teaching
- Teaching Learning Materials: Purpose, type, & use
- Application of ICT in Teaching Geography
- Importance of Geography Room: Purpose, importance, utility
- Geography Text Book: Importance characteristics purpose and application.

Unit – 5 Development of Lesson Plan for teaching Geography
- Herbartian approach
REFERENCES:

- Verma, O.P. & Vedanayagam E.G. Geography Teaching New Delhi, India : Sterling Publisher Pvt. Ltd.
- Verma, O.P. Methods of teaching Geography New Delhi, India, Sterling Publishers Pvt. Ltd.

PRACTICAL

EDUCATION : C-VI

Time : 3 Hrs                       Full Mark : 30 Marks

School Internship

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

Distribution of Marks

- Delivery of Lesson Plan - 15
- Record - 10

+3 SECOND YEAR THIRD SEMESTER
Core Course - VII (C-7) (Education)

Time : 3 Hrs                      End Semester Theory : 50 Marks
Credit : 06                      Mid Semester Theory : 20 Marks

STATISTICS IN EDUCATION

INTRODUCTION

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

Course Objectives

After completion of this course students shall be able to:

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

Unit – 1  Concept of Statistics
· Meaning, Definition and characteristics of statistics
· Kinds of statistics
· Types of Data
· Scales of Measurement
· Frequency Distribution

Unit – 2  Graphical Representation of Data
· Histogram
· Frequency Polygon
· Pie-Diagram
· Cumulative frequency graph
· Cumulative percentage curve / Ogive

Unit – 3  Measures of Central Tendency and Dispersion:
· Mean
· Median
· Mode
· Range
· Average Deviation
· Quartile Deviation
· Standard Deviation

Unit – 4  Measures of Correlation
· Concept of Correlation
· Linear and Non-linear correlation
· Rank difference method of correlation
· Product moment correlational method

Unit – 5  Inferential Statistics
· Normal Probability curve – Divergence from Normality
· Chi-square test
· t-test

REFERENCES
· Sahu, Binod K. Statistics in psychology and education, Kalyani Publishers, New Delhi.

PRACTICAL
C-VII

Time : 3 Hrs
Full Mark : 30 Marks

Statistical Analysis of Achievement Scores
Each student is required to collect the achievement scores of the students of a class at least 02(two) schools and make statistical analysis of the collected data and a report.

Distribution of Marks
1. Preparation of Records - 20 Marks
2. Viva voce - 10 Marks

+3 SECOND YEAR FOURTH SEMESTER
Core Course - VIII (C-8) (Education)

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

**Course Objectives:**

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

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

**Unit – 1 Curriculum**

- Meaning and importance
- Types of Curriculum: subject centered, learner centered, experience centered curriculum, Core curriculum, Local specific curriculum.
- Components of curriculum: Objectives, Content, Learning experience & Evaluation

**Unit – 2 Bases of curriculum**

- Philosophical, Sociological & Psychological bases of curriculum,
- Principles of curriculum construction:
  - Principles of Activity centredness, Community centeredness
  - Integration, Relevance, Balance, Flexibility, Variety & Plurality, Forward looking, contextuality, ICT – enabled

**Unit – 3 National Curricular Framework (NCF) 2005**

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

**Unit – 4 Guidance and counseling**

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

**Unit – 5 Organisation of Guidance services in school**

- Placement service
- Occupational information service
- Pupil inventory service
Syllabus-Arts

- Follow up service
- Role of teacher in organizing guidance services in school

References
- Tyler, R.W. (1941) Basic Principles and Curriculum and Instruction, University of Chicago Press.

PRACTICAL
EDUCATION : C-VIII

Time : 3 Hrs
Full Mark : 30 Marks

Text Book Review
Each student will review a school text book and write a detailed report.

Distribution of Marks
- Record - 20 marks
- Viva voce - 10 marks
INTRODUCTION
Assessment is considered to be one of the most crucial aspects of any teaching learning process, as it helps the teacher to record the growth of their students, planning for instructional strategy and most importantly helps to assess their own growth over the years. An effective method of assessment in the classroom helps to create conducive learning environment and a teacher must have to know different techniques of assessment which may improve students' learning. The key issues that involve in assessment are how to assess, when to assess, and what will be its implications on students learning. The paper outlines the above mentioned questions and different issues that involves in assessment.

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

Unit – 1 Assessment & Evaluation in Education
- Understanding the meaning of Test, Measurement Evaluation and Assessment
- Scales of Measurement
- Types of measurement, Norm Referenced and Criterion Referenced
- Procedure of Evaluation: Placement, Formative, Diagnostic and Summative
- Concept of continuous and comprehensive evaluation (CCE).

Unit – 2 Instructional Objectives
- Taxonomy of Educational objectives with special reference to cognitive domain
- Methods of stating instructional objectives: General instructional objectives and specific learning outcomes.
- Relationship of Evaluation procedure with objectives.
- Construction of objective based and objective type test items: Essay type, Objective type: principles of construction, Advantages and limitations.

Unit – 3 Techniques of Assessment
- Observation
- Interview
- Rating scale
- Checklist
- Project
- Concept Mapping
(Above techniques are to be discussed with reference to purpose, type, procedure of administration and application)

**Unit – 4 Test construction**
- Teacher made test vs. standardized test.
- General Principles of Test construction and standardization: Planning, Preparing, Tryingout & Evaluating.

**Unit – 5 Characteristics of a Good Test**
- Reliability - Concept and method
- Validity - Concept, type and methods of validation
- Objectivity - Concept, type and factors
- Usability - Concept and factors

**REFERENCES**

**PRACTICAL C-IX**

**Time**: 3 Hrs

**Full Mark**: 30 Marks

**Construction of an achievement test**

*Each student will construct 50 objective based objective type test items along with a blue print*

**Distribution of Marks**

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INTRODUCTION TO EDUCATIONAL RESEARCH

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

Course Objectives
On completion of this course the students shall be able to:
- Describe the nature, purpose, scope of research in education
- Identify types of research in education
- Explain the characteristic of qualitative, quantitative and mixed research
- Select and explain an appropriate method for a research study
- Select appropriate tools and techniques for the collection of data
- Describe the procedure of preparation of Research Report

Unit – 1 Introduction to Research
- Methods of Acquiring knowledge
- The Nature of science
- Meaning and characteristics of research
- Basic, Applied and action research
- The nature of educational research

Unit – 2 Types of studies in Educational Research
- Descriptive Research
- Experimental Research
- Qualitative Research
- Philosophical and Historical studies

Unit – 3 Research Design
- Identification of problem and formulation of Research question
- Hypothesis : Meaning and types
- Sampling : Concept and purpose
- Tools of data collection : Questionnaire, Rating scale, Attitude scale and checklist
Unit – 4 Data Analysis and Interpretation
- Analysis of Quantitative Data (Descriptive statistical Measure)
- Analysis of Quantitative Data (inferential statistics based on parametric tests)
- Analysis of Quantitative Data (inferential statistics based on non-parametric tests)
- Analysis of Qualitative Data

Unit – 5 Research reports and application
- Writing proposal / synopsis
- Method of literature survey / Review
- Research Reports various components or structure
- Scheme of chapterization and Referencing

REFERENCES

PRACTICAL

C-X

Time : 3 Hrs

Full Mark : 30 Marks

Preparation of Project proposal
Each student will prepare a project proposal.

Distribution of Marks
- Record : 20 marks
- Viva voce : 10 marks
HISTORY OF EDUCATION IN INDIA

INTRODUCTION

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

Course objectives

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

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

Unit – 1 Education in Ancient India

- Education during Vedic & Upanishadic period
- Education during Buddhist period
- Ancient seats of learning : Nalanda, Taxila, & Varanasi
- Achievements of Ancient India in different fields of knowledge and enlightenment.

Unit – 2 Education in Medieval India

- Islamic Education in India : Aims, structure, curriculum, methods and educational institutions.
- Hindu Education : Aims, structure, curriculum, methods and educational institution.
- Impact of the interaction between the two systems of education.
- Evaluation of state patronage for education during the period.

Unit – 3 Education during early British period (up to 1885)

- Educational endeavours during the early British period (up to 1835)
- Adam's Report
Unit – 4  Education during later British period (1885-1947)
- National Education Movement
- Curzon’s Education Policy
- Calcutta University (Sadler) Commission report 1917
- Basic Education 1937

Unit – 5  Education in Independent India
- Report of the University Education Commission 1948
  (Reports of the commissions to be studied with reference to Aims, structure & Curriculum)
  - Essence & the Role of Education
  - National System of Education
  - Reorganisation of Education at different stages.
- Report of NKC with regard to school & higher education

REFERENCES:

PRACTICAL
C-XI

Time : 3 Hrs Full Mark : 30 Marks
Case Study
Each student will make a case study of an educational institution and prepare report.

The Distribution of Marks.

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COMPARATIVE EDUCATION

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

Course objectives
On completion of this course, students shall be able to:
- Explain the scope of comparative education
- List out the factors of comparative education

Unit – 1 Definition and Scope of Comparative Education
- First pioneers of comparative education.
- Other subsequent comparative studies
- Approaches: statistical, psychological and historical
- National traditions and the definition of a nation.

Unit – 2 Theory and Methods of Comparative Education
- Purpose of comparative education
- Area studies: Description and interpretation
- Comparative studies: Juxtaposition and comparison

Unit – 3 Factors
- The Racial factor
- The Linguistic factor
- Geographic and economic factor
- Religious factor

Unit – 4 Systems of Education
(Characteristic, structure, curriculum and evaluation system)
- U.K.
- U.S.A.

Unit – 5 Systems of Education
(Characteristic, Structure, Curriculum & Evaluation system)
- China
- Japan
REFERENCES

- Chaube, S.P., *Comparative Education*, Ram Prashad & Sons, Agra, 1969:

PRACTICAL

C-XII

Time : 3 Hrs Full Mark : 30 Marks

Term Paper

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

Distribution of marks:

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+3 THIRD YEAR SIXTH SEMESTER

Core Course - XIII (C-13) (Education)

Time : 3 Hrs. Credit : 06

End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

EDUCATIONAL PLANNING, ADMINISTRATION AND MANAGEMENT

INTRODUCTION

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

Course Objectives

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

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

Unit – 1 Educational Planning
- Meaning, Nature, Objective and scope
- Approaches: Social Demand, Cost benefit analysis and Manpower requirement
- Steps in Educational Planning: Diagnosis of Educational Development, Plan formulation, Plan implementation, Monitoring and Evaluation.
- School Development Plan: Concept and Process

Unit – 2 Educational Administration
- Concept, Objectives and scope of educational administration
- Types: Totalitarian and Democratic
- Basic Functions of Administration: Planning, Organizing, Directing and Controlling.

Unit – 3 Educational administration in the state
- Administration of Education in Odisha: Structure and Functions.
- Functions of state level educational bodies: SCERT, BSE & OPEPA

Unit – 4 Educational Management
- Meaning, Nature and Scope
- Types: Centralized vs Decentralised Authoritarian vs Democratic
- Functions of Educational Management

Unit – 5 Economics of Education
- Costs in Education: The current cost and capital cost of education
  - The Direct and Indirect cost of education.
  - The private cost, social cost and unit cost of education.
- Educational Expenditure as investment
- Financing of Education:
  - Agencies of financing Education
  - Financing of education by parents
  - Financing of education by Employers.

REFERENCES:
- Naik, J.P.- Educational Planning in India. New Delhi, Allied Publishers
Syllabus-Arts

- Shukla, S.P.-Educational Administration, Agra, Vinod Pustak Mandir
- Koul, B.N. (Ed.), *Economics of Education* (Block 1, ES 317), IGNOU, New Delhi, 1993.
- Rajaiah, B., *Economics of Education*, Mittal, New Delhi, 1987...
- Sharma, R.A. School Management, R. Lall Book Depot, Meerut (U.P.)

**PRACTICAL**

**C-XIII**

**Time**: 3 Hrs

**Full Mark**: 30 Marks

**Visit to Administrative Unit**

A visit to educational administrative unit such as DHE, SCERT, RDE, CHSE, University OPEPA interaction with administrator(s) and preparation of a report.

**Distribution of marks**:

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

**+3 THIRD YEAR SIXTH SEMESTER**

**Core Course - XIV (C-14) (Education)**

**Time**: 3 Hrs.

**End Semester Theory**: 50 Marks

**Credit**: 06

**Mid Semester Theory**: 20 Marks

**CONTEMPORARY CONCERNS IN INDIAN EDUCATION**

**INTRODUCTION:**

To remain current, to widen understanding levels holistically, and to thoroughly prepare learner for the world in which they will ultimately live and work, they must continually examine current practices in search of better solutions and needed change. The intent of this course is to familiarize learner to historical roots of
Universalisation of Elementary education and initiative so far taken by Govt. to materialize this reality. Further, paper generally discusses the effort of Govt. to extend the provision of free and compulsory education at secondary level and developing a sound approach to dealing with the rapid pace of reform and change from the teacher’s perspective. Emphasis is placed on examining over various emerging issues, problems and strategies of current trends relating to Peace education, Human Rights education, value education, environmental education, Life skills education.

**Course Objectives**

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

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

**Unit – 1 Elementary Education**

- Universalisation of elementary education.
- Quality concerns in Elementary education.
- Sarva Sikshya Abhiyan (SSA) & District Primary Education Project (DPEP)

**Unit – 2 Secondary Education**

- Present position of secondary education in India
- Challenges and problems of secondary education.
- Vocationalisation of secondary education
- Rashtriya Madhyamik Sikshya Abhiyan (RMSA)

**Unit – 3 Higher Education**

- Present position of Higher Education in India
- Challenges in higher education: expansion, quality & inclusiveness.
- RUSA

**Unit – 4 Social Commitments in Education**

- Gender issues in Indian education
- Equalisation of educational opportunity
- Constitutional provisions for education
- Education for national integration and international understanding.

**Unit – 5 Emerging concerns**

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

**REFERENCES**

- Aggarwal, J.C (2010). The Progress of Education In Free India. New Delhi: Arya and

- MHRD, Govt. of India (2008). Report of ‘The Committee to Advise on Renovation

PRACTICAL
C-XIV

Educational Programme Review
Each student is required to collect the perception of students / teachers / community members about the relevance and implementation issues in respect of an educational initiative / programme and prepare a report.

Distribution of Marks

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+3 THIRD YEAR FIFTH SEMESTER
DSE - I (Education)

Time : 3 Hrs.
Credit : 06

End Semester Theory : 50 Marks
Mid Semester Theory : 20 Marks

ICT IN EDUCATION

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

**Course Objectives**

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

- explain the concept, nature and scope of ICT in education
- differentiate Web. 1.0 and Web 2.0
- describe the importance of open source software in education
- list and explain various approaches in adoption and use of ICT in education.
- list and explain various stages of ICT usages in general and pedagogical usages in particular in education.
- describe the needed teacher competencies for ICT usage in the classroom.
- demonstrate the use of various computer software such as Word-processing, Spreadsheets, and Presentation.

**Unit – 1 Information & Communication Technology : Meaning and importance**

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

**Unit – 2 E-learning : meaning and importance**

E-learning methods and media:

- Virtual learning environment
- Virtual universities
- Massive Open Online Course (MOOCs)
- Webiners
- Special internet forum/discussion groups
- e-tutorials

**Unit – 3 ICT Resources**

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

**Unit – 4 ICT in class room**

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

**Unit – 5 ICT for school improvement**

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

REFERENCES
· Govt. of India (2012). National Policy on ICT in School Education & Literacy. MHRD, Govt. of India.
· UNESCO, Bangkok, E-learning series on information communication Technology (ICT) in Education.

PRACTICAL
DSE-I

Time: 3 Hrs

Internet Search for Study Material
Each student is required to create their e-mail search internet, collect study materials related to any educational topic and write a report.

Distribution of Marks.

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+3 THIRD YEAR FIFTH SEMESTER
DSE-II (Education)

Time: 3 Hrs.
Credit: 06

SPECIAL EDUCATION

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

**Course Objectives**

On completion of this course, students shall be able to

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

**Unit – 1 Conceptual**

- Exceptional children: Concept and types
- Inter relationship between impairment, disability and handicap.
- Historical development of special education in India.

**Unit – 2 Policies and programmes in the Education of special children**

- Indian Education Commission (1964-66)
- Report of Rama Murty Committee (1991)
- Programme of Action (1992)
- UN Conventions in Human Rights (1994)

**Unit – 3 Education of the gifted and creative children**

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

**Unit – 4 Education of the Educable Mentally Retarded**

- Concept
- Characteristics
- Methods of identification
- Educational Provision
- Role of Teacher
Unit – 5 Education of Children with Learning Disability

· Concept
· Characteristics
· Methods of identification
· Role of Special / Resource Teacher

REFERENCES:


PRACTICAL

DSE-II

Time : 3 Hrs
Credit - 2

Case study of Special Child

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

Distribution of Marks

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+3 THIRD YEAR SIXTH SEMESTER

DSE - III (Education)

Time : 3 Hrs.
Credit : 06

DISTANCE EDUCATION

INTRODUCTION:

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

**Course Objectives**

On completion of this course, students shall be able to

- explain the importance of Distance education in the present context
- describe the historical perspective of distance education
- elaborate the curricular process of Distance education
- understand various modes of student support services
- develop clear idea about different type of Distance education institutions

**Unit – 1 Concept of Distance Education**

- Aims and objectives of Distance Education
- Purposes and functions served by distance education.
- Theories of Distance Education
- Distance education in India : Historical perspective

**Unit – 2 Curricular process in Distance Education**

- Preparing and supplying study material
- ICT support for distance learning
- Personal contact programme in distance learning
- Assignments and projects in distance learning

**Unit – 3 Development of distance learning material /self – instructional material (SIM)**

- Planning for self instructional material: Importance, objectives and learning outcomes
- Preparation of the material
- Context, language and formal editing of self – instructional material
- Self –assessment for self – instructional material

**Unit – 4 Distance learners**

- Profit of distance learners
- Needs of distance learner
- Problems of distance learner
- Steps for facilitating distance learner
- Student support services

**Unit – 5 Open and distance learning institutions:**

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

- Kegan, D (1986): The Functions of Distance Education, Croom Helm, Longon.
- IGNOU, (1998) Growth and Philosophy of Distance Education (Block, 1, 2 &3) IGNOU, New Delhi.
- IGNOU (2006), Distance Education (Block 1,2,3 &4) IGNOU, New Delhi.
- Staff Training and Research Institute of Distance Education (1995), ES-311 Growth and Philosophy of Distance Education (Block 1,2 &3), IGNOU, New Delhi.

PRACTICAL

DSE - 3

Time : 3 Hrs Full Mark : 30 Marks

Preparation of Self instructional materials (SIM)

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

**Distribution of Marks**

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OR

Case study of Distance education study centre

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

**Distribution of Marks**

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+3 THIRD YEAR SIXTH SEMESTER

DSE - IV (Education)

Time : 3 Hrs. Credit : 6 Full Mark : 100

PROJECT

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

**Distribution of marks**

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CONTEMPORARY PEDAGOGY

INTRODUCTION

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

Course objectives

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

· explain the concept of pedagogy;
· differentiate pedagogy from other allied concepts;

Unit – 1 Meaning, process and Aims of Teaching

· Concept of Teaching and learning
· Nature and characteristics of teaching
· Meaning and characteristics of learning

Unit – 2 The task of teaching

· Meaning and definition of teaching task
· Variables involved in teaching task
· Phases of teaching : Pre-active, interactive and post – active
· Levels of teaching : Memory, understanding and reflective
· Lesson plan design : Herbartian steps, ICON Model and 5E Model

Unit – 3 Principles and maxims of teaching

· General principles of teaching
· Psychological principles of teaching
· Maxims of teaching

Unit – 4 Approaches and methods of teaching

· Inductive –Deductive
· Analytic and synthetic
· Problems solving and project method
· Shift in focus from teaching to learning – The constructivist approach.
· Activity based and child centered approach to teaching.

Unit – 5 Technology in teaching
· ICT tools and techniques facilitating teaching: www, internet applications in teaching and learning.
· Teaching Learning Material (TLM): purpose, types and use
· Role of mass media in teaching learning.

PRACTICAL
GE-III

Time: 3 Hrs
Full Mark: 30 Marks

Preparation of Lesson Plan
Each student is required to develop 05 (Five) lesson plans on any school subject (Odia, English, History, Geography, Math, General Science) based on Herbartion approach / 5E Model / Icon design Model.

Distribution of Marks

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REFERENCES
· Oliver, R.A. (1963) effective teaching, J.M. Dent & Sons, Toronto
· Rayment, T (1946) Modern Education - - It’s Aims and Methods, Longmans, Green Co. London.
· Ryburn, W.M. (1955) Principles of Teaching, Geoffrey Cambrige, OUP
INTRODUCTION

This paper will help the students to develop a sensitivity towards the needs and rights of children and will provide an understanding of their development. Students will also acquire skills that will help them to interact with children. Besides, orienting the students towards a vocation in childcare, this course will orient the students towards organizing services for children. There services are crèches/day care centres and pre-schools for children up to six years of age. Students will enlighten themselves regarding how the pre-school education prepares the child for schooling which lies ahead. Pre-schools in our country are called by various names: anganwadi, balwadi, nursery school, kindergarten and play center.

Course Objectives

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

- understand the importance of early childhood stage as the formative stage of growth and development
- explain the basic principles of curriculum formulation and their respective growth
- list out the activities for the different type of developmental needs of early child
- elaborate the learning materials needed for their appropriate developmental stage.

Unit – 1 Introduction to childcare and development

- Basic concepts in child development: Scope, growth and development, stages of development, areas of development, significance of study of child development.
- Principles of growth and development.

Unit – 2 Curriculum for ECCE

- Basic principles of the curricular framework
- Areas: cognitive development, language development, social and emotional development, exploring the environment, habit formation.

Unit – 3 Activities for physical development, movement and mobility.

- Activities for cognitive development
- Activities for language development
- Activities for social and emotional development
- Activities for exploring the environment
- Creative and aesthetic activities.

Unit – 4 Learning materials for ECCE

- Principles of selection of materials
- Type of materials
- Specific materials for different activities
- Preparation of teacher made materials
- Concept of toy bank
Unit – 5  Statutory framework for ECCE

- Constitutional framework
- National ECCE Policy, 2013
- Rights of the children

REFERENCES:

- Kaul Veneta (2009) Early child hood Education Programme, New Delhi, NCERT
- NCF Curriculum Framework-2005

PRACTICAL
GE-IV

Time : 3 Hrs  Full Mark : 30 Marks

Observation of ECCE Centre

*Each student is required to observe an ECCE centre and prepare a report.*

Distribution of Marks

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<td>Viva voce</td>
<td>10 marks</td>
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ENGLISH

+3 FIRST YEAR FIRST SEMESTER
Core Course - I (C-1)

Time: 3 Hrs.
Credit: 06
End Semester Theory: 80 Marks
Mid Semester Theory: 20 Marks

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

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

Unit-II: Chaucer: *The Wife of Bath’s Tale*

Unit-III: Thomas Campion: "Follow Thy Fair Sun, Unhappy Shadow", Sir Philip Sidney: "Leave, 0 Love, which reachest but to dust", Edmund Waller: "Go, lovely Rose", Ben Jonson: "Song to Celia", William Shakespeare: Sonnets: “Shall I compare thee to a summer’s day?”, “When to the seasons of sweet silent thought”, “Let me not to the marriage of true minds.”

Unit-IV: William Shakespeare: *Macbeth.*

Unit-V: Marlowe: *Doctor Faustus*

Suggested Readings:
- Weller series: *Macbeth & Twelfth Night*
- Chaudhury & Goswami: *A History of English Literature: Traversing Centuries.* Orient Blackswan
- Harold Bloom: *Shakespeare: The Invention of the Human*

+3 FIRST YEAR FIRST SEMESTER
Core Course - II (C-2) - English

Time: 3 Hrs.
Credit: 06
End Semester Theory: 80 Marks
Mid Semester Theory: 20 Marks

British Poetry and Drama: 17th and 18th Century
The objective of this paper is to acquaint students with the Jacobean and the 18th century British poetry and drama, the first a period of the acid satire and the comedy of humours; and the second a period of supreme satiric poetry and the comedy of manners.

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

Unit-II: John Milton: Lycidas John Donne: *A Valediction: Forbidding Mourning* Andrew Marvel: *To His Coy Mistress;*

Unit-III: Ben Jonson: *Volpone.*


Unit-V: Dryden: *All for love.*
Suggested readings:
1. *A History of English Literature: Traversing the Centuries* - Chowdhury & Goswami, Orient Blackswan
4. The Norton Anthology of English Literature: The Restoration and the Eighteenth Century

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+3 FIRST YEAR SECOND SEMESTER  
Core Course - III (C-3) - English

**Time:** 3 Hrs.  
**End Semester Theory:** 80 Marks  
**Credit:** 06  
**Mid Semester Theory:** 20 Marks

**British Literature: 18th Century**

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

**Unit-I:** A historical overview:  
Restoration, Glorious Revolution, Neo-classicism, Enlightenment.

**Unit-II:**  
Joseph Addison: The Pleasures of the Imagination,  
Reflections in Westminster Abbey  
Defence and Happiness of Married Life  
Richard Steele: Recollections  
On Long-Winded People

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

**Unit-IV:**  
Oliver Goldsmith: A City Night-Piece  
On National Prejudices  
Man in Black  
Samuel Johnson: Expectations of Pleasure frustrated  
Domestic Greatness Unattainable  
Mischiefs of Good Company  
The Decay of Friendship

**Unit-V:**  
Thomas Gray: Elegy written in a country churchyard

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Suggested Readings:
1. *A History of English Literature: Traversing the Centuries* - Chowdhury & Goswami, Orient Blackswan
2. The Norton Anthology of English Literature: The Restoration and the Eighteenth Century

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+3 FIRST YEAR SECOND SEMESTER  
Core Course - IV (C-4) - English

**Time:** 3 Hrs.  
**End Semester Theory:** 80 Marks  
**Credit:** 06  
**Mid Semester Theory:** 20 Marks

**Indian Writing in English**

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

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

**Unit-II:** Crystallization: R. K. Narayan, *The Bachelor of Arts.*

**Unit-III:** Flowering: R. Parthasarathy (ed) *Ten Twentieth Century Indian Poets.* The following poets and their poems are to be studied.

- Nissim Ezekiel, “Good Bye Party for Miss Puspa T.S”, “Poet, Lover, Bird Watcher”

**Unit-IV:** Mahesh Dattani, *Dance like a Man.*

**Unit-V:** Maturation: Anita Desai, Fire on the Mountain.

**Suggested Readings:**


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**+3 SECOND YEAR THIRD SEMESTER**

**Core Course - V (C-5) - English**

**Time:** 3 Hrs.  
**Credit:** 06  
**End Semester Theory:** 80 Marks  
**Mid Semester Theory:** 20 Marks

**British Romantic literature**

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

**UNIT - I: A Historical Overview:**

The period otherwise known as The Romantic Revival may also be called as The Age of Revolution as it owes its origin to the Epoch making French Revolution of 1789. The emphasis on individual liberty and unbridled desire free from the shackles of classicism made this period unique, intriguing and controversial.

**UNIT-II:** William Blake  
“"The Holy Thursday" “The Chimney-Sweeper"  
(From Songs of Innocence)  
“London”, “A Poison Tree” (from Songs of Experience)

**UNIT-III:** William Wordsworth  
“Tintern Abbey” and “Ode on Intimations of Immortality”  
Samuel Taylor Coleridge: “Kubla Khan” and “Dejection : An Ode”
UNIT-IV: John Keats: “Ode on a Grecian Urn” and “Ode on Melancholy”
P.B. Shelley: “Ode to the West Wind” and “To a Skylark”


Suggested Reading:
- The Routledge History of Literature in English
- History of English Literature: Traversing the Centuries - Chowdhury & Goswami
- Romantic Imagination by C. M. Bowra
- Pelican Guide to English Literature. Vol.5. Edited by Boris Ford

+3 SECOND YEAR THIRD SEMESTER
Core Course - VI (C-6) - English

Time: 3 Hrs.  End Semester Theory: 80 Marks
Credit: 06  Mid Semester Theory: 20 Marks

19th Century British Literature
The paper seeks to expose students to the literature produced in Britain in the 19th century. The focus is mainly on prose (fictional and non-fictional) and criticism. The 19th century embraces three distinct periods of the Regency, Victorian and late Victorian.

Unit 1: A Historical Overview
The 19th century British literature though mainly famous for the Romantic Movement, was also a witness to major socio-political developments like industrialization, technological advancements and large scale mobilization of people from the rural to the urban centers. Much of these prosaic activities/developments needed the medium of prose for its articulation. Politically known as the Victorian period 19th century also witnessed what is known as the culture and society debate.

Unit 2: Essays & Poems
William Hazlitt: “On Going A Journey”
R L Stevenson: “Walking Tours”
Poems:
Tennyson: “Ulysses”
Browning: “My Last Duchess”

Unit 3: Novels
Jane Austen: Pride and Prejudice

Unit 4: Novel
Charles Dickens: Hard Times.

Unit 5: Criticism
Mathew Arnold: Culture and Anarchy (Chapter 1)

Suggested Reading:
- Chapter 4, 5 from a Short Introduction to English Literature by Jonathan Bate
- The English Novel by Terry Eagleton
- The Cultural Critics by Leslie Johnson
+3 SECOND YEAR THIRD SEMESTER
Core Course - VII (C-7) - English

American Literature

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

Unit -I:
Genesis and evolution, and the defining myths of American literature—city on a hill, the frontier spirit, the American Dream, manifest destiny, e pluribus unum

Unit -II:
Harriet Jacobs Incidents in the Life of a Slave Girl.

Unit -III:
Billy Budd—Herman Melville

Unit -IV:
- Walt Whitman: “when I heard the learn’d astronomer” and “A noiseless patient spider”
- Emily Dickinson: “Success is counted sweetest” and “Faith’ is a fine invention”
- Robert Frost: “The road not taken” and “Fire and Ice”
- Wallace Stevens: “Thirteen ways of looking at a blackbird” and “Disillusionment of ten o’clock”

Unit - V
Desire under the Elms—Eugene O’Neill.

Suggested Reading

+3 SECOND YEAR FOURTH SEMESTER
Core Course - VIII (C-8) - English

British Literature: Early 20th Century

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

Unit 1 (A historical overview):
Highlights will include developments in society and economy, leading to a crisis in western society
known as the First World War and the resultant change in the ways of knowing and perceiving. Such triggers for the modern consciousness as Marx’s concept of class struggle, Freud’s theory of the unconscious, Bergson’s duree, Nietzsche’s will to power and Einstein’s theory of relativity are to be discussed.

Unit 2
- T.S. Eliot “The Love Song of J. Alfred Prufrock”
- W.B. Yeats “Sailing to Byzantium”
- Ezra Pound “In a Station of the Metro”
- T.E. Hulme “Autumn”
- Hilda Dolittle “The Mysteries Remain”

Unit 3 War Poetry:
- Wilfred Owen “Dulce Et Decorumest”
- Siegfried Sassoon “Suicide in the Trenches”

Social Poetry:
- W.H. Auden “The Unknown Citizen”
- Stephen Spender “An Elementary Classroom in a Slum”
- Louis MacNeice “Prayer before Birth”

Unit 4
- Virginia Woolf: Mrs. Dalloway.

Unit 5

Suggested Readings:
1. Pelican Guide to English Literature: The Modern Age (ed.) Boris Ford
3. Peter Faulkner, Modernism. London: Methuen

+3 SECOND YEAR FOURTH SEMESTER
Core Course - IX (C-9) - English

Time : 3 Hrs.
Credit : 06
End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

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

Unit-1
- A historical overview:
  - Classical Antiquity: ancient Greece, the rise and decline of the Roman Empire, Geographical space: cultural history of the Greco-Roman world centered on the Mediterranean Sea

Unit-2
- Epic poetry:
  - Homer Odyssey (Book I)

Unit-3
- Tragedy:
  - Sophocles Oedipus the King
Women’s writing

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

Unit 1: In Defence of A Literature of Their Own
Mary Wollstonecraft: “Introduction” from “A Vindication of the Rights of Women”.

Unit 2: Desiring Self: Fiction by Women from the Centre
Charlotte Bronte: Jane Eyre.

Unit 3: Desiring and Dissenting Self: Fiction by Women from the Periphery
Prativa Ray: Yajnaseni

Unit 4: Tongues of Flame: Poetry by Women from Across the World
Kamala Das “An Introduction” & “The Sunshine Cat”
Shanta Acharya “Homecoming”, “Shringara”
Sylvia Plath “Mirror” & “Barren Woman”
Margaret Atwood “This is a Photograph of me” & “The Landlady”

Unit 5: Discoursing at Par: Literary Criticism by Women
Simone de Beauvoir: “Introduction” from The Second Sex

Web Resources:

- Virginia Woolf, A Room of One’s Own
  https://victorianpersistence.files.wordpress.com/2013/03/a-room- of-ones- own-virginia-woolf-
Mary Wollstonecraft, A Vindication of the Rights of Women: Introduction

Maya Angelou's Poems

Sylvia Plath’s Collected Poems

Margaret Atwood's Poems
http://www.poemhunter.com/margaret-atwood/poems/

Eunice de Souza, “Remember Medusa?” & “Women in Dutch Painting”
http://www.poetrynook.com/poem/remember-medusa,
http://www.gallerie.net/issue14/poetry1.html

Tishani Doshi’s Poems

Simone de Beauvoir The Second Sex
http://burawoy.berkeley.edu/Reader.102/Beauvoir.pdf

Suggested Reading:

- Toril Moi, Sexual Textual Criticism
- Elaine Showalter, A Literature of Their Own
- Sandra Gilbert and Susan Guber, The Mad Woman in the Attic

+3 THIRD YEAR FIFTH SEMESTER
Core Course - XI (C-11) - English

Modern European Drama

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

Unit 1:

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

Unit 2:

Henrik Ibsen: Ghosts.
Unit 3:
Luigi Pirandello: *Six Characters in Search of an Author*.

Unit 4:
Eugene Ionesco: *Chairs*.

Unit 5:
Samuel Beckett: *Waiting for Godot*.

Web Resources
- Pirandello: http://www.eldritchpress.org/lp/six.htm
- Ibsen: http://www.gutenberg.org/files/8121/8121-h/8121-h.htm
- Strindberg: https://archive.org/details/missjulieotherpl00striiala

Suggested Reading:

**+3 THIRD YEAR FIFTH SEMESTER**

**Core Course - XII (C-12) - English**

Time: 3 Hrs.
Credit: 06
End Semester Theory: 80 Marks
Mid Semester Theory: 20 Marks

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

**Unit 1: Vedic Literature**
1. *Samjna Sukta* Rig Veda X.19
2. *Sivasankalpa Sukta* Yajur Veda XXX.1.6
3. *Purusha Sukta* Yajur Veda XV.XXI.1-16

References: The New Vedic Selection Vol 1, Telang and Chaubey, Bharatiya Vidya Prakashan, New Delhi
Unit 2: Selections from Epic Lit.

Unit 3: Sanskrit Drama

Unit 4: Sanskrit Drama

Unit 5: Aesthetics and Maxims
- Bharata’s Natyasastra, Chapter VI on Rasa theory
  References- English Translation by M.M. Ghosh, Asiatic Society, Kolkata, 1950
- Sahitya Darpana of Vishvanatha Kavrraja Chaps- 1& II
  References- English Translation by P.V. Kane, Motilal Banarsi Dass, N Delhi
- Nitisataka of Bhartrhari 20 verses from the beginning
  References- The Satakratya edited by D.D. Kosambi, Published in Anandashrama Series, 127, Poona, 1945. Also English Translation published from Ramakrishna Mission, Kolkata

Suggested Reading:
- B.B Choubey, New Vedic Selection, Vol 1, Bharatiya Vidya Prakashan, New Delhi
- H.H.wilson (Tr.)- Rig Veda
- Universals of Poetics by Haldhar Panda. Sayan Communication, (BBSR), 2014
+3 THIRD YEAR SIXTH SEMESTER
Core Course - XIII (C-13) - English

Time : 3 Hrs.
Credit : 06
End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

Postcolonial Literature

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

Unit 1: Concept
- Definition and characteristics: Resistant descriptions, appropriation of the colonizer’s language, reworking colonial art forms & etc.
- Scope and Concerns: Reclaiming spaces and places, asserting cultural integrity, revising history

Prescribed Reading:

Unit 2: Indian
- Raja Rao: Kanthapura

Unit 3: Caribbean and African
- Chinua Achebe: No Longer at Ease

Unit 4: South African
- J M Coetzee: Life & Times of Michael K

Unit 5: Criticism
- Chinua Achebe: “English and the African Writer” and
- Ngugi wa Thiong’o: “The Quest for Relevance” from Decolonising the Mind: The Politics of Language in African Literature

Web Resources
Suggested Reading:


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**+3 THIRD YEAR SIXTH SEMESTER**

**Core Course - XIV (C-14) - English**

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<td>Credit</td>
<td>06</td>
<td>Mid Semester Theory</td>
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**Popular Literature**

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

**Unit 1: Introduction to the concept**

- What is popular literature?
- Debate between popular and high cultures (‘high brow’ v/s ‘low brow’)
- What is Genre fiction?
- Debate between genre fiction and literary fiction

**Essays for discussion:**

- Lev Grossman: “Literary Revolution in the Supermarket Aisle: Genre Fiction is Disruptive Technology”
  
- Arthur Krystal: “Easy Writers: Guilty pleasures without guilt”
  
  [http://www.newyorker.com/magazine/2012/05/28/easy-writers](http://www.newyorker.com/magazine/2012/05/28/easy-writers)
- Joshua Rothman: “A Better Way to Think About the Genre Debate”
  
- Stephen Marche: How Genre Fiction Became More Important than Literary Fiction
  

**Unit 2: Detective Fiction**

Sherlock Holmes: The Hound of the Baskervilles.
Unit 3: Romance
    Shobha De: Socialite Evenings.

Unit 4: Campus Fiction
    Chetan Bhagat: Five Point Someone.

Unit 5: Rewriting Mythology
    Amish Tripathi: The Immortals of Meluha.

Suggested Reading
    - Leslie Fiedler, What was Literature? Class, Culture and Mass Society
    - Leo Lowenthal, Literature, Popular Culture and Society
    - Popular Fiction: Essays in Literature and History by Peter Humm, Paul Stigant, Peter Widdowson

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**+3 THIRD YEAR FIFTH SEMESTER**

**DSC - I - English**

Time : 3 Hrs.  
Credit : 06  
End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

1. Literary Theory

Objective

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

Unit 1: Overview

- Crisis in literary criticism and the search for a method
- Rise of theory
- What does it mean to theorise?

Unit 2: New Criticism and Formalism:

With an emphasis on the main critical concepts of NC such as paradox, irony, tension, intentional and affective fallacy, heresy of paraphrase and of Formalism such as ostranenie, literariness, foregrounding, dominant and deviant

- *Cleanth Brooks, “The Language of Paradox”.
- *Viktor Shklovsky, “Art as Device”.

Unit 3: Structuralism and Poststructuralism:

With an emphasis on the main critical concepts of Structuralism such as binary opposition, synchrony and diachrony, syntagm and paradigm and of Poststructuralism such as collapse of the binary, difference, mise-en-abym, erasure

- *Gerard Gennette, “Introduction” to Narrative Discourse
Unit 4: Marxism and New Historicism:

with an emphasis on main critical concepts of Marxism such as base, superstructure, ideology, commodification, determination and of New Historicism such as power, resistance, high-low dialectic

- *Louis Althusser, “Letters on Art” (from Lenin and Philosophy and Other Essays)*
- Stephen Greenblatt, “Learning to Curse”

Unit 5: Eco-criticism and Eco-feminism:

with an emphasis on main critical concepts of Ecology as environment, balance, food chain and of Eco-feminism as body and its colonisation, patriarchy, woman as a creative principle in harmony with nature

- “Rachel Carson, “A Fable for Tomorrow” and “The Obligation to Endure” (from Silent Spring (http://library.uniteddiversity.coop/More Books and Reports/Silent Spring-Rachel Carson-1962.pdf)
- Mack Canty, Colleen, 'Third Wave Feminism and the Need to Reweave the Nature/Culture Duality NWSA journal; 16.3 (2004) 154 179 (from JSTOR Arts & Sciences VI)

Suggested Reading:

Terry Eagleton, Literary Theory: An Introduction for Foreign Students
David Robey and Anne Jefferson, Modern Literary Theory
Jonathan Culler, Literary Theory: A Very Short Introduction
Peter Barry, Beginning Theory
Tony Bennett, Formalism and Marxism
Terence Hawkes, Structuralism and Semiotics
Christopher Norris, Deconstruction: Theory and Practice
Veeser H. Aram (ed), The New Historicism Reader
Greg Gerrard, Eco-Criticism

+3 THIRD YEAR FIFTH SEMESTER
DSC - II - English

Time : 3 Hrs.  End Semester Theory : 80 Marks
Credit : 06  Mid Semester Theory : 20 Marks

2: Reading World literature

This paper proposes to introduce the students to the study of world literature through a representative selection of texts from around the world. The idea is to read beyond the classic European canon by including defining literary texts from other major regions/countries-except the United States of America-written in languages other than English, but made available to the readers in English translation.
Unit 1: Concept
- The idea of world literature: Scope and definition
- Uses of reading world literature

Unit 2: European
Albert Camus: The Outsider

Unit 3: Caribbean and African
Chimamanda Ngozi Adichie: Purple Hibiscus

Unit 4: Canadian Short Fiction
Alice Munro: “The Bear Came Over the Mountain” & “Face”

Unit 5: Latin American Poetry
Pablo Neruda: “Death Alone”, “Furies and Suffering”, “There’s no Forgetting”, “Memory”

Web Resources:
- Tagore’s comparative world literature
  https://www.academia.edu/4630860/RabindranathTagoresComparativeWorldLiterature
- Dostoevsky’s Notes from Underground http://www.gutenberg.org/files/600/600-h/600-h.htm
- Margaret Atwood’s Stone Mattress http://www.newyorker.com/magazine/2011/12/19/stone-mattress

Suggested Reading:
- Rabindranath Tagore “World Literature”: Selected Writings on Literature and Language: Rabindranath Tagore Ed. Sisir Kumar Das and Sukanta Chaudhuri Damrosch
- David Damrosch, What is World Literature? Princeton University Press
3: Research Methodology

*Research methodology* is a discipline specific course pitched at a higher level than the generic academic preparatory courses. Research is at the core of every university course starting from the UG to the PhD level. This course is designed to develop the fundamentals of research from creating a questioning mechanism in the students' minds leading up to writing research papers and dissertations. Students learn the methodological issues imperative for conducting research and for research documentation. The course also aims to train students in the essentials of academic and research writing skills.

**Unit 1 Research and the Initial Issues**
- Research as systematic investigation
- Searching for and locating research questions; Finding the general background about research problem/question: review of existing literature and applicable theories
- Refining the research problem/question; formulating its rationale and objectives
- Writing a research synopsis

**Unit 2 Literature review**
- Selecting review areas based on the research objectives
- Primary, secondary and tertiary sources, and related theory/s (sources: library, databases, online sources, previous research, archives, media, social/psychological/political/educational contexts, and such others)
- Gathering, reading and analysing literature and related theory
- Writing the review with implications for the research question selected

**Unit 3 Hypotheses and formulation of research design**
- Formulating hypotheses based on research objectives
- Formulation of research design: qualitative, quantitative, combinatory; steps in research design
- Theory application
- Data collection tools: surveys, questionnaires, interviews, observation checklists, review checklists, comparison tools, text analysis tools
- Data analysis and interpretation

**Unit 4 Results and documentation**
- Preparing tables, charts, and graphs to present data; Collating the findings
- Testing hypotheses; Generalisation of results
- Writing a dissertation; MLA/APA citation: in-text and works cited pages
- Plagiarism and related problems

**Unit 5 Practical (for Internal Assessment)**

*Students will write i. literature review of 1000 words on a research question and ii. a book review of 500 words.*
Pattern of examination

Mid-semester assessment

- literature review of 1000 words on a research question
- A book review of 500 words

Texts prescribed


Semester final examination

+3 THIRD YEAR SIXTH SEMESTER
DSC - IV - English

Credit : 06
Full Mark : 100 Marks

PROJECT

The students will write a project under faculty supervision on any aspects of the courses taught to them. The project topic will not necessarily relate to the prescribed texts but can be broad enough to accommodate the student’s own interest in literature. A seminar presentation by the student before the faculty will be a part of the project.

+3 FIRST YEAR FIRST SEMESTER
GE - I - English

Time : 3 Hrs.
Credit : 06
End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

language, literature and Culture

This is a broad-based course that aims to encourage students to be knowledgeable and inquiring into the nature of language, nature of literature and the role of culture in both. The course introduces students to how language in special for humans, and how literature and culture make human beings caring. There is a strong emphasis here on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

Unit 1 Language

- Nature of language
- Functions of language: transactional, informative, interactional

(Use these terms under each category above: Instrumental language, Regulatory Language, Interactional Language, Personal Language, imaginative Language, Heuristic Language, Informative Language)
Unit 2 Language and literature 1
- Literature and its language
- Literary terms, Figures of speech used in literature: simile, metaphor, metonymy, irony, paradox, synecdoche, oxymoron

Unit 3 Language and literature 2
- Language used in poetry, fiction and non-fiction
- Text analysis

Unit 4 Language and culture 1
- Culture, its implications and interpretations
- Transmission of culture through language: Culture and society

Unit 5 Language and Culture 2
- Intercultural and cross-cultural communications
- Analysis and applications

Suggested Reading
- Kalyani Samantray, *Pragmatics* (E-Pathsala)
- Bibhudendra Narayan Patnaik & Kalyani Samantray, *Cross-Cultural and Inter-cultural communications* (E-Pathsala)
- Brown, G & Yule, G, *Discourse Analysis*. CUP
- Culture and language
- *Companion to Literary Forms* by Padmaja Ashok, Orient BlackSwan, 2015

+3 FIRST YEAR SECOND SEMESTER
GE - II - English

Time: 3 Hrs.  End Semester Theory: 80 Marks
Credit: 06  Mid Semester Theory: 20 Marks

Language and Linguistics

Unit 1: Language and Human Language
- Nature and features of Human language; language and human communication; differences from other forms of communications
- Artificial intelligence and human language
Unit 2: linguistics and language 1
- What is linguistics; development in the history of linguistic studies; contribution of linguistics to other areas of human inquiry
- Linguistics for jobs

Unit 3: linguistics and language 2
- Phonetics and accuracy in pronunciation
- Fluency and contextual speaking

Unit 4: linguistics and language 3
Morphology
- Morphology and Nature of words
- Word formation processes

Unit 5: linguistics and language 4
- Nature of sentences and connected texts; syntax and discourse
- Language and meaning: semantics

Recommended reading
i. *A Course in Linguistics*. Tarni Prasad. PHI
GEOGRAPHY
+3 FIRST YEAR FIRST SEMESTER
Core Course - I (C-1)
GEOMORPHOLOGY

Time : 3 Hrs.  End Semester Theory : 50 Marks
Credit : 06  Mid Semester Theory : 20 Marks

Unit I
Meaning and Definition of Geomorphology, origin of the earth (Nebular, Tidal & Big Bang). Interior
Structure of the earth & Seismology. Rocks - Types and characteristics.

Unit II
Concept of Isostasy - Airy & Pratt’s view Epeirogenic and Orogenic Earth Movements - Folds & Faults,
Volcanoes - Types, Causes, effect and distribution. Earthquake - Causes, effect and Distribution.

Unit III
Continental Drift Theory - Wegener, Plate Tectonics, Mountain Building Theory - Kober, Thermal
Convection Current Theory - A. Holmes.

Unit IV

Unit V
Erosional & Depositional features produced by Running water, Glacier, Underground water, Wind &
Wave.

Suggested Readings:
1. Modern Physical Geography. Strahler & Strahler
3. Textbook of Geomorphology - P. Dayal
5. Geomorphology - Enyat Ahmed
6. Unstable Earth - J. A. Steers
7. Physical Geography - Savindra Singh
8. Understanding Physical Geography through Maps & Diagrams - Orient lay man

PRACTICAL
CORE COURSE - I (C-1)

Full Mark : 30 Marks

Interpretation of Indian Topographical Maps, Drawings of profile (Serial, Superimposed, Composite),
Stream order & Pattern of Drainage, Representation of relief features by means of contours..

Selected Readings :
   Elements of practical Geography - R. L. Singh
   Practical Geography - Gopal Singh
+3 FIRST YEAR FIRST SEMESTER  
Core Course - II (C-2) (Geography)  
CARTOGRAPHIC TECHNIQUE  

Unit I  

Unit II  
Scale-Definition Types- Plane scale, Diagonal scale, comparative scale, conversion and use of scale..  

Unit III  
Map projection - Definition, Classification, Properties and uses. Polar Zenithal - Gnomonic, Stereographic and orthographic, Equatorial - Simple cylindrical and cylindrical Equal area, Oblique - One standard parallel and Two standard parallel.  

Unit IV  
Topographical Map - Interpretation of Physical features, Interpretation of Cultural aspects.  
Representation of relief features by contours  
Interpretation of weather Map, Weather forecasting.  

Unit V  
Slope analysis - Slopes and gradients  
Elements and classification of slope  
Theories of slope (Davis, Penck, L. C. King)  
Different approaches in the study of Slope - Slope evolution & progress form approach.  
Profile - Types of profile, Serial, Superimposed, Composite & Projected.  

PRACTICAL  
CORE COURSE - II (C-2)  

Selected Readings :  
Fundamentals of Cartography - R. P. Misra & A Ramesh  
Fundamentals of Practical Geography - Dr. L. R. Singh  
Elements of Practical Geography - R. L. Singh  
Maps and Diagrams - F. J. Monkhouse  
A Text book of Geomorphology - P. Dayal
**+3 FIRST YEAR SECOND SEMESTER**

**Core Course - III (C-3) (Geography)**

**CLIMATOLOGY**

Time : 3 Hrs.  
Credit : 06

<table>
<thead>
<tr>
<th>Unit - I</th>
<th>Composition of the atmosphere</th>
<th>Structure of the atmosphere</th>
<th>Elements and factors of elemate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit - III</td>
<td>Atmospheric pressure and wind:</td>
<td>Planetary pressure belts factors affecting mind, Planetary winds, Seasonal wind, Local wind and Jet Stream.</td>
<td></td>
</tr>
<tr>
<td>Unit - IV</td>
<td>Atmospheric moisture - Evaporation, Humidity, Condensation, Fogs and Clouds.</td>
<td>Precipitation and its types.</td>
<td></td>
</tr>
<tr>
<td>Unit - V</td>
<td>Air mass and Front : Concept, classification and properties.</td>
<td>Tropical Exclore.</td>
<td>Temperate Exclore.</td>
</tr>
</tbody>
</table>

**PRACTICAL (C-III)**

Time - 3 Hrs  
F.M. - 30

Interpretation of Indian Daily Weather Report, Weather Fore castiay Drawings and use of weather Instruments - Six's maximum and minimum Thermometer, wet and dry bulb thermometer, Rain Gauge, Aneroid Barometer, Climograph and Hxthergraph.

Books

- Climatology - D S lal
- Climatology - Savindra Singh
- Introduction to climate - G.T. Trewartha
- Climatology - Critchfield
- Elements of practical Geography R L Singh

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**+3 FIRST YEAR SECOND SEMESTER**

**Core Course - IV (C-4) (Geography)**

**OCEANOGRAPHY**

Time : 3 Hrs.  
Credit : 06

| Unit I  | Surface configuration of ocean floor- continental shelf, continental slope, deep sea plains, ocean deep.  | Bottom relief of Atlantic Ocean, Pacific Ocean and India Ocean |

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Unit II
Distribution of temperature and Salinity
Ocean tides - Origin, types
Theories on origin of tides- Equilibrium, Progressive wave, Stationary Wave.

Unit III
Ocean currents - Types characteristics, factors influencing nature & movements of ocean currents.
Currents of Pacific Ocean, Atlantic Ocean and India Ocean

Unit IV
Coral reefs - Introduction, Conditions for the growth of Coral Polyps Types of coral reefs (Fringing, Barrier, Atoll)
Theories on origin of coral reefs and atoll (Subsidence theory by Darwin, Standstill theory by Murray Glacial control theory by Daly,

Unit V
Ocean deposits and Marine resources,
Sources and types,
Classification and distribution of ocean deposits
Meaning and importance of marine resources

PRACTICAL
CORE COURSE - IV (C-4)  Full Mark : 30 Marks
Diagramatic data representation - Line, Bar (Horizontal, Vertical, Pair), Dot (Simple and Multiple), Circle.
Choropleth and isopleth.

Selected Readings :
Oceanography. - D. S. Lal.
Physical Geography - Savindra Singh
Oceanography. Vatal and Sharma
Elements of Practical Geography - R. L. Singh
Practical Geography - Dr. L. R. Singh.


+3 SECOND YEAR THIRD SEMESTER

Core Course - V (C-5) (Geography)

Economic Geography

Time : 3 Hrs.  
Credit : 06

End Semester Theory : 50 Marks  
Mid Semester Theory : 20 Marks

Unit-1
Definition, Meaning, Scope and Importance of Economic Geography
Types of human occupation (Primary, Secondary, Tertiary)
Factors affecting location of economic activities- special reference to Agriculture

Unit -II
Resource-Meaning, Concept and Different definitions.
Dynamic concept of resource, phantom pile
Classification of resources

Unit-III
Agricultural resources-Types of Agriculture, Problems of Agriculture,Von Thunen's Theory of Agricultural location

Unit-IV
Mineral Resources of the world
Iron ore, Coal, Bauxite, Petroleum

Unit-V
Industry- factors affecting location of industries
Industrial location theory of Weber
World distribution of major industries
Iron and Steel, Cotton textile

PRACTICAL
C-V

Time : 3 Hrs  
Full Mark : 30 Marks

Traffic flow cartogram, Ergograph, Isotim

Selected readings :
1. Economic Geography-A study of Resources-Prithvish Roy
2. Resources Geography-J.J Guha & P.R Chhotraj
3. Economic & Social Geography-R.Knowles & J.Wareing
4. Economic Geography-K.Siddhartha
5. Economic Geography-Dr.Ahmad Hussain
6. Human & Economic Geography-Goh cheng Leong & Gillianc Morgan
7. Fundamentals of Practical Geography-L.R Singh
8. Principles of Practical Geography-R.L Singh
+3 SECOND YEAR THIRD SEMESTER
Core Course - VI (C-6) (Geography)
ENVIRONMENT AND ECOSYSTEM

Time : 3 Hrs.  End Semester Theory : 50 Marks
Credit : 06  Mid Semester Theory : 20 Marks

Unit - I
Meaning and Scope of Environmental Geography
Fundamental Concept of Environmental Geography
Types of Environment, Environmental contrast - Global, Continental, Local.

Unit-II
Environmental controls-concept of Tolerance, Controls-Light, Temperature, Water, Wind, Edaphic Topographic & Biotic, Man’s impact on ecosystem

Unit-III
Environmental zones.
Forested-Equatorial, Boreal.
Intermediate-Savanna, Steppe.
Barren-Arid, Tundra.

Unit-IV

Unit-V
Waste and Pollution - Types of Waste and pollutant. Air Pollution, Water Pollution.
Global ecological imbalance.

PRACTICAL
C-VI
Time : 3 Hrs  Full Mark : 30 Marks


Selected readings :
Environment Geography Dr. Alka Gautam.
Environment Geography Savindra Singh
Ecology Environment P.D. Sharma

+3 SECOND YEAR THIRD SEMESTER
Core Course - VII (C-7) (Geography)
GEOGRAPHY OF INDIAN TOURISM

Time : 3 Hrs.  End Semester Theory : 50 Marks
Credit : 06  Mid Semester Theory : 20 Marks

Unit- I
Scope and Nature of Tourism, Meaning and Concept of Tourism, Factors influencing Tourism-Historical, Natural, socio-cultural & economic.
**Unit-II**
Types of tourism-cultural, eco-tourism, adventurous tourism, historical tourism

**Unit-III**
Infrastructure & support system- accomodation & supplementary accomodation, transport & communication, facilities, travel agencies, govt, semi-govt organisations, other facilities & amenities

**Unit-IV**
Impact of tourism on physical & socio-economic aspects of a region-case study of northeast India, Uttar Pradesh, Odisha & Kerala.

**Unit-V**
Tourism planning & development-tourism planning policy & strategy, tourism resources, conservation & management, tourism as an industry, tourism & sustainable development

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**PRACTICAL**

**C-VII**

**Time :** 3 Hrs  
**Full Mark :** 30 Marks

Drawing of frequency curve, histogram based on data on tourist arrival during different season of the year, pie diagram to show tourists arrival.

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**Selected readings :**
2. Dynamics of tourism & recreation, inter- India, New Delhi- R.K Kaul
3. Tourism today-A Geographical analysis- D.G Pearce
4. Geography of tourism, Macdonald Evan H.A Robinson
5. Elements of practical Geography- R.L Singh
6. Principles of practical Geography- L.R Singh

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**+3 SECOND YEAR FOURTH SEMESTER**

**Core Course - VIII (C-8) (Geography)**

**POPULATION GEOGRAPHY**

**Time :** 3 Hrs.  
**End Semester Theory :** 50 Marks  
**Credit :** 06  
**Mid Semester Theory :** 20 Marks

**Unit-I**
Defining the field-nature & scope, sources of data with special reference to India(census, vital stastics & NSS)

**Unit-II**

**Unit-III**
Population dyanamics-fertility, mortality & migration measurement, determinants.

**Unit-IV**
Population composition & characteristics-age, sex composition; rural & urban composition, literacy

**Unit-V**
Population & resources- optimum population, over population, under population pressure of population, Population policies in developed countries
Population policies in under developed countries
Population policies in India

PRACTICAL
C-VIII

Time : 3 Hrs

Choropleth map (density)
Use of uniform & multiple dot method (distribution of population)
Population projection

Selected readings:
1. Population Geography-R.C Chandana
2. Human & economic Geography-Gohcheng leorg & G.C Morgan
3. Economic & social Geography-R.K Nowels & J.Waering
4. Population Geography-Dr Ahmad Hussain

+3 SECOND YEAR FOURTH SEMESTER
Core Course - IX (C-9) (Geography)
HUMAN & SETTLEMENT GEOGRAPHY

Time : 3 Hrs.
Credit : 06
End Semester Theory : 50 Marks
Mid Semester Theory : 20 Marks

Unit-I Human Geography
Meaning, nature & scope of human Geography, man & his adjustment to natural environment, Evolution of human Geography, importance of human geography.

Unit-II Human Races
The evolution of man, bases of racial classification, classification of human races, Races of India

Unit-III Settlements (Rural)
Growth & development of human settlement, factors controlling growth of settlement, types & pattern of rural settlement, central place theory by Christaller

Unit-IV Settlement (Urban)
Concept of urban settlement, The origin of towns, Functional Classification of Towns, Definition of urban places.

Unit-V Urban Morphology
Models of city structure: concentric zone theory, sector theory, multiple nuclei theory, rural urban fringe, umland and hinterland, Satellite towns.

PRACTICAL
C-IX

Time : 3 Hrs

Nearest neighbourhood analysis (settlement) network analysis
Selected readings:
1. Human Geography - Majid Hussain
2. Fundamentals of Human Geography - Dr. L. R. Singh
3. Human Geography - Dr. R. P. Mishra
4. Human Geography, an ecological approach - Dr. B. S. Negi-

+3 SECOND YEAR FOURTH SEMESTER
Core Course - X (C-10) (Geography)
GEOGRAPHY OF INDIA

Time: 3 Hrs.  End Semester Theory: 50 Marks
Credit: 06  Mid Semester Theory: 20 Marks

Unit-I
India- Location, Political division, Physical divisions
Drainage- Peninsular and Himalayan river system

Unit-II
India- Climate- Characteristics, Monsoon, Retreating monsoon, Summer and Winter condition and
Associated weather, Natural vegetation, Classification of soils.

Unit-III
India- Population- Factors affecting population distribution, density of population, distribution of population,
agriculture (rice & wheat), problems of Indian agriculture.

Unit-IV
India- Minerals resources- Iron Ore, Coal, Bauxite
Power resources- Hydel

Unit-V
India-Industries- Iron and Steel, Aluminium, Cotton textile

PRACTICAL
C-X
Time: 3 Hrs  Full Mark: 30 Marks

Map Enlargement and reduction, functional classification of towns by triangulation method

Selected readings:
1. Economic & Commercial Geography of India- C. B. Mamoria
2. India- A comparative Geography - D. R. Khullar
3. Economic & Commercial Geography of India - Sharma & Coutinhou
4. Elements of Practical Geography - L. R. Singh
5. Fundamentals of Practical Geography - R. L. Singh
7. Maps & Diagrams - F. J. Monkhouse

+3 THIRD YEAR FIFTH SEMESTER
Core Course - XI (C-11) (Geography)
GEOGRAPHY OF THOUGHT

Time: 3 Hrs.  End Semester Theory: 50 Marks
Credit: 06  Mid Semester Theory: 20 Marks

Unit - 1
Evolution, meaning & scope of Geography, development of Geography in ancient period-Greek, Roman & Indian.

Unit-II
Development of Geography in modern period- German, French, American & British schools of thought

Unit-III
Founders of modern Geography- A Von Humbold Carl Ritter, Freidrich Ratzel, Vidal Dela Blache

Unit-IV
Dualism in Geogrphy- Systematic vs Regional, Physical vs Human, Historical vs Contemporary

Unit-V
Concept of man environment relationship: deteriminism, possiblism, neodeterminism, probabilism

PRACTICAL
C-11

Time: 3 Hrs  Full Mark: 30 Marks
Use of Globe and Map, Advantages of using map, Types or map and their uses

References
1. History of geographical thought - Dr. S. D. Maurya
2. Evolution of geographical thought - Majid Hussain
3. Geographical thought - Lalita Rana
4. Geopraphic thought - R. D. Doi
5. The Nature of Geography - Richard Hartshorne
6. Fundamentals of practical Geography - L. R. Singh
7. An introduction to practical Geography - R. L. Singh
+3 THIRD YEAR FIFTH SEMESTER
Core Course - XII (C-12) (Geography)
REGIONAL PLANNING AND DEVELOPMENT

Time : 3 Hrs.  
Credit : 06  
End Semester Theory : 50 Marks  
Mid Semester Theory : 20 Marks

Unit - I  
Concept of region and regional planning, Types of region-Formal, functional and planning region, Need for planning region, Types of planning region, Regionalisation and delineation of regions.

Unit - II  
Characteristics of planning region, Hierarchical concept, Planning region of India, Current status of regional planning in India.

Unit - III  
Theories of regional development and growth-Approaches to regional growth-Aggregate and disaggregate approach, Growth pole theories-Perroux, myrdal, R.P. Mishra.

Unit - IV  
Basic strategies and approaches for regional development in India - i) Multi level planning, ii) Micro level planning, iii) Integrated area development, iv) Special area programme-Hill area development programme, Tribal area development programme.

Unit - V  
Contemporary Issues in regional planning, Regional planning efforts in India through plan periods, Regional Imbalance and disparities in India, Case studies - Damodar valley project, Dandakaranya project.

PRACTICAL
F.M. - 30  
Time - 3 hrs

Drawing of graphs and curves : Scatter diagram for socio-economic indicators, Lorenz curve, cartographic representation of socio-economic data.

Book :
1. An introduction to development and regional planning special reference to India - J.R. chaudhuri  
3. Regional planning - A comprehensive Text - R.C. Chandan  
4. Regional planning in India - Mahesh chand and V.K. Puri  

+3 THIRD YEAR SIXTH SEMESTER
Core Course - XIII (C-13) (Geography)
GEOGRAPHY OF ODISHA

Time : 3 Hrs.  
Credit : 06  
End Semester Theory : 50 Marks  
Mid Semester Theory : 20 Marks

Unit-I  
Odisha- location, political division, physical division drainage
Unit-II
Odisha- climate characteristics, summer & winter condition, mechanism of monsoon, soils, natural vegetation

Unit-III
Odisha population- factors affecting population distribution, density of population, agriculture -rice and pulses, problems of agriculture

Unit-IV
Odisha industries- iron & steel, Aluminium Transport-Railways, roadways, airways

Unit-V
Odisha minerals- iron ore, coal, buxite (important types, use, distribution) power resources Hydel

PRACTICAL
C-XIII

Time : 3 Hrs
Full Mark : 30 Marks

Drawing of isopleth maps showing temp pressure & rainfall of different places

Books-
1. Geography of Odisha by NBT publisher - Dr. B. N.Singh
2. Geography of Odisha Kitab mahal - Dr. G. C.Ray
3. Odisha reference govt publication - P. R. Deptt
4. Elements of Practical Geography - R. L.Singh
5. Maps & diagrams - F. J. Monkhouse
6. Principles of Practical Geography - L. R. Singh

+3 THIRD YEAR SIXTH SEMESTER
Core Course - XIV (C-14) (Geography)

BIOGEOGRAPHY

Time : 3 Hrs.
Credit : 06
End Semester Theory : 50 Marks
Mid Semester Theory : 20 Marks

Unit-I
Biogeography - Concepts and definition, scope and branches significance of biogeography, value and importance,

Unit-II
Soil I- Soil, an ecological factor, components of soil system, soil profile, soil forming processes

Unit - III
Soil II - Classification of soil - Zonal, Intraxonal and Axonal, Soil erosion, Factors and causes of soil erosion, Soil conservation.

Unit - IV
Biogeographical Regions- Meaning and concepts.
Floral region - Australian, Avtarelie
Faunal region - Palacoaretie, Nearetie
Unit - V
Marine Biogeography- Meaning and concept, Characteristic features, Types of Ocean habitats - Pelagic and benthic, Characteristic of coastal habitats.

PRACTICAL
Time : 3 Hrs.  
Full Mark - 30
Drawing of soil profile, Pie diagram to show soil distribution point method to show National Parks, Sanctuaries etc.

Selected Readings:
1. Biogeography - Savinder Singh
2. Biogeography - James Brown
4. Conservation Biogeography - D.M. Richardson

+3 SECOND YEAR THIRD SEMESTER
General Elective - III (GE-3) (Geography)
INDIAN GEOGRAPHY

Unit-I
India - location, political division, physical division, drainage

Unit-II
India - climate (summer & winter condition), mechanism of monsoon, natural vegetation, soil

Unit-III
India - population-factors, density & distribution agriculture - Rice, Wheat, problems of Indian agriculture

Unit-IV
India minerals - iron ore, coal, bauxite

Unit-V
India industries - iron & steel, aluminium, cotton textile, Transport - roadways, railways, airways

PRACTICAL
GE - III
Time : 3 Hrs
Full Mark : 30 Marks

Project : Topics to be given specially from India.

Selected readings
1. India-A compressive Geography - D. R Khullar
2. Economic & commercial Geography of India - C. B Mamoria
3. India-A regional Geography - R. L Singh
4. Commercial & economic Geography - Sharma & Countinhoe
5. Elements of practical Geography - R. L Singh
6. Fundamentals of practical Geography - L. R Singh
+3 SECOND YEAR FOURTH SEMESTER
General Elective - IV (GE-4) (Geography)
GEOGRAPHY OF ODISHA

Time : 3 Hrs. 
Credit : 06

Unit-I
Odisha Location - Political Division, physical division, drainage

Unit-II
Odisha Population - Factors, density & distribution, Agriculture - rice and sugarcane, problems of agriculture

Unit-III
Odisha Climate - Summer & winter condition, soil, natural vegetation

Unit-IV
Odisha Mineral - Iron ore, coal, buxite, power resources- hydel

Unit-V
Odisha Industries - Iron and steel, aluminium, Transport - railways, roadways & airways

PRACTICAL
GE-4

Time : 3 Hrs

Full Mark : 30

Project- Topic to be given specially from Odisha

Selected Readings
Geography of Odisha - Dr. B.N. Sinha NBT publication New Delhi
Geography of Odisha - Dr. G.C. Ray Kitab Mahal
Elements of Practical Geography - R.L. Singh
Fundamentals of Practical Geography - L.R. Singh
Maps and Diagram - F.J. Monkhouse

+3 THIRD YEAR FIFTH SEMESTER
DSE - I (Geography)
DISASTER MANAGEMENT

Time : 3 Hrs. 
Credit : 06

Unit - i
Hozards and Disasters, Typology of hazards and disasters, Hazard analysis - risk and vulnerability.

Unit - ii
Aspects of disaster management-meaning, concept and principles of disaster management, National and International organizations for disaster management, methods and approaches of disaster management, Level and nature o disaster management.

Unit - iii
Flood hazards and management - Meaning and concept, factors and effects of flood, flood control, mitigation and forecasting
Unit - iv
Tropical cyclone disaster and management - Origin and impact of tropical cyclone, Reduction and management, mitigation and prevention

Unit - v
Earthquake disaster and management - magnitude, characteristics and causes, Distribution of seismic hazard zones, Effects, reduction and management

Selected Readings:
1. Disaster management - Sowindar Singh
2. Disaster management - Anil Kathuria
4. Natural hazards and disaster management - B.K. Mishra and G.K. Panda

+3 THIRD YEAR FIFTH SEMESTER
DSE - II (Geography)
RURAL DEVELOPMENT

Time : 3 Hrs.  End Semester Theory : 80 Marks
Credit : 06  Mid Semester Theory : 20 Marks

Unit - I
Rural Development -
Meaning and concept, Indicators and objectives, Problems of rural development, Interdependence of rural and urban sector, Gandhian concept of rural development

Unit - II
Sectoral approach -
Agriculture and allied sectors, Problems faced by agricultural sector, National agricultural policy, Pradhan Mantri Fasal Bima Yojana (PMFBY), Lab to land approach

Unit - III
Area based approach -
Tribal Area Development Programme, Hill Area Development Programme, Drought Prone Area Development Programme, Command Area Development Programme.

Unit - IV
Target group approach -
Integrated Rural Development Programme (IRDP), Training Rural Youth for self-employment (TRYSEM), Swarna Jayanti Gram Swarozgar Yojana (SJGSY), Development of Women and children in rural areas (DWCRA)

Unit - V
Basic needs approach -
Minimum needs Programme (MNP), Programmes for Provision of services like Drinking water, Education, Pradhan Mantri Gram Sadak Yojana (PMGSY), Jawahar Gram Samridhi Yojana (JGSY).

Selected reading:
1- Rural Geography - B.S. Negi
2- Yojana - Monthly magazine on rural development
3- Kurukhetra - Monthly magazine on rural development
+3 THIRD YEAR SIXTH SEMESTER
DSE - III (Geography)
INDUSTRIAL GEOGRAPHY

Time: 3 Hrs.  Credit: 06  End Semester Theory: 80 Marks  Mid Semester Theory: 20 Marks

Unit - i
Industrial Geography - Definition and objectives, classification of industries, industrial policies, impact of economic liberalization

Unit - ii
Factors affecting location of industries, Induatrial location theories by weber, palender, Hoover and Losch

Unit - iii
Agro-based industries - Jute, cotton, paper and sugar

Unit - iv
Mineral based industries - Iron and steel, Aluminium cement, petro-chemical

Unit - v
Industrial Regions - characteristics and delimitation of an industrial regions, mumbai - pune industrial region, Chhotanagpur industrial region, Minor industrial regions

Selected Readings:
1. Economic geography - Prithwis Roy
2. Economic geography - Sawinder Singh
3. Industrial geography - K. Siddhartha
4. Industrial geography - Mayer and cone
5. Industrial geography of India - M. Bandopadhya

+3 THIRD YEAR SIXTH SEMESTER
DSE - IV (Geography)
PROJECT

Time 3 Hrs.  Credit-06  Full mark - 100  Record - 75 marks  Viva-voce - 25 marks

Different projects will be allotted to individual students and they have to submit a report under the guidance of allotted teachers.
HINDI
+3 FIRST YEAR FIRST SEMESTER
Core Course - I (C-1) - Hindi

हिन्दी साहित्य का इतिहास (भाग-1)

UNIT-I
हिन्दी साहित्य के प्रमुख इतिहास ग्रंथ (केवल परिचय), काल विभाजन एवं नामकरण।

UNIT-II
आदिकाल की पृथ्विभूमि, आदिकाल के प्रमुख कवि, आदिकाल की प्रमुख रचनाएँ, आदिकाल की प्रमुख काव्य प्रवृत्तियाँ।

UNIT-III
क्रितकाल सामान्य परिचय, नर्त्तिका काव्याचार (ज्ञान मार्ग एवं प्रेम मार्ग), नर्त्तिका काव्याचार के प्रमुख कवि एवं रचनाएँ।

UNIT-IV
संगीत काव्याचार सामान्य परिचय, समर्थित शाखा, कृष्ण भक्ति शाखा प्रमुख कवि एवं रचनाएँ।

UNIT-V
रीतिकाल की पृथ्विभूमि, रीति काव्य का सामान्य परिचय, रीतिवद एवं रीतिमुक्त काव्य के प्रमुख कवि एवं उनकी रचनाएँ, प्रवृत्तियाँ।

अंक विभाजन :

| विभाग - (क) | सभी इकाइयों से 10 वस्तुविश्लेष प्रश्न पूछे जाएंगे। | 2 x 10 = 20 |
| विभाग- (ख) | उपयुक्त इकाइयों से 10 प्रश्न पूछे जाएंगे। उनमें से 05 के उत्तर लिखे होंगे। | 12 x 5 = 60 |
| End Semester | 80 |
| Internal | 20 |
| Total | 100 |

सहायक ग्रंथ :
1. हिन्दी साहित्य का इतिहास- आचार्य रामचन्द्र गुप्त, नगरी प्रचारणी सभा, काशी
2. हिन्दी साहित्य का उदय और विकास- आचार्य हजारी प्रसाद द्विवेदी
3. हिन्दी साहित्य का दूसरा इतिहास - डॉ. चतुर्वेदी सिंह
4. भक्ति काव्य और लोक जीवन - शिवकुमार मिश्र
5. Social Life and Concepts in Medieval Hindi Bhakti Poetry-Dr. Savitri Chandra
6. भारतीय चित्र परंपरा - के. दामोदर
भक्तिकालीन हिंदी कविता
(निर्गुण एवं रामभक्ति काव्यवाच्य)

UNIT-I
निर्गुण भक्ति काव्य का स्वरूप, रामभक्ति काव्य का स्वरूप, प्रमुख कवि और प्रबुद्धों।

UNIT-II
कविता - पद संख्या: - 2. रहना नहीं देस विराना है, 4. साथो, देखा जग बौद्धना, 5. तोको पीढ़ मिलेगै।

UNIT-III
साधक - १ से २१ तक।

UNIT-IV
मलिक मुहम्मद जायसी - नागमती वियोग - वर्णन।

UNIT-V
तुलसी दास - भरत महिमा।

अंक विभाजन:

विभाग - (क) सभी इकाइयों से 10 वस्तुतिवर्त्त प्रश्न पूछें जाएंगें।

विभाग - (ख) उपरोक्त इकाइयों से 06 व्याख्या एवं 04 प्रश्न पूछें जाएंगें। उनमें 05 के उत्तर लिखें होंगे।

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पाठ्य पुस्तक:
1. हिंदी काव्य संग्रह, सं, रामचंद्र सिंह, केन्द्रीय हिंदी संस्थान, आगरा।

सहायक ग्रंथ:
1. भक्ति आंदोलन और सूरदास का काव्य - मैनेजर पार्ट्डेक
2. हिंदी सूफी काव्य की भूमिका - रामभूषण दिवारी
3. राजस्थान एकता, जतमन समस्याएं और भक्ति साहित्य - कैला नारायण दिवारी
4. कविता की विचारधारा - गोविंद त्रिगुणायत
+3 FIRST YEAR SECOND SEMESTER
Core Course - III (C-3) - Hindi

हिंदी साहित्य का इतिहास (भाग-2)

UNIT-I
आधुनिक काल की सामाजिक, सांस्कृतिक एवं राजनैतिक पृष्ठभूमि। गद्य का उद्भव एवं विकास। खड़ी बोली का साहित्य।

UNIT-II
भारतेतु युगीन काव्य, द्वितीय युगीन काव्य तथा छायावादी कविता (केवल कविता की प्रमुख प्रतिभाओं)

UNIT-III
प्रगतिवाद, प्रयोगवाद, नयी कविता, समकालीन कविता (केवल काव्य प्रतिभाओं)

UNIT-IV
गद्य की प्रमुख विचारों का विकास : उपन्यास और कहानी।

UNIT-V
(क) नाटक, एकांकी, निवंद (उद्भव और विकास)
(ख) अरिस्ता बिमर्शी - दलित, स्त्री

अंक विभाजन :
भिन्न - (क) सभी इकाइयों 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगे।
भिन्न - (ख) उपर्युक्त इकाइयों से 10 प्रश्न पूछे जाएंगे। उनमें से 05 के उत्तर लिखे होंगे।

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सहायता पंजीक : 
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2. हिंदी साहित्य का उद्भव और विकास- आचार्य हजारी प्रसाद द्विदेवी
3. हिंदी साहित्य का दूसरा इतिहास - डॉ. बच्चन सिंह
4. हिंदी साहित्य : बीसवीं शताब्दी - नन्द दुलार वाजपेयी, इलाहाबाद
5. भारतेतु हिंदी नवजागरण की समस्याएँ- रामचंद्र शर्मा, राजकमल, दिल्ली
6. हिंदी दलित साहित्य - मोहनदास नैमिन्दाय, साहित्य अकादमी
कृष्णभक्ति एवं रीतिकालीन हिंदी कविता

UNIT-I
कृष्णभक्ति काव्य का स्वरूप, कृष्ण भक्ति के प्रमुख कवि। सुरदास : विनय के पद - १ से ५ एवं प्रभागीति - ६ से १०।

UNIT-II
रसखान - पद ३- मानुष हो तो वही, ४- या तकुटि और कमरिया, ५- संस गनेश महेश, ६०- मोरफ़ा परि उपर एवं १२- कान्हा भवे बस बाँसुरी के......।

UNIT-III
रीतिकालीन काव्य का स्वरूप, रीतिकाल के प्रमुख कवि, रीतिकालीन काव्य की प्रमुख विशेषताएँ।

UNIT-IV
विहारी : भक्ति, ऋतु वर्ग एवं नीति के दोहे (१ से २५)।

UNIT-V
चन्दनद : प्रेम-साधना, प्रेम की अनन्तता, उपलब्ध के पद (१, २, ३, ४, और ५)

अंक विभाजन :
विभाग - (क) सभी इकाइयों से १० वस्तुमित्र प्रश्न पूछे जाएँगे। 2 x 10 = 20
विभाग- (ख) उपर्युक्त इकाइयों से 06 व्याख्या एवं 04 प्रश्न पूछे जाएँगे। उनमें 05 के उत्तर लिखने होंगे। 12 x 5 = 60

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पाठ्य पुस्तक :
1. हिंदी काव्य संग्रह, सं. रामचरण सिंह, केन्द्रीय हिंदी संस्थान, आगरा

सहायक प्रश्न :
1. रीतिकाल की भूमिका - डॉ. अंधू
2. हिंदी साहित्य का उत्तर मध्यकाल महेंद्र कुमार
3. विहारी - विश्वनाथ प्रसाद मिश्र
+3 SECOND YEAR THIRD SEMESTER
Core Course - V (C-5) - Hindi

अनुवाद सिद्धान्त

UNIT-I
अनुवाद की परिभाषा एवं स्वरूप, अनुवाद के क्षेत्र, अनुवाद कला अथवा विज्ञान।

UNIT-II
अनुवाद की प्रक्रिया, अनुवाद तथा समस्त संस्करण का सिद्धान्त।

UNIT-III
अनुवाद के प्रकार : साहित्यिक अनुवाद (भाषा अनुवाद), कार्यालयी अनुवाद, सारांश अनुवाद, भावानुवाद।

UNIT-IV
व्याख्यातात्मक अनुवाद : किसी अंग्रेजी अवतरण का हिंदी में अनुवाद। (केवल कार्यालयी अनुवाद ही दिया जाएगा)

UNIT-V
व्याख्यातात्मक अनुवाद : किसी हिंदी अवतरण का अंग्रेजी में अनुवाद (केवल कार्यालयी अनुवाद ही दिया जाएगा)

अंक विभाजन :

विभाग - (क) उपर्युक्त इकाइयों I, II और III से 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगे। 2 x 10 = 20
विभाग- (ख) उपर्युक्त I, II और III इकाइयों से 06 प्रश्न पूछे जाएंगे। उनमें 03 के उत्तर लिखने होंगे। 12 x 5 = 60
तथा Unit IV, V से 01 हिंदी और 01 अंग्रेजी के अनुवाद का अनुवाद करना होगा।

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+3 SECOND YEAR THIRD SEMESTER
Core Course - VI (C-6) - Hindi

हिन्दी कथा साहित्य (उपन्यास)

UNIT-I
हिन्दी उपन्यास के अदभुत और विकास में प्रमोदन का महत्व, प्रेमचंद का उपन्यास साहित्य, प्रेमचंद के उपन्यासों में भारतीय समाज एवं महत्तक्ष वर्ग।

UNIT-II
प्रेमचंद और कर्मभूमि, कर्मभूमि में स्वतंत्रता आंदोलन का स्वरूप, कर्मभूमि की प्रमुख समस्याएँ।

UNIT-III
भावतीर्षण वर्मा का उपन्यास साहित्य, पाप और पुण्य की तलाश, निवेदन की प्रमुख समस्याएँ।

UNIT-IV
कर्मभूमि - प्रेमचंद

UNIT-V
निवेदन - भावतीर्षण वर्मा

अंक विभाजन:

विभाग - (क) सभी इकाइयों से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे।
2 x 10 = 20

विभाग- (ख) उपयुक्त इकाइयों से 10 प्रश्न पूछे जाएँगे। उनमें से 05 के उत्तर लिखने होंगे।
12 x 5 = 60

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सहायक प्रंश:

1. प्रेमचंद और उनका युग - रामचंद्र शर्मा, राजकमल प्रकाशन
2. विरासत का सवाल - श्रीकृष्ण शर्मा
3. हिन्दी उपन्यास एक अंतर्यात्मा - रामदर्शन शर्मा
4. उपन्यास के पहलु - ई. एम. फोस्टर
+3 SECOND YEAR THIRD SEMESTER
Core Course - VII (C-7) - Hindi

हिन्दी कथा साहित्य (कहानी)

UNIT-I
उसने कहा था - चंद्रकांत शर्मा गुलेरी
पुस्तकार - प्रसाद

UNIT-II
पुस की रात - ग्रामचंद
मुगलों ने सल्तनत बख्ता दो - भगवतीचरण वर्मा

UNIT-III
पंचताईट - फणीश्वरनाथ रेणू
भोलानाथ का जीव - हरिशंकर परसाई

UNIT-IV
कलाकार - राजेंद्र यादव
मानसरोवर के हंस - कमलेश्वर

UNIT-V
वापसी - उपांतरवाला
राजी माँ का चब्बूतरा - महू भंडारी

अंक विभाजन:

विभाग - (क) सभी इकाइयों से 10 वस्तुयन्त्र प्रश्न पूछे जाएँगे।
विभाग- (ख) उपर्युक्त इकाइयों से 10 प्रश्न पूछे जाएँगे। उनमें से 05 के उत्तर लिखने होंगे।

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पाठ्य पुस्तक:
1. आधुनिक कहानी संग्रह - सं. सरोजनी शर्मा, केन्द्रीय हिंदी संस्थान, आगरा

सहायक प्रश्न:
1. कहानी नयी कहानी नामवर सिंह
2. नयी कहानी की भूमिका कमलेश्वर
3. हिंदी कहानी का इतिहास गोपाल राय

End Semester 80
Internal 20
Total 100
कथा इत्तर गद्द साहित्य

UNIT-I
जीवनी - उद्देश्य, प्रस्तावना, जीवनी का स्वरूप
जीवनी साहित्य : परंपरा और विकास

UNIT-II
आत्मकथा - उद्देश्य, प्रस्तावना, आत्मकथा का स्वरूप,
आत्मकथा साहित्य : परंपरा और विकास

UNIT-III
रेखाचित्र - 'रेखाएं और रेखाएं'
संपादक - सूर्यकर पाण्डेय, अनुराग प्रकाशन, बाराणसी
1. राजिया - रामबाण बेनोपुरी
2. राम - महादेवी वर्मा

UNIT-IV
पाठ्य पुस्तक : आधुनिक निवास संग्रह : सं. सुरेश कुमार, केंद्रीय हिंदी संस्थान, आगरा।
1. नाखुन क्यों बढ़ते हैं - हजारी प्रसाद विद्वंती
2. नये वर्ष के शुभ संकल्प - रामदास रामा

UNIT-V
1. अमरनाथ की महायात्रा - कन्हैयालाल नंदन
2. छायावादी काव्य शैली - नामकर सिंह

अंक विभाजन :

विषय - (क) सभी इकाइयों से 10 वस्तुविश्लेष प्रश्न पूछे जाएँ।
विषय - (ख) उपर्युक्त इकाइयों से 10 प्रश्न पूछे जाएँ। उनमें से 05 के उत्तर लिखने होंगे।

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सहायक ग्रंथ :
1. प्रतिनिधि हिंदी निवंदकर - विभुराम मिश्र, ज्योतिष्क मिश्र, लोक भारती प्रकाशन।
2. कथा साहित्य विश्व : शास्त्र और इतिहास - बापुराम देशाई, विकास प्रकाशन, कानपुर।
3. हिंदी का गद्द साहित्य - रामचंद्र निवारी।
+3 SECOND YEAR FOURTH SEMESTER
Core Course - IX (C-9) - Hindi

आधुनिक हिंदी कविता (१)

UNIT-I
यशोधरा : मैथिलीशरण गुप्त : कविता सं.
१. पूर्म रहा है कैसा चक्र, २. सिख वे मुझसे कहकर जाने, ३. आर्यपुत्र दे तुके परीक्षा, ४. चुंप रह चुंप रह हाय अभागे, ५. रूदन का हसना ही तो गान, ६. पत्थरो भव - भव के भवाना

UNIT-II
जयशंकर प्रसाद -
१. आईसू - १ से २० २. ले चल मुझे मुलाशा देंकर

UNIT-III
निराला - १. तौड़ी पत्थर, २. बादल राग, ३. संवृता सुंदरी

UNIT-IV
पंत : प्रथम रसिम, ताज, गीत विहान

UNIT-V
महादेवी : मैं नीर भरी दुःख की बदली, पंच होने दो अपरिचित, मधुर-मधुर मेरे दीपक जल।

अंक विभाजन :

विनायक - (क) सभी इकाइयों से १० वस्तुनिष्ठ प्रश्न पूछे जाएंगे।
विनायक - (ख) उपर्युक्त इकाइयों से ०६ व्याख्या एवं ०४ प्रश्न पूछे जाएंगे। उनमें ०५ के उपर लिखे होंगे।

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<td>12 x 5 = 60</td>
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End Semester 80
Internal 20
Total 100

पाठ्य पुस्तक: हिंदी काव्य संग्रह - सं. रामचौर सिंह, के. हि. सं. आगरा

सहायक प्रश्न :
१. छायावाद - नामवर सिंह, राजकवि न्यायकार, दिल्ली
२. आधुनिक हिंदी साहित्य की प्रवर्तियाँ - नामवर सिंह, लोकभारती न्यायकार, इलाहाबाद
३. निराला : आमंत्रित आशा - दुर्गावत सिंह
४. जयशंकर प्रसाद - नेतृदलोरे बांधीयों
+3 SECOND YEAR FOURTH SEMESTER
Core Course - X (C-10) - Hindi

भाषा विज्ञान और हिंदी भाषा

UNIT-I
भाषा की परिभाषा एवं स्वरूप, भाषा परिवर्तन के कारण।

UNIT-II
भाषा विज्ञान की परिभाषा एवं स्वरूप, ज्ञान की अन्य शाखाओं से संबंध।

UNIT-III
दक्षिणी हिंदी भाषा का साहित्य, खड़ी बोली और साहित्यिक भाषा के रूप में हिंदी का उदभव और विकास।

UNIT-IV
आयुर्विज्ञान के युग में खड़ी बोली गद्द का विकास :
1. फोर्ट्स विलियम कॉलेज और खड़ी बोली का गद्द।
2. स्वाधीन गद्द लेखक (लल्लूजी लाल, सदाम मिश्र, ईशा अल्ला खाँ)
3. ईंसाई मिशनरियों और आर्थ विवाद की भूमिका।

UNIT-V
हिंदी के विविध रूप : राजभाषा, राष्ट्रभाषा, समाजभाषा, संस्कृत भाषा।

अंक विभाजन :
विभाग - (क) सभी इकाइयों से 10 वर्तुळि स्त्र गूढी जाएं। 2 x 10 = 20
विभाग- (ख) उपरुक्त इकाइयों से 10 प्रश्न पूछे जाएं। उनमें से 05 के उत्तर लिखने होंगे। 12 x 5 = 60

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सहायक वांछा :
1. भाषा विज्ञान की भूमिका - देवेंद्रसाह राम्म, दीपक राम्म, राधाकृष्ण प्रकाशन, नई दिल्ली
2. हिंदी : अदभुत, विकास और रूप - हरदेव बाहरी, किताब महल, नई दिल्ली
3. हिंदी भाषा का इतिहास - धीरेंद्र वर्मा
4. भाषा और समाज - रामबिलास शर्मा, राकमल प्रकाशन, नई दिल्ली
+3 THIRD YEAR FIFTH SEMESTER
Core Course - XI (C-11) - Hindi

हिन्दी नाटक और रंगमंच

UNIT-I
हिन्दी नाटक और रंगमंच का परिचय, भारतीय रंगमंच, पाश्चात्य रंगमंच।

UNIT-II
‘चन्द्रगुप्त’ - प्रसाद

UNIT-III
आपात का एक दिन’ - मोहन राकेश

UNIT-IV
आधुनिक एकांकी संग्रह - सं सुरेंद्र कुमार, केंद्रीय हिंदी संस्थान, आगरा
1. भोज का तारा - जगदीश चंद्र मासूर
2. औरजंक की आखिरी रात - रामकुमार वर्मा
3. शुभ पुरुष - सुमित्रानंदन पंत

UNIT-V
1. जुलूस - कणादि ऋषि भटनागर
2. नींद व्याघ्र भर नाहीं आती - सुरेंद्र वर्मा
3. चौंग बहो गगा - ठक्कौनारायण लाल

अंक विभाजन :

विभाग - (क) सभी इकाइयों से 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगे। 2 x 10 = 20
विभाग- (ख) उपर्युक्त इकाइयों से 06 व्याख्या एवं 04 प्रश्न पूछे जाएंगे। उनमें 05 के उत्तर लिखे होंगे। 12 x 5 = 60

| End Semester | 80 |
| Internal | 20 |
| Total | 100 |

सहायक ग्रंथ :
1. नाटककार जयशंकर प्रसाद - सं. सत्येंद्र कुमार तनेजा, रावण्कुण्ड प्रकाशन।
2. हिंदी नाटक - बच्चन सिंह, लोक-भारती प्रकाशन, इलाहाबाद।
3. आधुनिकता और मोहन राकेश - डॉ. उर्मिला मिश्रा, विश्वविद्यालय प्रकाशन, वाराणसी।
4. आधुनिक हिंदी नाटक और रंगमंच - सं. नेमिनंद जैन।
भारतीय काव्य शास्त्र

UNIT-I
काव्य लक्षण, काव्य प्रयोजन, शब्द शक्ति

UNIT-II
रस सिद्धांत : परिभाषा एवं स्वरूप, रसके प्रकार

UNIT-III
रीति सिद्धांत : परिभाषा एवं स्वरूप, रीति के भेद
अलंकार : परिभाषा एवं स्वरूप, प्रमुख भेद

UNIT-IV
अलंकार : लक्षण एवं उदाहरण : उपमा, रूपक, अनुग्रास, उत्प्रेक्षा, अन्योक्ति, यमक, रूपक, भाविमान, अन्तस्मयक्ति, कक्षोक्ति।

UNIT-V
छंद : लक्षण एवं उदाहरण : दोहा, चौंधर, सरसों रोशना, छपरा, बर्त सों, मनाक्तता, धनाशरी, कुंडलिया।

अंक विभाजन :

| विभाग - (क) | सभी इकाइयों से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे। |
| क्रम | 2 x 10 = 20 |

| विभाग - (ख) | उपर्युक्त I, II और III इकाइयों से 06 प्रश्न पूछे जाएँगे। जिनमें 03 के उत्तर लिखने होंगे। |
| क्रम | 12 x 3 = 36 |

| इकाई | अलंकार एवं छंद के उत्तर लिखने होंगे। |
| क्रम | 4 x 3 = 12 |

| इकाई | अलंकार- |
| क्रम | 4 x 3 = 12 |

End Semester 80
Internal 20
Total 100

सहायक प्रश्न:

1. भारतीय काव्यशास्त्र - भगवान मिश्र
2. भारतीय काव्यशास्त्र - नन्देश, नैरायण, महान विजयसिंह माहुस, दिल्ली
3. भारतीय काव्यशास्त्र - सल्लेट, चौंधर, अलंकार प्रकाश, दिल्ली
4. भारतीय काव्य विमर्श- राममूर्ति किसाठी, वाणी, दिल्ली
5. अलंकार मुख्तारली - देवेंद्रनाथ शर्मा
आधुनिक हिंदी कविता (२)

UNIT-I
राममंडो सिंह दिनकर
1. जनक का जन्म 2. अभिनव मनुष्य - 3. पुरुषवा

UNIT-II
1. पथ की पहचान -वचन, 2. हिंदोशीमा- अजेय 3. कलणी बाजरे की - अजेय

UNIT-III
गीतलसों, २. अभियोगित, ३; होना तो उनका है - भवानी प्रसाद मिश्र

UNIT-IV
१. दूसरा पहिया, २. कसब की शाम, ३. बोआई के गीत - घरमसर भारती

UNIT-V
मोहीराम - धूपमल
रामदास- रघुवीर सहाय
बहुत दिनों के बाद- नागाजून

अंक विभाजन :
विभाग - (क) सभी इकाईयों से १० वस्तुविद्य प्रश्न पूछे जाएँगे। 2 x 10 = 20
विभाग- (ख) उपर्युक्त इकाईयों से ०६ व्याख्या एवं ०४ प्रश्न पूछे जाएँगे। उनमें ०५ के उत्तर लिखने होंगे। 12 x 5 = 60

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पाठ्य पुस्तक :
हिंदी काव्य संग्रह - केंद्रीय हिंदी संस्थान, आगरा

सहायक प्रेम :  
१. आधुनिक हिंदी कविता का विकास - हेंटुरहर्डज
२. कविता के तंत्र प्रतिमान- नामवर सिंह, राजकमल प्रकाशन, नई दिल्ली
३. नन्दवी कविता और अस्तित्ववाद- रामविलास शरमा, राजकमल प्रकाशन, नई दिल्ली
४. समकालीन कविता का स्थायर- परमांद श्रीवास्तव
५. समकालीन हिंदी कविता- रवींद्र भ्रमर
६. स्वातंत्र्यसेत हिंदी कविता मे राजनीतिक नेतेना - डा. उसमान खैन
+3 THIRD YEAR SIXTH SEMESTER
Core Course - XIV (C-14) - Hindi

पाण्डित्य काव्य शाखा

UNIT-I
प्लेटो : काव्य, सत्य और अनुकरण
आरसू : विरचन सिद्धांत

UNIT-II
व्यासित्व : काव्य में उदात्त
विविधतम विषयसूचना : कविता क्या है तथा कविता का स्वरुप

UNIT-III
मैथ्यू आर्मिंड : कविता और जीवन, कविता और समाज
आई.एि.रिचर्डस : मूल्य सिद्धांत

UNIT-IV
विम्हवाद, प्रतीकवाद

UNIT-V
वक्तव्यतवाद, मार्क्सवादी आलोचना

अंक विभाजन :
विभाग - (क) सभी इकाइयों से 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगे। 2 x 10 = 20
विभाग- (ख) उपर्युक्त इकाइयों से 10 प्रश्न पूछे जाएंगे। उनमें से 05 के उत्तर लिखे होंगे। 12 x 5 = 60

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End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

सहायक ग्रंथ :
1. पाण्डित्य साहित्य- विलेन - निर्मला जैन, राष्ट्रवृंद्ध प्रकाशन, नई दिल्ली।
2. पाण्डित्य काव्यशास्त्र - इतिहास सिद्धांत और वाद - भगवान मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी
3. पाण्डित्य समीक्षा दर्शन - जगदीश चंद्र जैन, हिंदी प्रचारक संस्थान, वाराणसी
4. भारतीय एवं पाण्डित्य काव्यशास्त्र की रूपरेखा - रामचंद्र तिवारी, लोक-भारती प्रकाशन, इलाहाबाद।
+3 THIRD YEAR FIFTH SEMESTER
DSE - I - Hindi

Time : 3 Hrs.
Credit : 06

End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

तुलसीदास

UNIT-I
तुलसी और उनकाला / तुलसी का भक्ति भावना। रामकाव्य की परम्परा और तुलसी।

UNIT-II
तुलसी के प्रमुख रचनाएँ/तुलसी के नारी सबकों विचार/तुलसी का समन्वयवाद।

UNIT-III
पाठ्यपुस्तक : रामबरिितमानस : तुलसीदास, गीता प्रेस, गोरखपुर (अध्यायाक्रम पद से १ - ५०)

UNIT-IV
वित्तपत्रिका : तुलसीदास, गीता प्रेस, गोरखपुर, प्रथम १-२० पद

UNIT-V
दोहावली : तुलसी दास, गीता प्रेस, गोरखपुर, प्रथम १ से - २५ दोहे

अंक विभाजन :

विभाग - (क) सभी इकाइयों से १० वार्तुङ्ग प्रश्न पूछे जाएँगे। २ x १० = २०
विभाग- (ख) उपर्युक्त इकाइयों से ०४ प्रश्न एवं ०६ पदांश पूछे जाएँगे। जिनमें से ०५ के उत्तर लिखने होंगे। १२ x ५ = ६०

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सहायक प्रश्न :

१. तुलसीदास : डॉ. माताप्रसाद गुप्त, हिन्दी परिषद प्रयाग
२. तुलसी और उनका युग : डॉ. राजपत दीक्षित, ज्ञानमण्डल, काशी
३. तुलसी आधुनिक वातावरण से : रमेश कुलदेव मेघ
४. गोस्वामी तुलसीदास की दृष्टि में नारी और उसका महत्त्व : ज्ञानवती त्रिवेंद्री, काशी हिन्दु विश्व विद्यालय प्रकाशन.
+3 THIRD YEAR FIFTH SEMESTER  
DSE - II - Hindi

Time : 3 Hrs.  
Credit : 06  

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

प्रेमचन्द

UNIT-I  
प्रेमचन्द और उनका युग। प्रेमचन्द का जीवन। प्रेमचन्द और भारतीय स्वतंत्रता आंदोलन।

UNIT-II  
प्रेमचन्द और भारतीय किसान। कहानीकार प्रेमचन्द। उपन्यासकार के रूप में प्रेमचन्द।

UNIT-III  
निर्माता : प्रेमचन्द

UNIT-IV  
मानसरोवर, भाग - 1  
1. अलग्यों, 2. ईदगाह, 3. बड़े भाई साहब, 4. ठाकुर का कुआँ, 5. पूस की रात

UNIT-V  
कुछ प्रश्न : प्रेमचन्द, लोक-भारती प्रकाशन  
1. साहित्य का उद्देश्य, 2. राष्ट्रभाषा हिंदी और उसकी समस्याएँ, 3. उर्दू, हिंदी और हिंदुस्तानी

अंक विभाजन :  
विभाग - (क) सभी प्रश्नों से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे।  
विभाग- (ख) उपयुक्त इकाईयों से 10 प्रश्न पूछे जाएँगे। उनमें से 05 के उन्नत लिखने होंगे।  
2 x 10 = 20  
12 x 5 = 60

| उपयुक्त प्रश्न |  
|----------------|-------------------|----------------|
| उनमें से 05 के उन्नत लिखने होंगे। |  
| अंक विभाजन |  
| विभाग - (क) सभी प्रश्नों से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे। | 2 x 10 = 20 |
| विभाग- (ख) उपयुक्त इकाईयों से 10 प्रश्न पूछे जाएँगे। उनमें से 05 के उन्नत लिखने होंगे। | 12 x 5 = 60 |

End Semester 80  
Internal 20  
Total 100

सहायक प्रश्न :  
1. प्रेमचन्द और उनका युग : रामबलास रामानुज, राजकमल, नयी दिल्ली  
2. हिंदी उपन्यास : आचार्य रामचन्द्र तिवारी, विश्वविद्यालय प्रकाशन  
3. प्रेमचन्द : एक विवेचन : इतिहास मदन  
4. कहानीकार प्रेमचन्द : रचनादृष्टि और रचना शिल्प - शिवकुमार मिश्र, लोक-भारती प्रकाशन, इलाहाबाद
+3 THIRD YEAR SIXTH SEMESTER
DSE - III - Hindi

कार्यालयी हिंदी

UNIT-I
राजभाषा हिंदी : संवाचारिक प्राप्तचान, राजभाषा, आयुष्मान अनुसूची, राजभाषा अधिनियम १९६३, राजभाषा नियम १९६५

UNIT-II
टिउण एवं आलेखन : टिउण : स्वरूप, टिउण की प्रक्रिया एवं उद्देश्य/प्रारूप-लेखन : स्वरूप एवं परिचय, प्रारूप तैयार करने की विधि, प्रारूप लेखन की रूपरेखा, प्रारूप लेखन के क्षेत्र।

UNIT-III
संक्षेपण : परिभाषा, संक्षेपण की प्रक्रिया एवं भेद
प्रश्न-लेखन : अर्थ एवं स्वरूप, प्रश्न-लेखन की विशेषताएँ, सरकारी पत्रों के प्रकार।

UNIT-IV
कंप्यूटर में हिंदी का अनुप्रयोग :
कंप्यूटर : अर्थ, स्वरूप एवं परिभाषा, कंप्यूटर के मुख्य भाषा, कंप्यूटर उपस्थापन, कार्यालयों में कंप्यूटर का प्रयोग।

UNIT-V
प्रशासनिक राजदाली- प्रमुख वाक्यांश तथा पदनाम।

अंक विभाजन:

विभाग - (क) Unit-V से 05 अंजेजों के एवं 05 अंजेजों के राहत पूरे जाएँ जिनके हिंदी और अंजेजों प्रातिशाब्दिक लिखने होगे।
अंजेजों से हिंदी :
हिंदी से अंजेजों :
2 x 5 = 10
2 x 5 = 10

(ख) इकाई I से IV में से 10 प्रश्न पूरे जाएँ। उनमें से 05 के उत्तर लिखने होगे।
12 x 5 = 60

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<tr>
<td>अंतर्दर्जन लिंग</td>
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सहायक व्रेष्ठ:
1. प्रयोजनमूलक हिंदी : संचरण और अनुप्रयोग - रामप्रकाश, दिनेशगुप्त
2. प्रयोजनमूलक हिंदी : सिद्धांत और प्रयोग - दंगल ज्याल्टे, भागी, दिल्ली
3. प्रयोजनमूलक हिंदी : विमोদ गोदेरे, भागी प्रकाशन, नई दिल्ली
+3 THIRD YEAR SIXTH SEMESTER
DSE - IV - Hindi

Time : 3 Hrs.
Full Mark : 100
Credit : 6

End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

शास्त्रीय कार्य
शास्त्रीय कार्य / लघु शोध प्रबंध - संभवित पृष्ठ संख्या 40 से 50 पृष्ठों के बीच हो/ निम्नलिखित विषयों पर ओलावनामूलक / शोधात्मक कार्य किया जा सकता है।

(क) अनुवाद
(ख) पुस्तक समीक्षा
(ग) किसी जितेल अथवा गहन विषय को हल करने की दिशा में,
अथवा
(घ) किसी साहित्यिक मान्यता की स्थापना/युन, स्थापना हेतु किया गया मौलिक कार्य।

अंक विभाजन :
विभाग - (क) परियोजना / लघु शोध - प्रबंध
विभाग - (ख) Viva-Voce / सॉमिनार

Total 100

SEMESTER - I
GE - I - Hindi

Time : 3 Hrs.
Credit : 06

End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

मध्यकालीन इतिहास और भक्ति कविता

UNIT-I
मध्यकाल सामान्य परिचय, भक्तिकाल की पुंड्रभूमि, भक्तिकालीन साहित्य की प्रमुख प्रकृतियाँ।

UNIT-II
भक्तिकाल की प्रमुख काव्य धाराएँ,
निरुपण काव्य - झालाश्रयी शाखा एवं प्रेममार्गी शाखा
समगुण काव्य - शुक्रभक्ति शाखा एवं रामभक्ति शाखा

UNIT-III
पाठ्य पुस्तक : हिंदी काव्य संग्रह : सं. रामबीर सिंह, केन्द्रीय हिंदी संस्थान, आगरा
कवियों द्वारा - शाखा 1 से 21
मौलिक मुहम्मद जायसी - नागर्मति वियोग वर्णन 01 से 08

UNIT-IV
सुदास - विनय के पद 1 से 5
भमरगीत 6 से 10
UNIT-V
बालकृति दास - भारत महिमा 1 से 10

क़ान्तिका विभाजन:
विभाग - (क) सभी इकाइयों से 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगे।
विभाग- (ख) उपर्युक्त इकाइयों से 06 पदार्थ एवं 04 प्रश्न पूछे जाएंगे। उनमें 05 के उत्तर लिखे होंगे।

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समकालीन शास्त्रीय और समस्तकता की भूमिका - आचार्य एंडॉर कृष्ण, राजकाल, दिल्ली।

SEMESTER - II
GE - II - Hindi

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HISTORY

+3 FIRST YEAR FIRST SEMESTER
Core Course - I (C-1)

Time : 3 Hrs.
Credit : 06

End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

HISTORY OF INDIA

UNIT-I: Reconstructing Ancient Indian History
1. Early Indian Notions of History
2. Sources and tools of Historical Construction.
3. Historical Interpretations with special reference to gender, environment, technology and regions.

UNIT-II: Pre historic hunter-gatherers and Advert of Food Production
1. Paleolithic cultures- sequence and distribution, stone industries and other technological developments.
2. Mesolithic cultures - regional and chronological distribution.
3. Developments in technology and economy - Rock Art.

UNIT-III:
1. The regional and chronological distribution of the Neolithic and Chalcolithic culture.
2. Tool Technology
3. Emergency of Agriculture, Change and Consequence.

UNIT-IV: The Harappan Civilization
3. Social and Political organisation - Religious beliefs and practices, art, the problem of urban decline and the late/post Harappan tradition.

UNIT-V: Cultures in Transition
1. North India - Circa 1500 BCE - 300 BCE, Vedic Age, Political condition of India during 6th Century B.C.
2. Religion and Philosophy, Jainism, Buddhism.
3. Tamilkam - 300 BCE to Circa CE-300 (Sangam Age-Political, Socio-religious condition)

Essential Readings:
3. A. L. Basha, The Wonder that was India, 1971.

**+3 FIRST YEAR FIRST SEMESTER**

**Core Course - II (C-2)- History**

**Time :** 3 Hrs.  
**Credit :** 06  
**End Semester Theory :** 80 Marks  
**Mid Semester Theory :** 20 Marks

**SOCIAL FORMATION AND CULTURAL PATTERNS OF THE ANCIENT WORLD**

**UNIT-I:**  
Evolution of mankind palaeolithic and Mesolithic cultures.

**UNIT-II:**
1. Evidence of food production in west Asia-Jarmo, Jericho.
2. Evidence of food production in South-East Asia-Vietnam, Thailand.
3. Technology of food production and its significance on Society.

**UNIT-III:**  
Bronze Age Civilization,  
Egyptian civilization (old kingdom)- State structure, Economy, Social stratification, Religion and Culture.

**UNIT-IV:**  
Nomadic groups in central and West Asia.  
1. Debate on the advent of Iron and Implications.

**UNIT-V:**  
Slave society in Ancient Greek.  
Agrarian economy, Urbanisation, Trade and Politics in Ancient Greece; Athens and Sparta; Greek culture.

**Essential Readings :**
5. B. Fagan, *People of the Earth*.
11. H. W.F. Saggs, *The Greatness that was Babylon*.
12. B. Trigger, *Ancient Egypt: A Social History*

**Suggested Readings:**
3. V. Gordon Childe, *Social Evolution*.

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**+3 FIRST YEAR SECOND SEMESTER**

**Core Course - III (C-3)- History**

**Time:** 3 Hrs.  
**End Semester Theory:** 80 Marks  
**Credit:** 06  
**Mid Semester Theory:** 20 Marks

**HISTORY OF INDIA - II**

**UNIT-I:** Economy and Society (Circa 300 BCE to CE 300)
(a) Expansion of agrarian economy: production relations.
(b) Urban growth: north India, Central India and the Deccan; Craft Production: trade and trade routes; coinage.
(c) Social stratification: Class, Varna, Jati untouchability; gender; marriage and property relations

**UNIT-II:** Changing political formations (circa 300 BCE to CE 300)
(a) The Mauryan Empire
(b) Post-Mauryan Politics with special reference to the Kushanas and the Satavahansas; Gana-Sanghas.

**UNIT-III:** Towards early medieval India (Circa, CE fourth century to CE - 750)
(a) Agrarian Expansion: land grants, changing production relations; graded land rights and peasantry.
(b) The problem of urban decline: Patterns of trade, currency and urban settlements.
(c) Varna, proliferation of jatis: changing norms of marriage and property.

**UNIT-IV:** Religion, philosophy and society (circa 300 BCE - CE 750)
(a) Consolidation of the brahmanical tradition: dharma, Varnashram, Purusharthas, Samskaras.
(b) Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.
(c) The beginning of Tantricism.

**UNIT-V:** Cultural developments (circa 300 BCE - CE 750)
(a) A brief survey of Sanskrit literature during Gupta age.
(b) Art and architecture & forms and patronage; Mauryan, Post-Mauryan, Gupta, Post-Gupta.

**Essential Readings:**
Syllabus-Arts

2. D. P. Chattopadhyaya, History of Science and Technology in Ancient India, 1986.
6. K. A. N. Sastri, A History of South India.

+3 FIRST YEAR SECOND SEMESTER
Core Course - IV (C-4)- History

Time : 3 Hrs.  End Semester Theory : 80 Marks
Credit : 06  Mid Semester Theory : 20 Marks

SOCIAL FORMATIONS AND CULTURAL PATTERNS OF
THE MEDIEVAL WORLD

UNIT-I:
Roman Empire - Principate and Empire and slave society in ancient Rome. Agrarian economy, urbanization, trade.

UNIT II:
Religion and culture in ancient Rome and crisis of the Roman Empire.
(a) Zorastrianism and Mithraism- Beliefs Impact on Eastern and Western thinking.
(b) Judaism - Origin, Growth, Principles and Practice.
(c) Christianity - Teachings, causes and spread.

UNIT III:
Economic developments in Europe from the 7th to 14th centuries ; organisation of production, town and trade, technological developments : crisis of feudalism.
Religion and culture in medieval Europe.

UNIT IV:
Religion and culture in medieval Europe.
Age of Apostles, Practices, Medieval church. Monastic, Communities, the Papacy, Medieval of and Architecture.

UNIT V:
Emergence and expansion of Islam:
1. Socio-cultural background of Islam; Basic Teachings.
2. Evaluation of机构 structure and expansion.

Essential Readings:
1. Perry Anderson, Passages from Antiquity to Feudalism.
3. Cambridge History of Islam, 2 Vols.
7. P. Garnsey and Saller, The Roman Empire.

**Suggested Readings.**

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**+3 FIRST YEAR FIRST SEMESTER**

**GE - I History**

| Time | 3 Hrs. |
| End Semester Theory | 80 Marks |
| Credit | 06 |
| Mid Semester Theory | 20 Marks |

**HISTORY AND CULTURE OF ODISHA**

**Unit-I: Socio-Political life of Early and Medieval Odisha**
1. Kalinga War (261 B.C.) and its significance
2. Mahameghavahan Kharavela: His time and achievements
3. The Bhauma Karas- Achievements of the women rulers of the dynasty and The Somavamsis-Jajati-I and Jajati-II

**Unit-II: Religion, Art, and Literature of Early and Medieval Odisha**
1. Buddhism and Jainism in Odisha
2. Development of Art and Architecture: Buddhist ArtTemples, Sculptures
3. Evolution and Growth of Odia Language and Literature,Sarala Mahabharata
4. Panchasakhas, Sri Chaitanya and Bhakti Movement in Odisha

**Unit-III: Political and Economic Structure in Medieval Odisha**
1. Mughal Administration
2. Maratha Administration
3. Impact on Odisha’s Socio-Economic Condition

**Unit- IV: Colonialism in Odisha:**
1. The Early British Administration: Its Socio-Economic impact
2. The Odia Identity Movement
3. Freedom struggle in Odisha- Non-Cooperation Movement and Civil Disobedience Movement

**Unit-V: Socio-Cultural Changes in Modern Odisha**
1. Development of Modern Education
2. Social Reform Movements in Odisha

**Reference Books :**
1. Peter Hardy, Muslims of British India
2. Mushiru! Hasan, ed., India’s Partition. Oxford in India
3. V D.A. Low, ed., Congress and the Raj
4. John R. McLane, India Nationalism and the early Congress
5. Jawaharlal Nehru, An Autobiography
6. Gyanendra Pandey, The Construction of Communalism in North India
7. Sumit Sarkar, Modern India 1885-1947 -I
8. Anil Seal, Emergece of Indian Nationalism
9. Ram Lakhman Sukla (ed), Adhunik Bharat ka Ithas
10. Elanor Zello, From Untouchable to Dalit: Essays on the Ambedkar Movement
12. Bipin Chandra, Communalism in Modern India, 2nd ed.
13. Bipin Chandra, K.N. Parikkar, Mridula Mukherjee amd Aditya Mukherjee, Insia’s Struggle for Independence
14. A.R. Desai, Social Background of Indian Nationalism
15. A.K. Desai, Peasant Struggle in India
16. Francine FrankeL, India’s Political Economy 1947-77
18. CXharles Heinsath, Indian Nationalism and Hindu Social Reform
19. F. Hutchins, Illusion of Performance
20. F. Hutchins, Spontaneous Revolution
21. V.C. Joshi, ed., Rammohan Roy and the process of Modernisation in India
22. J. Krishnamurti, Women in Colonial India

+3 FIRST YEAR SECOND SEMESTER
GE - II- History

Time : 3 Hrs. 
Credit : 06
End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

FREEDOM MOVEMENT IN INDIA

UNIT-I: Growth of National Consciousness in 19th Century
  1. Socio-Economic Impact of British Rule
  2. Role of Press and Journalism
  3. Formation of Political Association Prior to 1885

UNIT-II: Nationalism: Trends upto 1919:
  1. Formation of Indian National Congress: Its Ideology and Performance
  2. Moderates and Extremists
  3. Swadeshi Movement and its Impact

UNIT-III: Gandhian Nationalism after 1919: Ideas and Movements:
1. Mahatma Gandhi: his perspectives and methods
2. Non-Cooperation: Civil Disobedience, Quit India
3. Indian National Army (INA) and Subhas Chandra Bose

UNIT-IV: Communalism and Partition:
1. Ideologies and Practices: Hindu Maha Sabha, Muslim League
2. Partition and Independence

UNIT-V: Emergence of New Nation:
1. Making of the Constitution
2. Integration of princely states

Reading List:
Judith Brown: Gandhi rise to power 1915-20
Paul Brass, The Politics of India Since Independence
Bipan Chandra, Nationalism and Colonialism in Modern India 1979
Bipan Chandra, Rise and Growth of Economic Nationalism in India
Mohandas K. Gandhi, An Autobiography or the Story of my Experiment with truth
Ranajit Guha, ed... A Subaltern Studies Reader.

3. Modern Odia literature: Radhanath Roy and Fakir Mohan Senapati and Gangadhar Meher

Reading List:
4. B.C. Ray, Odisha under the Mughals
5. __________, Odisha under the Marathas
6. __________, Foundation of British Odisha
10. K.C. Mishra, The cult of Jagannath
11. M.N. Das (ed) Sidelights on History and Culture of Odisha, Bidyapuri
12. M.A. Haq, Muslim Administration in Odisha
13. A.C. Pradhan, A study of History of Odisha, Bhubaneswar Panchasheel
+3 SECOND YEAR THIRD SEMESTER
Core Course - V (C-5)- History

History of India - III CC. 750-1206

Unit -I : Studying Early Medieval India:
[1] Historical Geography
[2] Sources: Texts, Epigraphic and Numismatic Data,
[3] Debates on Indian feudalism

Unit-II : Political Structures:
[1] Evolution of political structures, Rashtra kutas, Palas, Pratiharas and Cholas
[2] Legitimization of kingship; Brahmanas and temples; royal genealogies and rituals
[3] Arab conquest of Sindh, nature and impact

Unit-III : Agrarian Structure and Social Change:
[1] Agricultural expansion, crops
[2] Landlords and peasants
[3] Proliferation of castes, status of untouchables
[4] Tribes as peasants and their place in the Varna order

Unit-IV : Trade and Commerce:
[1] Inter-regional trade
[4] Merchant guilds of South India

Unit-V: Religious and Cultural Developments:
[2] Islamic intellectual traditions; Al-Biruni
[3] Regional languages and literature
[4] Art and Architecture; Evaluation of regional styles :- Kalinga School of Architecture; Dravid School

Reading List:
1. R.S. Sharma, Indian Feudalism (circa 300 - 1200).
2. B. D. Chattopadhyaya, The Making of Early Medieval India.
5. Hermann Kulke, ed., The State in India (AD 1000 - AD 1700).
6. Dissanayake, W. and K. M. Gokul Singh, Indian Popular Cinema,
7. Pankaj Rag, Dhuno ke Yatri, Rajkamal, New Delhi, 2006
8. N. Karashima, South Indian History and Society in Arab Sindh.
10. Al. Beruni’s India, NBI edition.
12. S C Mishra, Rise of Muslim Communities in Gujarat.

+3 SECOND YEAR THIRD SEMESTER
Core Course - VI (C-6)- History

Time : 3 Hrs. End Semester Theory : 80 Marks
Credit : 06 Mid Semester Theory : 20 Marks

Rise of the Modern West - I

Unit-I: Transition from feudalism to capitalism:
1. The problems of Transition.
2. The Theories.

Unit-II: Early colonial expansion:
1. Causes of geographical discoveries, Discovery of sea routs, its results.
2. The conquests of the Americas: Beginning of the era of colonization

Unit-III: Renaissance:
1. Its Causes and Impact.
2. Spread of Humanism in Europe.
3. Art of Renaissance- Architecture, Sculpture, painting and literature

Unit-IV: The Reformation
1. Origins, course and results.
2. Spread of Reformation movements.
3. Emergence of European State system: Spain, France, England

Unit-V: Economic developments of the sixteenth century:
1. Shift of economic balance from the Mediterranean to the Atlantic.
2. Commercial Revolution.

Reading List:
4. F. Rice, The Foundations of Early Modern Europe
5. G. R. Elton, Reformation Europe, 15’17 U 1559.
7. J. Lynch, Spain under the Hapsburgs.
10. Introduction to western civilization - B. K. Gokhale.

+3 SECOND YEAR THIRD SEMESTER
Core Course - VII (C-7)- History

Time : 3 Hrs.  End Semester Theory : 80 Marks
Credit : 06  Mid Semester Theory : 20 Marks

History of India IV (C.1206-1527)

Unit-I : Interpreting the Delhi Sultanate:
Survey of Sources: (a) Persian Tarikh Tradition, (b) Vernacular Histories; (c) Epigraphy

Unit-II: Sultanate Political Structures:
1. Foundation, expansion and consolidation of the Sultanate of Delhi: The Khaljis and the Tughluqs.
2. Theories of kingship: The rulling elites Sufis, Ulema and the imperial monuments.

Unit-III: Emergence of Regional Identities
1. Bahamanis, Vijayanagar, Gujarat, Bengal and Odisha.
2. Regional Art, Architecture and Literature.

Unit-IV: Society and Economy:
1. Iqta and the Revenue-free Grants.
2. Agricultural production, Technology.
3. Changes in Rural Society, Revenue Systems.
5. Trade and Commerce, Indian Ocean Trade.

Unit-V: Religion, Society and Culture:
1. Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices, social roles
2. Bhakti movements and monotheistic traditions: Kabir, Nanak and Sri Chaitanya.

Reading List:
3. Satish Chandra, Medieval India 1.
8. Richard M. Eaton, ed., India’s Islamic Traditions.
RISE OF THE MODERN WEST - II

Unit-I: 17th Century European Crisis:
Economic, social and political dimensions.

Unit-II: The English Revolution:
(1) The English Revolution of 1640, Causes and effect
(2) The Glorious Revolution of 1688. Causes and effect

Unit-III: Rise of Modern Science:
(1) Development of Science from Renaissance to the 17th century
(2) Impact of Modern science on European society

Unit-IV: Merchantilism, European economics and Preludes to the Industrial Revolution:
(1) Origin and spread of Merchantilism
(2) Impact of Mercantilism on European economy
(3) Agricultural and Scientific Background to the Industrial Revolution

Unit-V: The American Revolution:
(1) Political currents
(2) Economic Issues
(3) Social Significance of the American Revolution

Reading List:
1. T.S. Aston and C.H.E. Philpin (eds.),
4. Rodney Hilton, Transition from Feudalism to Capitalism.
5. G. Parker, Europe in Crisis, 1598 - 1648.
8. Charles A. Nauert, Humanism and the Culture of the Renaissance
10. F. Rice, The Foundations of Early Modern Europe
+3 SECOND YEAR FOURTH SEMESTER
Core Course - IX (C-9)- History

Time : 3 Hrs.
Credit : 06

End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

HISTORY OF INDIA V (1526-1750)

Unit-I: Sources for the Study of Mughal India:
(1) Literary Sources
(2) Foreign Accounts
(3) Numismatic Sources.
(4) Monuments.

Unit-II: Establishment of Mughal rule:
(1) India on the eve of advent of the Mughals
(2) Fire arms, military technology and warfare
(3) Sher Shah: Administrative and Revenue reforms

Unit-III: Consolidation of Mughal rule:
(1) Rajputs policy of Mughals: Akbar and Aurangzeb.
(2) Evolution of administrative institutions: Zabti, Mansab, Jagir, Madad-i-Maash
(3) Revolts and resistance

Unit-IV: Rural Society and Economy:
(1) Land rights and revenue system; Zamindars and Peasants
(2) Trade routes and patterns of internal commerce; overseas trade
(3) Urban Centres, Craft and Technology.

Unit-V: Cultural Ideals:
(1) Religious tolerance and sulh-i-kul
(2) Development of Sufism in Mughal India
(3) Mughal art and architecture.

Reading List:
2. J.F. Richards, The Mughal Empire.
3. Satish Chandra, Essays on Medieval Indian History.
4. Irfan Habib, Agrarian System of Mughal India, 1526-1707.
5. S.A.A. Rizvi, Muslim Revivalist Movements in Northern India.
+3 SECOND YEAR FOURTH SEMESTER  
Core Course - X (C-10)- History

Time : 3 Hrs.  
Credit : 06  
End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

HISTORICAL THEORIES AND METHODS

Unit-I: Meaning and Scope of History:
(1) Definition, Nature and Scope of History.
(2) Object and Value of History.
(3) History, Science and Morality.

Unit-II: Traditions of Historical Writing:
(1) Ancient Greek Traditions - Herodotus, Thucydides
(2) Ancient Roman Traditions - Livy and Tacitus
(3) Medieval Understanding : Western - St Augustine, Arabic Ibu Khalddera

Unit-III: History as Interdisciplinary Practice:
(1) Historical and Archaeology, History and Anthropology.
(2) History and Sociology, History and Literature
(3) Historical and Political Science.

Unit-IV: Modern Theories:
(1) Scientific History : Ranke
(2) Karl Marx
(3) Total History : Marc Bloc, Lucien Febver

Unit-V: Historical Methods:
(1) Sources of History : Written and Archaeological.
(2) Historical facts.
(3) Historical Causation
(4) Historical Objectivity.

Reading List:
+3 THIRD YEAR FIFTH SEMESTER
Core Course - XI (C-11)- History

History of Modern Europe- 1 (c. 1780-1939)

Unit-I: The French Revolution:
[1] Crisis of Ancient Regime

Unit-II: Revolution and its European repercussions:

Unit-III: Restoration and Revolution: c. 1815 - 1848:

Unit-IV: Capitalist Industrialization and Socio-Economic Transformation (Late 18th century to AD 1914)
[1] Process of capitalist development in industry and agriculture: case Studies of Britain, France, the German States and Russia.

Unit-V: Varieties of Nationalism and the Remaking of States in the 19th and 20th Centuries.
[1] Intellectual currents, popular movements and the formation of National identities in Germany, Italy
[2] Specificities of economic development, political and administrative Regeneration Italy, Germany

Reading List:
2. Norman Davies, Europe.
7. George Lichtheim : A Short History of Socialism. Alee Nove: An Economic History of the USSR.
10. Fernand Braudel, History and the Social Science in M. Aymard andll. Mukhia Ed
22. Dorothy Thompson; Chartists; Popular Politics in the Industrial Revolution.
26. Raymond Williams: Culture and Society,

+3 THIRD YEAR FIFTH SEMESTER
Core Course - XII (C-12) - History

Time: 3 Hrs. Credit: 06
End Semester Theory: 80 Marks
Mid Semester Theory: 20 Marks

HISTORY OF INDIA VII (c. 1750 - 1857)

Unit-I: India in the mid 18th Century; Society, Economy, Polity
Unit-II: Expansion and Consolidation of colonial Power:
  [1] Foreign trade and early forms of exactions from Bengal.
  [2] Dynamics of expansion, with special reference to Bengal, Mysore, Awadh, Punjab
Unit-III: Colonial State and Ideology:
  [1] Aims of the colonial state: army, police, law
  [2] Ideologies of the Raj and racial attitudes
Unit-IV: Economy and Society:
  [1] Land revenue systems- Permanent, Ryotwari and Mahalwari
  [3] Drain of Wealth-causes and consequences
Unit-V: Popular Resistance: Causes and Consequences

[1] Santhal uprising (1856-57), Indigo rebellion (1860)
[2] Pabna agrarian Leagues (1873), Deccan riots (1875)

Reading List:
1. C. A. Bayly, Indian Society and the Making of the British Empire, New Cambridge History of India.
2. Bipan Chandra, Rise and Growth of Economic Nationalism in India.
4. J.S. Grewal, The Sikhs of the Punjab, New Cambridge History of India
6. Dharma Kumar and Tapan Raychaudhuri, eds.. The Cambridge Economic History of India. Vol.II.
8. R.C. Majumdar. ed., llistorv and Culture of Indian People. Vols. IX and X. British Paramountey and Indian Renaissance.
10. Amiya Bagchi, Private Investment in India.
11. Bipan Chandra, K. N. Panikkar, Mridula Mukherjec, Sucheta Mahajan and Aditya Mukherjee, India’s Struggles for Independence.
12. A.R. Desai, Peasant Struggles in India.
13. R.P. Dutt., India today.
18. Dadabhai Naroji, Poverty and Un-British Rule in India.

Readings,
1. Eric Stokes, English Utilitarians and India
2. Thomas R. Metcalf, The Ideologies of the Raj

+3 THIRD YEAR SIXTH SEMESTER
Core Course - XII (C-13)- History

Time : 3 Hrs. End Semester Theory : 80 Marks
Credit : 06 Mid Semester Theory : 20 Marks

HISTORY OF INDIA VIII (c. 1857 - 1950)

Unit-I: Cultural Changes and Social and Religious Reform Movements:
[1] The advent of printing and its implications
[2] Reform and Revival; Brahma Samaj, Arya Samaj, Aligarh Movement
Unit-II: Nationalism: Trends up to 1919:
  [1] Political ideology and organizations, formation of INC
  [3] Swadeshi Movement
  [4] Revolutionary Movements

Unit-III: Gandhian nationalism after 1919: Ideas and Movements:
  [1] Mahatma Gandhi: Perspectives and Methods
  [2] Non-Cooperation, Civil Disobedience, Quit India, and INA
  [3] Princely India: States' Peoples "Movement

Unit-IV: Communalism and Partition:
  [1] Ideologies and practices, Hindu Mahasabha. Muslim League
  [2] Partition and Independence

Unit-V: Emergence of a New State:
  [2] Integration of Princely States
  [3] Land Reforms and beginnings of Planning

Reading List:
4. Bipan Chandra, Rise and Growth of Economic Nationalism in India.
7. Peter Hardy, Muslims of British India.
14. Anil Seal, Emergence of Indian Nationalism.
15. Ram Lakhan Shukla (ed.). Adhunik Bharat ka Itihas.
24. Charles Meimsath, Indian Nationalism and Hindu Social Reform.
25. F. Hutchins, Illusion of Permanence.
27. V.C. Joshi (ed.), Rainmohan Roy and the process of Modernization in India.
28. J. Krishnamurti. Women in (Colonial India)

+3 THIRD YEAR SIXTH SEMESTER
Core Course - XII (C-14)- History

Time : 3 Hrs.  End Semester Theory : 80 Marks
Credit : 06  Mid Semester Theory : 20 Marks

HISTORY OF. MODERN EUROPE II (c. 1780 -1939)

Unit-I: Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries:
   [1] The struggle for parliamentary democracy and civil liberties in Britain.
   [3] Early Socialist Thought; Marxist Socialism

Unit-II: The Crisis of Feudalism in Russia and Experiments in Socialism:

Unit-III: Imperialism, War and Crisis: c. 1880-1939:
   [2] The post’1919 World Order: economic crises, the Great Depression and Recovery!

Unit-TV: Cultural Transformation since circa 1850:

Unit-V: Intellectual Developments since circa 1850:
   Major intellectual trends:

Reading List:
1. Gerald Brennan: The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War
3. I : The Industrial Revolution.
12. G. Barrowclough, An Introduction to Contemporary History.
13. Fernand Braudel, History and the Social Science in M. Aymard and II. Mukhra eds.
18. E.J. Hobsbawm, Nations and Nationalism.
22. David lowenthal, The Past is a Foreign Country.

+3 THIRD YEAR FIFTH SEMESTER
DSE - I- History

HISTORY OF THE UNITED STATES OF AMERICA (c. 1776-1945)

Unit-I: The Background:
[1] The land and indigenous people: settlement and colonization by Europeans
[2] Early colonial society and politics; indentured labour-White and Black

Unit-II: Making of the Republic:
[1] Revolution. Sources of conflict; Revolutionary groups. Ideology;
The American War of Independence - Causes and consequences
Processes and Features of Constitution making

Unit-III: Evolution of American Democracy:
2. Limits of democracy; Blacks and women.

Unit-IV: Early Capitalism:
1. Beginnings of Industrialization.
2. Immigrants and changing composition of Labour; Early Labour Movements.

Unit-V: The Agrarian South and Civil War:
1. Plantation economy.
2. Slave Society and Culture: Slave resistance.
3. Rise of Republicanism, Emancipation and Lincoln

Reading List:
3. Charles Beard, An Economic Interpretation of the American Constitution.
4. Peter Carroll and David Noble, Free and Un-free; A New History of the United States
7. Eric Foner, America's Black Past.
23. Irving Kristol, Gordon Wood and others, America's Continuing Revolution.
25. Perry Miller, From Colony 10 Province.
26. Gary Nash (ed), Retracing the Past,
27. Henry Pelling, American Labor

+3 THIRD YEAR FIFTH SEMESTER
DSE - II- History

Time : 3 Hrs.          End Semester Theory : 80 Marks
Credit : 06            Mid Semester Theory : 20 Marks

History and Culture of Odisha

Unit-I: Socio-political life of Early and Medieval Odisha:
[1] Kalinga War (261 B.C.) and its significance
[3] The Bhauma Karas and The Somavamsis

Unit-II: Religion, Art and Literature of Early and Medieval Odisha:
[5] Panchasakhas, Sri Chaitanya and Bhakti Movement in Odisha

Unit-III: Political and Economic structure in Medieval Odisha:
[1] Mughal Administration
[2] Maratha Administration
[3] Impact on Odisha’s Socio-Economic Condition

Unit-IV: Colonialism in Odisha:
[2] The Odia Identity Movement

Unit-V: Socio-cultural Changes in Modern Odisha:
[1] Development of Modern Education
[2] Social Reform Movements in Odisha

Reading List:
6. K.C. Mishra. The Cull Jagarnath,
7. M. N. Dos (ed) Sidelights on History and Culture of Orissa, Vidyapuri
8. A. C. Pradhan, A Study of History of Orissa, Bhubaneswar, Panchsheel
+3 THIRD YEAR SIXTH SEMESTER
DSE - III- History

HISTORY OF THE UNITED STATES OF AMERICA-II (c.1776-1945)

Unit-I: Reconstructions: Political changes and Economic transformation:
[1] Conservative and Radical phases.

Unit-II: Resistance and Reform:
[1] Agrarian crises and populism
[2] Urban corruption and progressivism

Unit-III: U.S. Imperialism:
[1] Spanish-American War
[2] Expansion in the Far East and Latin America
[3] World War 1 and Fourteen Points

Unit-IV: Afro-American Movements:

Unit-V: Socio-Cultural, Religious and Intellectual Movements:
[1] Abolitionists, Women’s rights movement and Suffrage
[2] Religious movements: Farly Revivalism; Puritans, Quakers, Mormons; Temperance
[4] (Major literary trends (circa 1900 -1945)

Reading List:
♦ Bernard Bailyn. The Great Republic.
♦ Charles Beard, An Economic Interpretation of the American Constitution.
♦ Dec Brown, Bury My Heart at Wounded Knee, An Indian History of the American West.
♦ Peter Carroll and David Noble, Free and Unfree: A New History of the United States.
♦ David B. Davis, The Problem of Slavery in the Age of Revolution.
♦ U Faulkner, American Economic History.
Eric Foner. America's Black Past.
John Hope Franklin, From Slavery to Freedom.
Gerald N. Grobb and George A. Billias, Interpretations of American History: Patterns and Perspectives. 2 Vols.
Richard Hofstadter, The Age of Reform, From Bryan to FDR
Linda Kerber. Women's America: Refocusing the Past.
David M. Potter, The Impending Crisis.
W. Pratt, A History of the United States Foreign Policy.
James Randall. The Civil War and Reconstruction.
J. G. Randall and David Donald, The Civil War and Reconstruction
Kenneth Stampp, The Peculiar Institution, Slavery in the Antebellum South.
Frederick Jackson Turner, The Frontier in American History.
Robert Wiebe, The Search for Order.
Lee Benson, The Concept of Jackson Democracy.
Ray A. Billington, Westward Expansion.
Thomas Cochran. The Inner Revolution.
Lance E. Davis (ed.), American Economic Growth.
Carl N. Degier, At Odds: Women and Family in America from the Revolution to the Present.
David M. Kennedy, Thomas Bailey and Mel Piehl. The Brief American Pageant.
Irving Kristol, Gordon Wood and others, America’s Continuing Revolution.
Perry Miller, From Colony to Province.
Gary Nash (ed.), Retracing the Past.
Henry Polling. American Labor.
Edward Pessen, Jacksonian Panorama.
Donald Shihan, The Making of American History: The Emergence of the Nation, Vols. II & I.
Dwijendra Tripathi and S.C. Tiwari, Themes and Perspectives in American History.
James Weinstein. The Corporate Ideal in the Liberal state.

+3 THIRD YEAR SIXTH SEMESTER
DSE - IV- History

Credit : 06 Full Mark : 100 Marks

PROJECT

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MATHEMATICS
+3 FIRST YEAR FIRST SEMESTER
CORE COURSE - I (C-1)
CALCULUS - I

Time : 3 Hours
Credits : 6
End Semester Theory : 50 Marks
Mid-Semester : 20 Marks

UNIT - I
Hyperbolic functions, higher order derivatives, Leibnitz’s Rule and its applications to problems of the type $e^{ax+b} \sin x$, $e^{ax+b} \cos x$, $(ax+b)^n \sin x$, $(ax+b)^n \cos x$. Concavity and inflexion points. L-Hospital’s rule, applications in business, economics and life sciences.

UNIT - II
Curvature, Asymptotes, Curve tracing in Cartesian coordinates and polar coordinates of standard curves.

UNIT - III
Reduction formulas - Derivation and use in $\int \sin^n x \, dx$, $\int \cos^n x \, dx$, $\int \tan^n x \, dx$, $\int \sec^n x \, dx$, $\int \log^n x \, dx$, $\int x^n \cos^n x \, dx$.
Volumes and areas of surface of revolution, arc length, arc length of parametric curves.

UNIT - IV
Techniques of sketching conics. Reflection properties of properties of conics, rotation of axes and second degree equations, classification into conics using discriminant, polar equations of conics; sphere, cone, Cylinder.

UNIT - V
Triple product, introduction to vector functions, operations with vector valued functions, limit, continuity of vector functions, differentiation and integration of vector functions, tangent and normal components of acceleration.

PRACTICAL
CALCULUS - I

Mid-Semester : 30 Marks

List of Practicals (Using any software)
Practical/Lab work to be performed on a Computer.

1. Plotting the graphs of the functions $e^{ax+b}$, $\log(ax + b)$, $1(ax + b)$, $\sin(ax + b)$, $\cos(ax + b)$, $|ax + b|$ and to illustrate the effect of a and b on the graph.
2. Plotting the graphs of the polynomial of degree 4 and 5, the derivative graph, the second derivative graph and comparing them.
3. Sketching parametric curves (Eg. Trochoid, cycloid, epicycloids, hypocycloid).
4. Obtaining surface of revolution of curves.
5. Tracing of conics in cartesian coordinates polar coordinates.
6. Sketching ellipsoid, hyperboloid of one and two sheets, elliptic cone, elliptic, paraboloid, hyperbolic paraboloid using cartesian coordinates.
7. Matrix operation (addition, multiplication, inverse, transpose).

Books Recommended:
1. Analytical Geometry of Quadratic Surfaces, B.P. Acharya and D.C. Sahu, Kalyani Publishers, New Delhi, Ludhiana. [Cone and Cylinder (Ch.1-2, 3)]
2. A Text Book of Calculus part II. Shantinarayan, S. Chand & Co. [Ch-7, 8 (24, 25), 10 (33-37)]
3. A T. B. of Calculus Part III, Shantinarayan, S. Chand & Co.[Ch-1 (1, 2), Ch-3 (7, 8, 9), 5 (Art-73), Ch-6 (Art-15)]

Books for Reference:

+3 FIRST YEAR FIRST SEMESTER
CORE COURSE - II (C-2) - MATHEMATICS
ALGEBRA - I

Time : 3 Hours
Credits : 6
End Semester Theory : 80 Marks
Mid-Semester : 20 Marks

UNIT - I
Polar representation of complex numbers, n th roots of unity. Demoivres theorem for rational indicices and its applications.

UNIT - II
Equivalence relations, Functions, Composition of Functions, Invertible Functions, One-to-one correspondence and cardinality of a set, well ordering property of positive integers, Division algorithm, Divisibility and Euclidean algorithm. Congruence relation between integers. Principles of mathematical induction, statement of fundamental theorem of Arithmatic.

UNIT - III
System of Linear equations, row reduction and echelon forms, vector equations, the matrix equation Ax = b, Solution Sets of linear systems, Applications of linear systems, linear independence.

UNIT - IV
Introduction to linear transformations, matrix of a linear transformation, inverse of a matrix, characterization of invertible matrices, subspaces of R^n, dimension of subspaces of R^n.

UNIT - V
Rank of a matrix, Eigen values, Eigenvectors and characteristic Equations of matrix.
Books Recommended:
1. L. V. Ahlfors, Complex Analysis, McGraw-Hill (International Student Edn.)
2. Titu Andreescu and Dorin Andrica, Complex Numbers from A to Z, Birkhauser, 2006, Chapter:2
3. Edgar G. Goodaire and Michael M. Parmenter, Discrete Mathematics with Graph Theory, 3rd Ed., Pearson Education (Singapore) P. Ltd., Indian Reprint 2005. Chapters:2 (2.4), 3.4 (4.1-4.1.6, 4.2-4.2.11, 4.4(4.1-4.4.8), 4.3-4.3.9, 5(5.1-5.1.4)

Books for Reference:
1. complex Analysis : S. Arumngam, Thangapandi & Soma Sundaram; SCITEC
2. An introduction to Linear Algebra, V. Krishnamurti & Others (Aff. East West Pub. )

+3 FIRST YEAR FIRST SEMESTER
GENERIC ELECTIVE - I (GE-1) - MATHEMATICS
CALCULUS AND ORDINARY DIFFERENTIAL EQUATIONS

Time : 3 Hours
Credits : 6
End Semester Theory : 80 Marks
Mid-Semester : 20 Marks

UNIT-I
Curvature, Asymptotes, Tracing of Curves (Cartenary, Cycloid, Folium of Descartes, Astroid, Limacon, Cissoid & loops), Rectification, Quadrature, Volume and Surface area of solids of revolution.

UNIT-II
Sphere, Cones and Cylinders.

UNIT-III
Explicit and Implicit functions, Limit and Continuity of functions of several variables, Partial derivatives, Partial derivatives of higher orders, Homogeneous functions, Change of variables, Mean value theorem, Taylors theorem and Maclaurins theorem for functions of two variables.

UNIT-IV
Ordinary Differential Equations of 1st order and 1st degree (Variables separable, homogenous, exact and linear). Equations of 1st order but higher degree.

UNIT-V
Second order linear equations with constant coefficients, homogeneous forms, Second order equations with variable coefficients, Variation of parameters. Laplace transforms.

Books Recommended:
4. Santosh K. Sengar-Advanced Calculus, Chapters: 2, 4, 5, 6, 7, 11, 12, 13.
6. Mathematical Analysis, Mallik Arora, New Age Publication-Ch-15 (1-5, 8, 9).

Books for References:
5. G. Dennis Zill-A First Course In Differential Equations with Modelling Applications, Cengage Learning India Pvt. Ltd.

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**+3 FIRST YEAR SECOND SEMESTER**

**CORE COURSE - III (C-3) - MATHEMATICS**

**REAL ANALYSIS (ANALYSIS - I)**

**Time : 3 Hours**

End Semester Theory : 80 Marks

Credits : 6

Mid-Semester : 20 Marks

**UNIT - I**

Review of Algebraic and order properties of IR, Neighborhood of a point in IR, Idea of countable sets, uncountable sets and uncountability of IR. Bounded above sets, Bounded below sets, Bounded sets, unbounded sets, suprema and infima.

**UNIT - II**

The completeness property of R, The Archimedean property, Density of Rational (and irrational) numbers in IR, Intervals, limitpoint of a set, Isolated points, Illustrations of Bolzano-Weierstrass theorem for sets.

**UNIT - III**

Sequences, bounded sequences, convergent sequences, limit of a sequence, limit theorems, Monotone sequences, monotone convergence theorem subsequences, Divergence criteria, Monotone subsequence theorem (statement only).

**UNIT - IV**

Bolzano weierstrass Theorem for sequences. cauchy sequences, cauchys convergence criterion.

**UNIT - V**

Infinite series, convergence and divergence of Infinite series, Test for convergence : comparison test, limit comparison Test, Ratio Test, cauchy’s nth root test, Integral Test.

**Books Recommended :**

1. G. Das and S. Pattanayak, Fundamentals of Mathematical Analysis, TMH Publishing Co., Chapters: 2(2.1 to 2.4, 2.5 to 2.7), 3(3.1-3.4), 4(4.1 to 4.7, 4.10, 4.11).
+3 FIRST YEAR SECOND SEMESTER
CORE COURSE - IV (C-4) - MATHEMATICS
DIFFERENTIAL EQUATIONS

Time : 3 Hours  
Credits : 6

End Semester Theory : 50 Marks
Mid-Semester : 20 Marks

UNIT - I
Differential equations and mathematical models. First order and first degree ordinary Differential equations - Variable seperable, homogenous, exact and linear.

UNIT - II
Differential equations of first order but of higher degree. Applications of first order ordinary Differential equations to Growth, Decay, Heat flow, oxygen debt and Economics.

UNIT - III

UNIT - IV
Power series solutions of regular and singular parts of second order differential equations, Legendre equations and Legendre polynomials.

UNIT - V
Laplace transforms, Differentiation and Integration of transforms, Application to solutions of Differential equations.
PRACTICAL
CALCULUS - II

List of Practicals (Using any Software)
Practical/Lab work to be performed on a Computer.
1. Plotting of second order solution of family of differential equations.
3. Growth model (exponential case only).
4. Decay model (exponential case only).
5. Oxygen debt model.

Books Recommended:

Books for Reference:
3. G. Dennis Zill-A First Course in Differential Equations with Modelling Applications, Cengage Learning India Pvt. Ltd.
4. S. L. Ross, Differential Equations, John Wiley & Sons, India, 2004

+3 FIRST YEAR SECOND SEMESTER
GENERIC ELECTIVE - II (GE-2) - MATHEMATICS
LINEAR ALGEBRA AND ADVANCED ALGEBRA

Time : 3 Hours
Credits : 6

End Semester Theory : 80 Marks
Mid-Semester : 20 Marks

UNIT-I
Vector space, Subspace, Span of a set, Linear dependence and Independence, Dimensions and Basis. Linear transformations, Range, Kernel, Rank, Nullity, Inverse of a linear map, Rank-Nullity theorem.

UNIT-II

UNIT-III
Group Theory: Definition and examples, Subgroups, Normal subgroups, Cyclic groups, Cosets, Quotient groups, Permutation groups, Homomorphism.
UNIT-IV

Ring Theory: Definition and examples, Some special classes of Rings, Ideals, Quotient rings, Ring homomorphism. Isomorphism theorems.

UNIT-V

Zero divisors, Integral domain, Finite fields, Finite field Z/pZ.

Books Recommended:
1. V. Krishnamurty, V. P. Mainra, J. L. Arora-An introduction to Linear Algebra, Affiliated East-West Press Pvt. Ltd., New Delhi, Chapters: 3, 4(4.1 to 4.4), 5(5.7 - 5.9), 6(6.5-6.8).
2. I. N. Herstein - Topics in Algebra, wiley Eastern Pvt. Ltd. [Ch-2 (2.1-2.6, 2.7 (ex application)) 3 -(3.1 to 3.4)]

Books for References:
5. Gallian-Contemporary Abstract Algebra, Narosa publishing House.
+3 SECOND YEAR THIRD SEMESTER
CORE COURSE - VI (C-6) - MATHEMATICS

Time : 3 Hours
End Semester Theory : 80 Marks
Credits : 6
Mid-Semester : 20 Marks

Group Theory(Algebra-II)

Unit - I
Definition and Examples of groups. Uniqueness of identity and inverse of elements in a group, subgroups.

Unit - II

Unit - III
Homomorphism of groups, Kernel. Developing a homomorphism to isomorphism. Automorphism. Cayley’s Theorem.

Unit - IV
Permutation groups and their properties. Another counting principle.

Unit - V
Sylow’s Theorem. Direct product of groups finite abelian groups.

Book Recommended:
1. I N Herstein - Topics in Algebra (Wiley India)Ch. 2 (2.1 to 2.14)

Books for References:

+3 SECOND YEAR THIRD SEMESTER
CORE COURSE - VII (C-7) - MATHEMATICS

Time : 3 Hours
End Semester Theory : 50 Marks
Credits : 6
Mid-Semester : 20 Marks

C-3.3: Partial Differential Equations and Systems of Ordinary Differential Equations

Unit - I
Unit-II
Formation of first order partial differential equations, Linear and non-linear partial differential equations of first order, special types of first-order equations, Solutions of partial differential equations of first order satisfying given conditions.

Unit-III
Linear partial differential equations with constant coefficients, Equations reducible to linear partial differential equations with constant coefficients, Partial differential equations with variable coefficients.

Unit-IV
Monges method of integrating $Rr+Ss+Tt=V$. Laplace equation, Solution of Laplace equation by separation of variables.

Unit-V
One dimensional wave equation, Solution of the wave equation(method of separation of variables), Diffusion equation, Solution of one-dimensional diffusion equation, method of separation of variables.

PRACTICAL : CC-III

Time : 3 Hrs Full Mark : 30 Marks

Part - I
List of Practicals (Using any Software) Practical/Lab work to be performed on a Computer.

1. To find the general solution of the non-homogeneous system of the form:
   \[
   \frac{dx}{dt} = a_1x + b_1y + f_1(t), \quad \frac{dx}{dt} = a_2x + b_2y + f_2(t), \text{ with given conditions}
   \]

2. Plotting the integral surfaces of a given first order PDE with initial data.

3. Solution or wave equation $\frac{\partial^2 u}{\partial t^2} - c^2 \frac{\partial^2 u}{\partial x^2} = 0$ for the following associated conditions:
   (a) $u(x,0) = \varphi(x), u_t(x,0) = \psi(x), x \in \mathbb{R}, t > 0$.
   (b) $u(x,0) = \varphi(x), u_t(x,0) = \psi(x), u(0,t) = 0, x \in (0,\infty), t > 0$.
   (c) $u(x,0) = \varphi(x), u_t(x,0) = \psi(x), u(0,t) = 0, x \in (0,\infty), t > 0$.
   (d) $u(x,0) = \varphi(x), u_t(x,0) = \psi(x), u(0,t) = 0, u(1,t) = 0, 0 < x < 1, t > 0$.

4. Solution of wave equation $\frac{\partial u}{\partial t} - k^2 \frac{\partial^2 u}{\partial x^2} = 0$ for the following associated conditions:
   (a) $u(x, 0) = \varphi(x), u(0, t) = a, u(1, t) = b, 0 < x < 1, t > 0$.
   (b) $u(x, 0) = \varphi(x), x \in \mathbb{R}, 0 < t < T$.
   (c) $u(x, 0) = \varphi(x), u(0, t) = a, x \in (0,\infty), t \geq 0$.

Book Recommended:
   Chapters: 11, 12, 13(13.1-13.5), 15(15.1, 15.5), 16(16.1, 16.1.1), 17(17.1, 17.2, 17.3).

Books for References:
+3 SECOND YEAR THIRD SEMESTER
GENERIC ELECTIVE - III (GE-3) - MATHEMATICS
CALCULUS AND ORDINARY DIFFERENTIAL EQUATIONS

Time : 3 Hours
Credits : 6

UNIT-I
Curvature, Asymptotes, Tracing of Curves (Cartenary, Cycloid, Folium of Descartes, Astroid, Limacon, Cissoid & loops), Rectification, Quadrature, Volume and Surface area of solids of revolution.

UNIT-II
Cones and Cylinders.

UNIT-III
Explicit and Implicit functions, Limit and Continuity of functions of several variables, Partial derivatives, Partial derivatives of higher orders, Homogeneous functions, Change of variables, Mean value theorem, Taylors theorem and Maclaurins theorem for functions of two variables.

UNIT-IV
Ordinary Differential Equations of 1st order and 1st degree (Variables separable, homogenous, exact and linear). Equations of 1st order but higher degree.

UNIT-V
Second order linear equations with constant coefficients, homogeneous forms, Second order equations with variable coefficients, Variation of parameters. Laplace transforms.

Books Recommended:
4. Santosh K. Sengar-Advanced Calculus, Chapters: 2,4, 5, 6, 7, 11, 12, 13.
6. Mathematical Analysis, Mallik Arora, New Age Publication-Ch-15 (1-5, 8, 9).

Books for References:
5. G. Dennis Zill-A First Course In Differential Equations with Modelling Applications, Cengage Learning India Pvt. Ltd.
Syllabus - Arts

+3 SECOND YEAR FOURTH SEMESTER
CORE COURSE - VIII (C-8) - MATHEMATICS

Time : 3 Hours
Credits : 6

End Semester Theory : 50 Marks
Mid-Semester : 20 Marks

Numerical Methods

Unit - I
Convergence, Errors: Relative, Absolute, Round off, Truncation. Transcendental and Polynomial equations: Bisection method, Newtons method, Secant method. Rate or convergence of these methods.

Unit - II

Unit - III

Unit - IV
Numerical Integration: Trapezoidal rule, Simpsons rule, Simpsons 3/8th rule, Midpoint rule, Composite Trapezoidal rule, Composite Simpsons rule.

Unit - V

PRACTICAL
PART - II (CC-VI)

Time : 3 Hrs
Full Mark : 30 Marks

List of Practicals (Using any Software) Practical/Lab work to be performed on a Computer.
From Sl. 4 to Sl. 11, Sl. 12 - Combined Trapezoidal Rule.
1. Bisection Method.
4. Regular Falsi Method.
5. LU decomposition Method.
7. SOR Method or Gauss-Seidel Method.
8. Lagrange Interpolation or Newton Interpolation.
9. Combined Trapezoidal Rule

Note: For any of the CAS (Computer aided software) Data types-simple data types, floating data types, character data types, arithmetic operators and operator precedence, variables and constant declarations, expressions, input/output, relational operators, logical operators and logical expressions, control statements and loop statements, Arrays should be introduced to the students.

Book Recommended:
1. B.P. Acharya and R.N. Das, A Course on Numerical Analysis. Kalyani Publishers, New Delhi, Ludhiana. Chapters: 1, 2(2.1 to 2.4, 2.6, 2.8, 2.9), 3(3.1 to 3.4, 3.6 to 3.8, 3.10), 4(4.1, 4.2), 5(5.1, 5.2, 5.3), 6(6.1, 6.2, 6.3, 6.10, 6.11), 7(7.1, 7.2, 7.3, 7.4 & 7.7), 8 (8.1, 8.2).

Books For References:

+3 SECOND YEAR FOURTH SEMESTER
CORE COURSE - IX (C-9) - MATHEMATICS

Time : 3 Hours
Credits : 6
End Semester Theory : 80 Marks
Mid-Semester : 20 Marks

Riemann Integration and Series of Functions (Analysis-III)

Unit - I
Limit superior and Limit Inferior conditional convergence, power series, Radius of Convergence.

Unit - II

Unit - III
Improper Integrals Convergence of Beta & Gamma functions.

Unit - IV
Pointwise and uniform convergence of sequence of function. Theorems of continuity, differentiability and integrability of the limit function of a sequence of functions.

Unit - V
Series of functions. Theorem on the continuity and derivability of the sum function of a series of functions.

Cauchy’s Criterion for uniform convergence and Weiestrass M. Test.

Book Recommended:

Books for References:
3. Charles G. Denlinger. Elements of Real Analysis, Jones & Bartlett (Student Edition). 20 II.

+3 SECOND YEAR FOURTH SEMESTER
CORE COURSE - X (C-10) - MATHEMATICS

Time : 3 Hours
Credits : 6
End Semester Theory : 80 Marks
Mid-Semester : 20 Marks

Ring Theory and Linear Algebra-I (Algebra-III)

Unit - I
Definition and Examples of Rings. Zero Divisor of a ring, Field, Ring Homomorphism.

Unit - II
Ideals and Quotient Rings. Field of Quotients of an Integral Domain.
Unit - III
Vector spaces, subspaces, algebra of subspaces, quotient spaces, linear combination of vectors, linear span, linear independence, basis and dimension, dimension or subspaces.

Unit - IV
Linear Transformations, Null space, Range, Rank and nullity of a linear transformation.

Unit - V
Matrix Representation of a linear transformation, algebra of linear transformation, Isomorphism Theorems.

Books Recommended:
1. I N Herstein - Topics in Algebra - Wiley Eastern Pvt. Ltd., Ch - 3 (3.1 - 3.6)
2. V. Krishna Murthy, V. P. Mainra, J. L. Arora - An introduction to linear Algebra. Ch-3 (except 3.4), Ch-4 (4.1-4.4), 5(5.1; 5.2)

Books for References:
7. V. P. Mainra - An introduction to linear Algebra

+3 SECOND YEAR FOURTH SEMESTER
GENERIC ELECTIVE - IV (GE-4) - MATHEMATICS
LINEAR ALGEBRA AND ADVANCED ALGEBRA

Time : 3 Hours                                End Semester Theory : 80 Marks
Credits : 6                                    Mid-Semester : 20 Marks

UNIT-I
Vector space, Subspace, Span of a set, Linear dependence and Independence, Dimensions and Basis.
Linear transformations, Range, Kernel, Rank, Nullity, Inverse of a linear map, Rank-Nullity theorem.

UNIT-II
Matrices and linear maps, Rank and Nullity of a matrix, Transpose of a matrix, Types of matrices.
Elementary row operations, System of linear equations, Matrix inversion using row operations, Determinant and Rank of matrices, Eigen values, Eigen vectors, Quadratic forms.

UNIT-III
Group Theory: Definition and examples, Subgroups, Normal subgroups, Cyclic groups, Cosets, Quotient groups, Permutation groups, Homomorphism.

UNIT-IV
Ring Theory: Definition and examples, Some special classes of Rings, Ideals, Quotient rings, Ring homomorphism. Isomorphism theorems.

UNIT-V
Zero divisors, Integral domain, Finite fields, Finite field Z/pZ.
Books Recommended:
1. V. Krishnamurty, V. P. Mainra, J. L. Arora - An introduction to Linear Algebra, Affiliated East-West Press Pvt. Ltd., New Delhi, Chapters: 3, 4(4.1 to 4.4), 5(5.7 - 5.9), 6(6.5, 6.6, 6.8).
2. I. N. Herstein - Topics in Algebra, Wiley Eastern Pvt. Ltd. [Ch-2 (2.1-2.6, 2.7 (except application)) 3 -(3.1 to 3.4)]

Books for References:
5. Gallian - Contemporary Abstract Algebra, Narosa publishing House.

+3 THIRD YEAR FIFTH SEMESTER
CORE COURSE - XI (C-11) - MATHEMATICS

Time : 3 Hours
Credits : 6
End Semester Theory : 80 Marks
Mid-Semester : 20 Marks

Multivariate Calculus (Cal-II)

Unit - I
Functions of several variables, limit and continuity of functions of two variables Partial derivatives of first and higher orders, differentiability, sufficient condition for differentiability.

Unit - II
Total differentiability and differentials of higher order, chain rule, change of variables, Taylor’s theorem.

Unit - III
Extrema of functions of two and three variables, Jacobians, constrained optimization problems, Methods of Lagrange’s multipliers.
Vector field, Differential operators, Directional derivatives, Curl, gradient and divergence.

Unit - IV
Integration on $\mathbb{R}^2$: Line integrals, Double integrals and Repeated integrals, Double integrals over a region, Green's theorem (Statement only), Change of variables.

Unit - V
Integration on $\mathbb{R}^3$: Line Integrals, Surface integrals, Triple Integrals, Stoke’s theorem and Gauss Divergence theorem (Statements only).

Books Recommended:
1. Mathematical Analysis : Malik & Arora : Chapter-15, 16 (Arts 2,3), 17, 18 (Arts 2, 4, 5, 7, 8).

Books for Reference:
1. Strauss, Bradley, Smith : Calculus
2. S. K. Sengar : Advanced Calculus
3. Thomas & Finney : Calculus
Syllabus-Arts

+3 THIRD YEAR FIFTH SEMESTER
CORE COURSE - XII (C-12) - MATHEMATICS

Time : 3 Hours
Credits : 6
End Semester Theory : 80 Marks
Mid-Semester : 20 Marks

Probability and Statistics

Unit - I : Probability -
Introduction, Sample space, events, Probability axiomatic and Probability of an event, Some rules of probability, Conditional Probability, Independent events, Baye’s Theorem.

Unit - II : Probability Distribution and Probability densities -
Random variables, Probability distributions, Continuous random variables, Probability density functions, Multivariate Distributions, Marginal distributions, Conditional distributions.

Unit - III : Mathematical expectation -
Introduction, expected value of Random variable, moments, moment generating functions, product moments (calculation of covariance) moments of linear combination of random variables, conditional expectation.

Unit - IV : Special Probability distributions and Special Probability densities -
Discrete distributions, The Discrete Uniform distribution, Binomial Distribution, Negative Binomial distribution, geometric distribution, Poisson distribution.
Continuous distributions, Uniform, exponential, normal distributions, Bivariate normal distribution, correlation coefficient.

Unit - V : Regression & Limit Theorems :
Introduction to regression, Linear regression, Introduction to limit theorems, Chebyshev’s Inequality and weak law of large numbers, The central limit theorem, The strong law of large numbers.

Books Recommended:
1. John E. Freund’s : Mathematical statistics with applications (8th edition) : (Applied Exercises of all chapters are excluded) Chapters : Ch2 (Art 1-8), Ch 3(1-7), Ch4 (1-3, 5-8), Ch5 (2, 4, 5, 7), Ch6 (2, 3 (restricted), 5, 7) Ch-14 (1, 2).
2. A First course in Probability (9th Edn) : Sheldon Ross : Ch8 (1, 2, 3, 4)

Books for References:
3. Alexander
4. Ross (Prob. model)

+3 THIRD YEAR SIXTH SEMESTER
CORE COURSE - XIII (C-13) - MATHEMATICS

Time : 3 Hours
Credits : 6
End Semester Theory : 80 Marks
Mid-Semester : 20 Marks

Metric Space and Complex Analysis (Analysis-IV)

Unit - I
Metric spaces: definition and examples, sequences in metric spaces, Diameter.
Open and closed sets : Open and closed balls, neighbourhood, open sets, closed sets, interior, exterior and boundary points, unit points, Dense sets.

Unit - II
Convergence and completeness : Cauchy sequences, complete metric space, cantor’s theorem.
Continuity and uniform continuity : Homeomorphism. Sequential and other criterion, Banach fixed point theorem, separable space, connected ness : connected subset of R.
Unit - III
Real numbers and field of complex numbers (Properties of complex numbers). Regions in complex plane, polar representation and roots of complex numbers, power series (Convergence & absolute convergence) Analytic function (exponential, logarithmic, trigonometric), Derivatives, cauchy-Riemann eqns, Necessary and sufficient condition for analyticity.

Unit - IV
Complex Integration : Power series representation of analytic functions : cauchy’s estimate, Zeros of analytic functions; Liouville’s Theorem, Fundamental theorem of algebra, Maximum Modulus Theorem, Index of closed curve, Cauchy Theorem (1st version) Chuchy’s integral formula (1st and 2nd version), Morera’s theorem.

Unit - V
Singularities : classification, Laurent's Theorem (statement only), Residues, Residue Theorem, contours, contour integrals, examples.

Books Recommended:
1. S. C. Mallik & S. Arora : Mathematical Analysis. Ch-19 (Arts 1, 2, 3, 4, 6 excluding 6.1)
2. Dr. S. Arumugam : Complex analysis. Ch-1 (1.1), 2(2.1-2.7, 2.9), 4(4.4). 6, 7 (7.1-7.2).

Books for References:
1. Functions of one complex variable : J. B. Conway

+3 THIRD YEAR SIXTH SEMESTER
CORE COURSE - XIV (C-14) - MATHEMATICS

Time : 3 Hours
Credits : 6

Linear Programming

Unit - I
Introduction to linear programming problem, Theory or simplex method, optimality and unboundedness, the simplex algorithm, simplex method in tableau format.

Unit - II
Introduction to artificial variables. twophase method, BigM method.

Unit - III
Duality, formulation or the dual problem, primal-dual relationships.

Unit - IV
Transportation problem and its mathematical formulation, northwest corner method.

Unit - V
Assignment problem and its mathematical formulation, Hungarian method for solving Assignment Problems.

Recommended Books:

Books for Reference:
1. Mokhtar Bazarra - Jamis and Hanif - Linear Programming and Network flous - 2nd Ed.
2. G. Hadley, Linear programming, Marosa publishing House, New Delhi, 2002.
5.  Hamdy A. Taha - Operating Research - An Introduction PHI. Ch-5 (5.1, 5.3, 5.4)

**+3 THIRD YEAR FIFTH SEMESTER**

**DSE - 1 - MATHEMATICS**

**Time:** 3 Hours
**End Semester Theory:** 50 Marks
**Credits:** 6
**Mid-Semester:** 20 Marks

**Programming in C++ (Compulsory)**

**Unit - I**
**Introduction to structured programming: data types**
Simple data types, floating data types, character data types, string data types,

**Unit - II**
Arithmetic operators and operators precedence, variables and constant declarations, expressions, input using the extraction operator L.G and lin, output using the insertion operator ii and cout, preprocessor directives, increment (++) and decrement(-) operations, creating a C++ program, input/ output.

**Unit - III**
Relational operators, logical operators and logical expressions, if and if-else statement, switch and break statements. for, while and do-while loops and continue statement.

**Unit - IV**
Nested control system, value returning functions, value versus reference parameters, local and global variables.

**Unit - V**
One dimensional array, two dimensional array, pointer data and pointer variables.

**Book Recommended:**

**Books for References:**
1. R. Johnsonbaugh and M. Kalin-Applications Programming in ANSI C, Pearson Education.

**PRACTICAL : DSE - 1**

**Time:** 3 Hrs
**Full Mark:** 30 Marks

List of Practicals (Using any software) Practical/Lab work to be performed on a Computer.

1.  Calculate the sum of the series \( \frac{1}{1} + \frac{1}{2} + \frac{1}{3} + \cdots \frac{1}{N} \) for any positive integer N.
2.  Write a user defined function to find the absolute value of an integer and use it to evaluate the function \((-1)^n\) for n = -2, -1, 0, 1, 2.
3.  Calculate the factorial of any natural number.
4.  Read floating numbers and compute two averages: the average of negative numbers and the average of positive numbers.
5. Write a program that prompts the user to input a positive integer. It should then output a message indicating whether the number is a prime number.

6. Write a program that prompts the user to input the value of a, b and c involved in the equation \(ax^2 + bx + C = 0\) and outputs the type of the roots of the equation. Also the program should outputs all the roots of the equation.

7. Write a program that generates random integer between 0 and 99. Given that first two Fibonacci numbers are 0 and 1, generate all Fibonacci numbers less than or equal to generated number.

8. Write a program that does the following:
   a. Prompts the user to input five decimal numbers.
   b. Prints the five decimal numbers.
   c. Converts each decimal number to the nearest integer.
   d. Adds these five integers.
   e. Prints the sum and average of them.

9. Write a program that uses while loops to perform the following steps:
   a. Prompt the user to input two integers: first Num and second Num (first Num should be less than second Num).
   b. Output all odd and even numbers between first Num and second Num.
   c. Output the sum of all even numbers between first Num and second Num.
   d. Output the sum of the square of the odd numbers first Num and second Num.
   e. Output all uppercase letters corresponding to the numbers between first Num and second Num, if any.

10. Write a program that prompts the user to input five decimal numbers. The program should then add the five decimal numbers, convert the sum to the nearest integer, and print the result.

11. Write a program that prompts the user to enter the lengths of three sides of a triangle and then outputs a message indicating whether the triangle is a right triangle or a scalene triangle.

12. Write a value returning function smaller to determine the smallest number from a set of numbers. Use this function to determine the smallest number from a set of 10 numbers.

13. Write a function that takes as a parameter an integer (as a long value) and returns the number of odd, even, and zero digits. Also write a program to test your function.

14. Enter 100 integers into an array and sort them in an ascending/descending order and print the largest/smallest integers.

15. Enter 10 integers into an array and then search for a particular integer in the array.


17. Using arrays, read the vectors of the following type: \(A = (12345678), B = (02340156)\) and compute the product and addition of these vectors.

18. Read from a text file and write to a text file.

19. Write a function, reverseDigit, that takes an integer as a parameter and returns the number with its digits reversed. For example, the value of function reverseDigit 12345 is 54321 and the value of reverseDigit 532 is 235.
+3 THIRD YEAR FIFTH SEMESTER
DSE - 2 - MATHEMATICS

Time: 3 Hours  
Credits: 6  
End Semester Theory: 80 Marks  
Mid-Semester: 20 Marks

3-Number Theory

Unit - I
- Divisibility theorem in integers, Primes and their distributions, Fundamental theorem of arithmetic, Greatest common divisor, Euclidean algorithms, Modular arithmetic, Linear Diophantine equation, prime counting function, statement of prime number theorem, Goldbach conjecture.

Unit - II
- Introduction to congruences, Linear Congruences, Chinese Remainder theorem, Polynomial congruences, System of linear congruences, complete set of residues, Chinese remainder theorem, Fermats little theorem, Wilsons theorem.

Unit - III
- Number theoretic functions, sum and number of divisors, totally multiplicative functions, definition and properties of the Dirichlet product.

Unit - IV
- The Mbius inversion formula, the greatest integer function, Eulers phi-function, Euler's theorem, reduced set of residues, some properties of Euler’s phi-function.

Unit - V
- Order of an integer modulo n, primitive roots for primes, composite numbers having primitive roots, Euler's criterion, the Legendre symbol and its properties, quadratic reciprocity, quadratic congruences with composite moduli.

Book Recommended:
1. D.M. Burton-Elementary Number Theory, McGraw Ilill, Chapters: 2(2.1 to 2.4), 3(3.1 to 3.3), 4(4.1 to 4.4), 5(5.1 to 5.4), 6(6.1 to 6.3), 7(7.1 - 7.3), 8(8.1 to 8.2), 9(9.1 to 9.3).

Books for References:

+3 THIRD YEAR SIXTH SEMESTER
DSE - 3 - MATHEMATICS

Time: 3 Hours  
Credits: 6  
End Semester Theory: 80 Marks  
Mid-Semester: 20 Marks

Differential Geometry

Unit - I
- Theory of Space Curves: Space curves, Planer curves, Curvature, Torsion and Serret-Frenet formula.

Unit - II
Unit - III
Developables: Developable associated with space curves and curves on surfaces, Minimal surfaces.

Unit - IV

Unit - V
Lines of curvature, Eulers theorem. Rodrigues formula, Conjugate and Asymptotic lines.

Book Recommended:

Books for References:

+3 THIRD YEAR SIXTH SEMESTER
DSE - 4 - MATHEMATICS

PROJECT WORK (COMPULSORY)

Credit-6

Marks : 100
Project -80+Viva Voce - 20
MUSIC

+3 FIRST YEAR FIRST SEMESTER

Core Course - I (C-1)

Time : 3 Hrs.
Credit : 6

End Semester Theory : 40 Marks
Mid Semester Theory : 10 Marks

SADAJ

(SWAR SADHANA & SANGEETA PARICHAYA)

Applied & General Theories

Unit - 1
Knowledge about various alankars. (Suddha & Bikruta with various chhanda)

Unit - 2

Unit - 3
Sastriya Parchaya of the Ragas. Bhupali, Kalyan, Kafi, Brundabani Sarang, Khamaj

Unit - 4
Detail Knowledge of Talas.
Teental, Rupak, Choutal, Kaharawa, ektal.

Unit - 5
Detail knowledge about ‘Jaati’.

PRACTICAL

CORE COURSE - I (C-1)

Time : 3 Hours
Full Mark : 50 Marks

Unit - 1 : Practice of various alankars with an ability of Harmonium playing.
Unit - 2 : Chhota Khayal gaykee of the following Ragas-Kafi, Brundabani Sarang, Bhupali, Khamaj.
Unit - 3 : Demonstration of talas with Dugun laykari-Teental, Ektal (Drut), Choutal, Rupak.
Unit - 4 : Candidate has to learn following forms from any ragas of this core : Sargam Geet, Laxyan Geet,
Unit - 5 : Viva test. (From both applied & general theories).

Prescribed Books for this Core :
1. Hindustani Sangeet lahari, Part-1, Part-2 (Odia) By Dr. Damodar Hota.
2. Sangeeta Shastra (Odia) By Dr. Damodar Hota
3. Raga Parichaya (Hindi) Part-1, Part-2, By Dr. Harish Chandra Srivastab.
4. Raga Shastra Siddhanta (Odia) By Sri Rajani Kant Padhi.
5. Raga Darshan (Odia), Part-1 & Part-2 By Sri Chandan Kumar Jena.
+3 FIRST YEAR FIRST SEMESTER
Core Course - II (C-2) - Indian Music

Time: 3 Hrs.  
Credit: 6  
End Semester Theory: 40 Marks  
Mid Semester Theory: 10 Marks

KOMAL RISHAV

PRABANDHA PARICHAYA & ANGA VARNANA OF TANPURA

Applied & General Theories

Unit - 1  
Knowledge about following forms - Dhrupad, Dhamar, Khayal, Sargam Geet, Laxyangeet, Bhajan.

Unit - 2  
Pt. B. N. Bhatkhande's 10 Thaats and the Ragas derived from the thaats.

Unit - 3  
Life Sketch of Pt. B. N. Bhatkhande, Pt. B. D. Palushkar

Unit - 4  
Physical structure of “Tanpura”.

Unit - 5  
Similarities & Disimilarities of the Ragas of Core-1 & Core-2.

PRACTICAL

CORE COURSE - II (C - 2)

Time: 3 Hours  
Full Mark: 50 Marks

Unit - 1: Bada Khayal & Chhota Khayal gaykee of the following Ragas with alaap & taan-Bhupali, Kalyan.

Unit - 2: Chhota Kayal gaykee of the following Ragas - Desh, Bihag, Bhairab, Tilang

Unit - 3: One Dhrupad or Dhamar gayan on any ragas from Core-1, Core-2.

Unit - 4: Candidate has to learn the following forms from any ragas of this core. Sargam geet, Laxyangeet, Bhajan.

Unit - 5: Demonstration of Talas with Dugun Laykari - Teentaal, Ektal (Bilamabit & Drut), Dadra & Kahanura

Prescribed Books for this Core:

1. Hindustani Sangeet Lahari, Part-1, Part-2 (Odia) By Dr. Damodar Hota.
2. Raga Parichaya (Hindi) Part-1, Part-2, By Dr. Harish Chandra Srivastab.
4. Raga Shastra Siddhanta (Odia) By Sri Rajani Kant Padhi.
5. Raga Sangeeta (Odia), Part - 1, Part - 2, By Dr. Mohan Charan Senapati.
6. Sangeet Visharad (Hindi), By Vasant.
+3 FIRST YEAR SECOND SEMESTER
Core Course - III (C-3)- Indian Music

Time : 3 Hrs.  Credit : 6
End Semester Theory : 40 Marks  Mid Semester Theory : 10 Marks

RISHAV
RAGA - TALA PARICHAYA & DHWANI NADA

Applied & General Theories

Unit - 1
Definition with elaboration of the followings. Purbangabadi, Uttarangabadi, Alpatwa, Bahutwa, Sandhiprakash raga, Thumri.

Unit - 2
Characteristics of the ragas Bageshree, Bhairav, Durga, Shankara, Allheya Bilawal, Ashavari.

Unit - 3
Characteristics of the taalas - Jhamptal, Dhamar, Jat.

Unit - 4
Detail Knowledge of Dhwani, Nada & Shruti.

Unit - 5
Life sketch - Swami Haridas, Miyan Taansen.

PRACTICAL
CORE COURSE - III (C - 3)

Time : 3 Hours  Full Mark : 50 Marks

Unit - 1 : Bada Khayal & Chhota Khayal of the following ragas - Bageshree & Bhairav.
Unit - 2 : Chhota Khayal of the following Ragas - Durga, Shankara, Allheya Bilawal, Ashavari.
Unit - 3 : Demonstration of the taalas with Dugun, Tigan & Chaugun laykari: Teentaal, Ektaal, Chautaal, Jhamptaal, Dhamar, Dadra.
Unit - 4 : Candidate has to learn One Hori & One Bhajan on any raga from the all Previous cores and this core.
Unit - 5 : Viva test (From General & applied theories)

Prescribed Books for this Core :
1. Sangeet Visharad (Hindi), By Vasant.
2. Raga Shastra Siddhanta (Odia) By Sri Rajani Kant Padhi.
3. Raga Sangeeta (Odia), Part - 1, Part - 2, By Dr. Mohan Charan Senapati.
4. Hindustani Sangeet Lahari (Odia), Part-1, 2, 3, 4, By Dr. Damodar Hota.
5. Kramik Pustak Malika (Hindi), Part-1, 2, 3 By Pt. B. N. Bhatkhande.
6. Raga Parichaya (Hindi) Part-1, 2, 3, 4, By Dr. Harish Chandra Srivastab.
+3 FIRST YEAR SECOND SEMESTER
Core Course - IV (C-4) - Indian Music

Time : 3 Hrs.  
Credit : 6

End Semester Theory : 40 Marks
Mid Semester Theory : 10 Marks

KOMAL GANDHAR
SANGEETOTPATTI & SWARALIPI PADDHATI.

Applied & General Theories

Unit - 1
Definitions & Basic Knowledge of the followings. - Bol-Bant, Sargam Bant, Tarana, Dadra, Kajree, Hori.

Unit - 2
Knowledge of Characteristics of the following Rags with notations - Kedar, Hameer, Tilak-Kamod, Bhimpalasi, Pattdeep.

Unit - 3
(A) Origin of Music.
(B) Evolution of Hindustani Music.

Unit - 4

Unit - 5
Comparative Study of Shruti - Swara & Thaat - Raga.

PRACTICAL
CORE COURSE - IV (C - 4)

Time : 3 Hours  
Full Mark : 50 Marks

Unit - 1 : Bada Khayal & Chhota Khayal of the following ragas - Kedar, Hameer.
Unit - 2 : Chhota Kayal gaykee of the followings. Tilak Kamod, Bhimpalasi, Pattdeep.
Unit - 3 : Tarana gaykee in any two ragas from Core - III & IV.
Unit - 4 : Candidate has to learn a Kajree or Chaiti from any raga.
Unit - 5 : Viva test (From applied & General Theories)

Prescribed Books for this Core :
1. Raga Shastra Siddhant (Odia), By Rajani Kanta Padhi.
2. Raga Darshan (Odia), Part -1 & 2, By Sri Chandan Kumar Jena
3. Sangeet Visharad (Hindi), By Vasant.
4. Raga Sangeeta (Odia), Part - 1, 2, 3, 4, By Dr. Mohan Charan Senapati.
5. Raga Parichaya (Hindi) Part-1, 2, 3, By Dr. Harish Chandra Srivastab.
6. Kramik Pustak Malika (Hindi), Part-1, 2, 3 By Pt. B. N. Bhatkhande.
7. Sangeetanjali (Hindi) Part -1, 2, 3, By Pt. Omkarnath Thakur.
Syllabus-Arts

s+3 SECOND YEAR THIRD SEMESTER
Core Course - V (C-5) - Indian Music

Time : 3 Hrs. End Semester Theory : 40 Marks
Credit : 6 Mid Semester Theory : 10 Marks

GANDHAR
SWARALIPI 'O' LAYAKRIYA - GYANA
Applied & General Theories

Unit - 1 Characteristics of the Ragas with Bada Khayal Notetion of the Bandish. Malkauns, Bihag, Allheya Bilawal.
Unit - 3 Knowledge about Hindustani (North Indian) Paddhati and Karnatic (South Indian) Paddhati in India.
Unit - 4 General Knowledge of Swara - prastara.
Unit - 5 Shastriya Parichaya of the following taalas with Dugun, Tingun & Chaugun Laykari. Jhoomra, Sooltal, Tewra.

Practical

Time : 3 Hours Full Mark : 50 Marks

Unit - 1 Badakhayal & Chhota Khayal gaykee of the following Ragas. Malkauns, Bihag
Unit - 2 Chhota Khayal gaykee of the followings. Bibhas, Deshkar Jaijaiwanti, Jaunpuri.
Unit - 3 One Dhrupad or Dhamar in any raga from the core - V.
Unit - 4 Demonstration of the taalas with Digun, Tigun & Chaugun. Jhamptal, Sooltal, Jhoomra, Tewra.
Unit - 5 Identification of Ragas from all the cores of 1st and 2nd semester.

Prescribed Books for Core - V

1. Sangeet Visharad (Hindi)
   By Vasant
2. Kramik Pustak Malika (Hindi), Part - 1, 2, 3
   By pt. B.N. Bhatkhande.
3. Raga Parichaya (Hindi), Part - 1, 2, 3
   By Dr. Harish Chandra Srivastab.
4. Raga Sangeeta (Odia), Part - 1, 2, 3, 4
   By Dr. Mohan Charan Senapati
5. Sangeetanjali (Hindi), Part - 1, 2, 3, 4
   By Pt. Omkar Nath Thakur
+3 SECOND YEAR THIRD SEMESTER
Core Course - VI (C-6) - Indian Music

Time : 3 Hrs.  
Credit : 6
End Semester Theory : 40 Marks  
Mid Semester Theory : 10 Marks

MADHYAM SWARA SAMBADA & GUNA - ABAGUNA OF GAYAKA
Applied & General Theries

Unit - 1 Knowledge about Swara Samabd.  
(Sadaj Pancham & Sadaj Madhyam Bhav)

Unit - 2 Characteristics of the Ragas with Bada Khayal Notetion in Raag-Rageshree & Todi and Chhota Kayal notation in Raag-Puriya, Suddh, Kalyan & Hindol.

Unit - 3 Knowledge of the following light classical genres.  
Tappa, Chaiti, Ghazal, Folk song.

Unit - 4 Life sketch  
Pt. Omkarnath Thakur  
Pt. Binayak Rao Pattawardhan  
Pt. Dr. Damodar Hota.

Unit - 5 Qualities & defects of the Vocalist.

Practical

Time : 3 Hours  
Full Mark : 50 Marks

Unit - 1 Bada Khayal & Chhota Khayal gaykee of the following ragas.  
Rageshree, Todi.

Unit - 2 Chhota Khayal gaykee of the followings.  
Suddh kalyan, Hindol, Puriya.

Unit - 3 One light classical Composition in any raga. Ghazal, Chaiti.

Unit - 4 Knowledge of tuning & playing taanpura.

Unit - 5 Demonstration of the following taals. with Dugun, Tigon & chaugun layakari. Teental, Ektal, Jhamptal, Dhamar, Tewra.

Prescribed Books for Core - VI

1. Bharatiya Sangeetara Khayal Saili (Odia)  
By Dr. Chittaranjan Pani

2. Raga Parichaya (Hindi) Part - 1, 2, 3, 4  
By Dr. Harish Chandra Srivastab

3. Raga Sangeeta (Odia) Part - 1, 2, 3, 4  
By Dr. Mohan Charan Senapati

4. Hamare Sangeet Ratna (Hindi)  
By Prof. Laxmi Narayan Garg.

5. Kramik Pustak Malika (Hindi) Part - 1, 2, 3  
By Pt. B.N. Bhatkhande
+3 SECOND YEAR THIRD SEMESTER
Core Course - VII (C-7) - Indian Music

Time : 3 Hrs.  
Credit : 6  
End Semester Theory : 40 Marks  
Mid Semester Theory : 10 Marks

TIVRA MADHYAM SWARA ALANKARANAM & NIBANDHA  
Applied & General Theories

Unit - 1  Importance of Tala & Laya in Music

Unit - 2  Write an essay of the followings.  
           a) The development of Indian classical Music  
           b) Guru Shisya Parampara.

Unit - 3  Characteristics and chhota khayal notation of the followings. Jaijaiwanti, Kamod, Multani, Marwa.

Unit - 4  Detail Studies of the following forms. Kaku, Abirbhav, Tirobhav, Meend, kan, Gamak, Murki.

Unit - 5  Detail Knowledge of Shruti Swara Sthapana in Indian Music according to ancient & Medieval Period.

Practical

Time : 3 Hours  
Full Mark : 50 Marks

Unit - 1  Bada Khayal & Chhota Khayal gaykee of following ragas. Suddh Kalyan, Jaijaiwanti.

Unit - 2  Chhota Khayal gaykee of the followings.Suddh Sarang, Kamod, Multani, Marwa.

Unit - 3  Tarana gaykee in any two ragas of this core.

Unit - 4  Practical knowledge about following techniques. Kaku, Abirbhav - Tirobhab, Meend, kan, Gamak, Murki

Unit - 5  Basic Knowledge on Indian Music. Major Music festivals, Awards for Music, Pen-name of the vocalist, Traditional Compositions.

Prescribed Books for Core - VII

1. Sangeetanjali (Hindi) Part - 1, 2, 3, 4  
   By Pt. Omkarnath Thakur

2. Bharatiya Sangeetara Khayal Saili (Odia)  
   By Dr. Chittaranjan Pani

   Comiler - Dr. Laxmi Narayan Garg. 
   Published by - Sangeet Karyalaya, Hathras.

4. Raga Parichay (Hindi) Part - 1, 2, 3, 4  
   By Dr. Harish Chandra Srivastab

5. Raga Sangeeta (Odia) Part - 1, 2, 3, 4  
   By Dr. Mohan Charan Senapati
+3 SECOND YEAR FOURTH SEMESTER
Core Course - VIII (C-8) - Indian Music

Time : 3 Hrs.  Credit : 6

End Semester Theory : 40 Marks
Mid Semester Theory : 10 Marks

PANCHAM SAMAYA SIDDHANTAM & VADYA VARGIKARANAM-II
Applied & General Theories

Unit - 1 Knowledge of the follong terms.
Upaj, Badhat, Phirat, Khatka, Swara Sangati

Unit - 2 Time Theory of Raga. Roll of Purvanga & Uttaranga raga in time Theroy & Knowledge of
adhwadarshaka Swara.

Unit - 3 Characteristics of the following Ragas.
Puriya Dhanashree, Goud Sarang, Purvi, Adana, Basant, Bhairavi

Unit - 4 Notetion of Bada Khayal in Raag-Puriya Dhanashree & Goud Sarang and Chhota Khayal Notation
in Raag-Purvi, Darbari, Kanada & Bhairavi.

Unit - 5 Classification of Indian Musical Instruments.

Practical

Time : 3 Hours  Full Mark : 50 Marks

Unit - 1 Detail gaykee of the following ragas.
(Bada Khayal & Chhota khayal)
Puriya Danashree, Goud Sarang.

Unit - 2 Chhota Khayal gaykee of the followings.
Purvi, Darbari, Kanada, Bhairavi

Unit - 3 Demonstration of the following taalas with dugun, Tigun & Chaugun Laykari. Tilwada,
Deepchandi, Ada choutal, Punjabi addha.

Unit - 4 Any one semi classical composition from the followings.
Thumri, kajree, tappa, Hori

Unit - 5 One Dhrupad or Dhamar in any raga of this core.

Prescribed Books for core - VIII
1. Sangeet Visharad (Hindi)  By Vasant
2. Raga Paricha (Hindi) Part - 1, 2, 3, 4  By Dr. Harish Chandra Srivastab.
3. Sangeetanjali (Hindi) Part - 1, 2, 3, 4  By Pt. Omkarnath Thakur
4. Raga Sangeeta (Odia) Part - 1, 2, 3, 4, 5  By Dr. Mohan Charan Senapati
5. Kramik Pustak Malika (Hindi) Part - 1, 2, 3, 4  By Pt. B.N. Bhatkhamde
6. Raga Vigyan (Hindi) Part - 1, 2, 3, 4  By Pt. Binayak Rao Pattawardhan
+3 SECOND YEAR FOURTH SEMESTER
Core Course - IX (C-9) - Indian Music

Time : 3 Hrs.  End Semester Theory : 40 Marks
Credit : 6  Mid Semester Theory : 10 Marks

KOMAL DHAIWAT UTKRISTA RAGA GAYANAM
Applied & General Theories

Unit - 1  Characteristics of the following ragas with Bada Khayal Notetion.
Puriya, Multani.

Unit - 2  Characteristics of the ragas with Chhota Khayal Notetion.
Chhayanan, Miyan Mallhar, Adana, Bahar, Ramkali, Lalit.

Unit - 3  Knowledge about Graha - Murrukhana

Unit - 4  Comparative study of the following ragas.
Mian Malhar- Bahar, Puriya-Marwa, Bhupali- Deshkar, Kedar- Hameer.

Unit - 5  Essay -
   a) Your aim of learning Classical Music
   b) Necessity of Music in the Society.

Practical

Time : 3 Hours  Full Mark : 50 Marks

Unit - 1  Bada Khayal & Chhota Khayal gaykee of the following ragas.
Puriya, Multani

Unit - 2  Chhota Khayal gaykee of the following.
Basant, Suddh Sarang, Miyan Mallhar, Adana, Bahar, Ramkali, Lalit.

Unit - 3  Knowledge of Swara Sangatis in Raga (Practical demonstration)

Unit - 4  Demonstration of following talas.
Gajajhampa, Pancham Sawari

Unit - 5  One semi classical composition in any raga.

Prescribed Books for the Core - IX

1. Sangeeta Nibandhabali (Hindi) (Collection & Musical essays)
   Compiler. Prof. Laxmi Narayan Garg
   Published by- sangeet Karyalaya, Hathras.

2. Raga Parichay (Hindi) All Parts
   By Dr. Harish Chandra Srivastab

3. Raga Sangeeta (Odia) Part - 1, 2, 3, 4, 5
   By Dr. Mohan Charan Senapati

4. Sangeet Visharad (Hindi)
   By Vasant

5. Sangeetanjali (Hindi) Part - 1, 2, 3, 4, 5
   By Pt. Omkarnath Thakur

6. Raga Vigyan (Hindi) Part - 1, 2, 3, 4
   By Pt. Binayak Rao Pattwardham
+3 SECOND YEAR FOURTH SEMESTER
Core Course - X (C-10) - Indian Music

Time : 3 Hrs.  Credit : 6
End Semester Theory : 40 Marks  Mid Semester Theory : 10 Marks

DHAIWAT
TALA VADYA PARICHAYA & GAYKEE IN GHARANA
Applied & General Theories

Unit - 1  Studies on Gharana
Unit - 2  Detail Knowledge of Gowalior & Agra gharana.
Unit - 3  Knowledge about “Barna” of Tabla.
Unit - 4  Physical structure of Tabla & Hindustani pakhawaj
Unit - 5  Life sketch.
            Pt. Balwant Rai Bhatt
            Ustad faiyaz khan
            Dr. Mohan Charan Senapati

Practical

Time : 3 Hours  Full Mark : 50 Marks

Unit - 1  Detail gaykee of Darbari Kanada & Miyan Mallhar.
Unit - 2  Ability of playing different thekas in Tabla.
Unit - 3  Chhota Khayal gayak in following;
            Maru Bihag, Sohini, Basant, Ahir Bhairab.
Unit - 4  Comparisation between similar ragas in gaykee.
Unit - 5  One Thumri & One Tarana in any raga.

Prescribed Books for Core - X

1. Bharatiya Sangeetara Khayal Saili (Odia)
   By Dr. Chitta Ranjan Pani
2. Raga Shastra Siddhanta (Odia)
   By Sri Rajanikant Padhi
3. Raga Sangeeta (Odia) Part - 1, 2, 3, 4, 5
   By Dr. Mohan Charan Senapaty
4. Raga Parichay (Hindi) Part - 1, 2, 3, 4
   By Dr. Harish Chandra Srivastav
5. Bhavrang lahari (Hindi) Part - 1, 2, 3
   By Pt. Balawant Rai Bhatt
+3 THIRD YEAR FIFTH SEMESTER
Core Course - XI (C-11) - Indian Music

Time : 3 Hrs.  
Credit : 6

End Semester Theory : 40 Marks  
Mid Semester Theory : 10 Marks

KOMAL NISHAD  
BHARATIYA SANGEET ITIHASA, TALA PADDHATI & DHWANI TATWA  
Applied & General Theories F.M. - 50

Unit - 1  Detail Knowledge of Varna (Sthayee, Arohi, Abarohi Sandarhi)
Unit - 2  Tal system in Hindustani & Karnatic Music
Unit - 3  Classification of Raag- Suddha, Chhayalag, Sankhirna.
Unit - 4  History Of Indian Music.
            Vedic Music, Ramayana, Mahabharata.
Unit - 5  Knowledge about ancient jaati & Prabandha gayan

Practical

Time : 3 Hours  
Full Mark : 50 Marks

Unit - 1  Detail gaykee of the following ragas.
            Chhayanat, Bhimpalasi.
Unit - 2  Non-detail gaykee of the following ragas.
            Chandrakauns, Paraj, Bilashkhan Todi, Goud Malhar.
Unit - 3  Knowledge of following Laykaries.
            2/3, 3/2, 3/4, 4/3
Unit - 4  One Dhrupador Dhamar in any Raag of this core.
Unit - 5  One Chaiti & One Tappa in any ragas

Prescribed Books for Core - XI

1. Raga Parichay (Hindi) Part - 1, 2, 3, 4
   By Dr. Harish Chandra Srivastab
2. Raga Sangeeta (Odia) Part - 1, 2, 3, 4, 5
   By Dr. Mohan Charan Senapathy
3. Bhabrang lahari (Hindi) Part - 1, 2, 3
   By Pt. Balwant Rai Bhatt.
4. Sangeetanjali (Hindi) Part - 1, 2, 3, 4
   By Pt. Omkarnath Thakur
5. Raga Vighyan (Hindi) Part - 1, 2, 3, 4, 5
   By Pt. Binayak Rao Pattwardham
+3 THIRD YEAR FIFTH SEMESTER
Core Course - XII (C-12) - Indian Music

**NISHAD**

SWARA RACHANA DAKSHATA, NIBANDHAM, RAGA PURBALOCHANA

Apploed & General Theories

F.M. - 50

**Unit - 1**
Knowledge about the Music System of Modern age (pre independence & post independence).

**Unit - 2**
Knowledge about the Music system of Mediaval period.

**Unit - 3**
Capability to Compose Bandish in any ragas in any Taal..

**Unit - 4**
Life sketch
- Balkrishna Bua Echalkarnjikar.
- Bharat ratna Pandit Bhumsen joshi
- Bharat ratna Lata Mangeshkar

**Unit - 5**
Essay :-
- a) Spiritualism in Music
- b) A classical Music evening
- c) Contribution of Odisha to Hindustani Music

**Practical**

Full Mark : 50 Marks

**Unit - 1**
Detail gaykee of the following ragas. Marwa, Suddhkalyan.

**Unit - 2**
Non-detail gaykee of the followings. Hansadhwni, Bhinnasadaj. Megh, shree.

**Unit - 3**
Revision of all previous Raga with gharanedar gaykee

**Unit - 4**
Laykaries of all prescribed talas from 1st semester to 4th semester.

**Unit - 5**
Presentation of own composition of any semi classical genere.

**Prescribed Books for the core - XII**

1. **Hamare Sangeet Ratna** (Hindi)
   By Prof. Laxmi Narayan garg.

2. **Sangeet Visharad** (Hindi)
   By Vasant

3. **Raga Parichay** (Hindi) All parts
   By Dr. Harish Chandra Srivastab

4. **Raga Sangeeta** (Odia) All Parts
   By Dr. Mohan Charan Senapati

5. **Bhabrang lahari** (Hindi) Part - 1, 2, 3, 4
   BY Pt. Balwant rai Bhatt

6. **Raga Vigyan** (Hindi) All Parts.
   By Pt. Binayak rao Pattwardham

7. **Bharatiya Sangeetara Itihasa** (Odia)
   By Dr. Damodar Hota
+3 Third Year, Sixth Semester  
Core Course - XIII (C-13) Indian Music  

TAAR  
UTTAMA UPASHASTRIYA GAYANAM  
Applied & General Theory  

Time 3 Hrs.  
Credit-6  

Unit - I  
Detail study of different semi classical musical forms of Hindustani Music.  

Unit - II  
Application of Semi Classical music in Indian classical dances.  

Unit - III  
Detail study of Raga & Tala in Semi classical music.  

Unit - IV  
Importance and impact of the literature in Hindustani Music.  

Unit - V  
Life Sketch-  
(i) Ustad Bade Ghulam alli Khan  
(ii) Pandit Ravi Shankar  
(iii) Ustad Bismillah Khan.  

PRACTICAL  

Unit - I  
Detail gaykee of the following Ragas. Lalit, Megh.  

Unit - II  
Chhota Khayal of the following Ragas- Bairagi, Jog, Nand, Charukeshi  

Unit - III  
Knowledge of the following Talas - Rudra, Ganesha, Bramha  

Unit - IV  
Gaykee Knowledge of Semi Classical Compositions.  

Unit - V  
One Dhrupad in any raga of this year.  

Prescribed books for the Core-13:  
1. Sangeet Visharad (Hindi), by Vasant  
2. Raga Parichaya (Hindi - 1, 2, 3, 4), by Dr. H. C. Srivastab  
3. Nibandh Sangeet (Hindi), Sangeet Karyalaya, Hathras.  
4. Tal Parichaya (Hindi), All parts, by Dr. G. C. Srivastab  
5. Sangeet Nibandhabali (Hindi), Sangeet Karyalaya, Hathras.
Third Year, Sixth Semester  
Core Course - XIV (C-14) Indian Music

ATI-TAAR  
RAGA-TALA SHAASTRAM EVEM VIDHANAM  
Applied & General Theory

Time 3 Hrs.  
Credit-6

Unit - I  
Comparative study of Tabla & Hindustani Pakhawaj.

Unit - II  
Detail Knowledge of Raag & Tala of Geeta Govinda of Kavi Jayadev.

Unit - III  
Contribution of Natyashastra & Sangeeta- Ratnakara to Indian Classical Music.

Unit - IV  
Fourty basic principles of Hindustani Sangeet Paddhati.

Unit - V Life Sketch-  
(i) Ustad Amir Khan  
(ii) Dagar Brothers (Dhrupad & Dhamar)  
(iii) Vidushi Sunanda Pattnaik.

PRACTICAL

Unit - I  
Detail gaykee of the following Ragas- Jaunpuri, Ahir Bhairab

Unit - II  
Non-detail gaykee of the following Ragas- Gorakh Kalyan, Madhuwanti, Kalawati

Unit - III  
(i) Knowledge of Kuad Laya & Biad Laya  
(ii) Knowledge of different Tyahis.

Unit - IV  
Gaykee Knowledge of Shree Geeta Govinda.

Unit - V  
Viva test from applied & general Theories of this core.

Prescribed books for the Core-14:  
1. Hamare Sangeet Ratna (Hindi), by Prof. Laxminarayan Garg.  
2. Sangeet Visharad (Hindi), by Vasant.  
3. Kramik Pustakmalika (Part-1, 2, 3, 4), by Pt. V. N. Bhatkhande.  
4. Amara Sangeeta Dhara (Odia), by Kali Charan pattnaik.  
+3 Third Year, Sixth Semester
DSE-I

TABLA - THEORY

Time 3 Hrs.
Credit-6

Unit - I
Historical development of “Tabla”.

Unit - II
Physical Structure of Tabla.

Unit - III
Knowledge about basic “Varnas”, “Bols” & “Thekas”.

Unit - IV
Knowledge about fingering system in Tabla.

Unit - V
Knowledge about following terms - Kaida, Rela, Mukhda, Tyahi.

PRACTICAL

Unit - I
Ability of playing Tintal & Jamptal Theka.

Unit - II
Ability of playing two simple Kaida in tal-Teental.

Unit - III
One Mukhda set to Teental.

Unit - IV
One Simple Tukda in tal-Teental.

Unit - V
Playing two tyahi (Damdar & Bedamdar) set to Teental.

Prescribed books for DSE-I:
2. Tal Martand by Satyanarayan Basist
3. Tal Kosh by G. R. Srivastav.
4. Tal Ank (Hindi)
5. Tal Parichaya (1, 2, 3, 4) by G. R. Srivastav.
+3 Third Year, Sixth Semester
DSE-II

TABLA - THEORY

Time 3 Hrs.
Credit-6

Unit - I Life History :
   Pt. Shanta Prashad (Gudei Maharaj)
   Pt. Karamattulah Khan

Unit - II
   Brief Knowledge about Gharanas of Tabla.

Unit - III
   Detail Knowledge about Delhi Gharana.

Unit - IV
   Comparative study on Delhi gharana & Benaras Gharana.

Unit - V
   Brief knowledge about Abanaddha vadya (percussions).

PRACTICAL

Unit - I
   Two Kaida in each set to Jhamptal & Teental.

Unit - II
   One Tukda set to Jhamptal.

Unit - III
   Playing two tyahis Damdar & Bedamdar) set to Jhamptal.

Unit - IV
   Playing Thekas set to Ektal, Rupak, Choutal, Dhamar.

Unit - V
   Playing ability of Dadra & Kaharawa.

Prescribed books for DSE-I:
1. Tal Prakash (Hindi), by Laxmi Narayan Garg.
2. Tal Martand (Hindi), by Satyanarayan Basist
3. Tal Kosh (Hindi), by G. R. Srivastav.
4. Tal Ank (Hindi)
5. Tal Parichaya (Hindi-1, 2, 3, 4) by G. R. Srivastav.
+3 Third Year, Sixth Semester
DSE-III

HARMONIUM - THEORY

Time 3 Hrs.
Credit-6

Unit - I
Origin of the Harmonium.

Unit - II
Physical Structure of the Harmonium.

Unit - III
Knowledge about some basic alankars for Harmonium playing.

Unit - IV
Importance of the Harmonium as an accompanying instrument with classical & light music.

Unit - V
Life sketch
Pandit Gyan Prakash Ghosh
Pandit Tulsidas Borekar

PRACTICAL

Unit - I
Knowledge of playing basic alankars.

Unit - II
Knowledge of playing basic Ragas.

Unit - III
Knowledge of playing basic Chords according to western music system.

Unit - IV
Idea of accompanying with "Khayal".

Unit - V
Knowledge of playing some famous compositions in Indian music system.

Prescribed books for DSE-I:
1. Learn to play on Harmonium (English) by Pajkaj Publication.
2. The Harmonium Handbook (English), by Satyaki Kraig Brockschmidt.

+3 THIRD YEAR SIXTH SEMESTER
DSE - IV

Time : 3 Hrs.
Credit : 6

Unit - 1 Project Paper work Presentation
Unit - 2 Viva

End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks
+3 SECOND YEAR THIRD SEMESTER
GE - III - Indian Music

Time : 3 Hrs.  
Credit : 6  
End Semester Theory : 40 Marks  
Mid Semester Theory : 10 Marks

(HINDUSTANI VOCAL)
Applied & General Theory

UNIT-1 - Knowledge about various Alankars.  
(Sudha & Vikrita)

UNIT-2 -
(a) Basic Knowledge & Definitions. Dhwani, Sangeet, Raga, Thaat, Alaap, Taan, Badi, Sambadi,  
Tala, Laya
(b) Detail Knowledge about the following form. Khayal, Dhrupad, Dhamar, Thumree, Kajree.

UNIT-3 -
Shastriya Parichaya of following Ragas. Bilawal, Bhupali, Kalyan, Kafi, Khamaj, Durga,  
Brindabani Sarang, Bhairab.

UNIT-4 -
Detail Knowledge of the following Talas. Teental, Ektal, Jhamptal, Choutal, Kaharawa, Dadra.

UNIT-5 -
(a) Knowledge about Indian Notetion system. (Pt. Vishnu Narayan Bhatkhande & Pt. Vishnu  
Digamber Paluskar Notetion System.)
(b) Life sketch-
Pt. Vishnu Narayan Bhatkhande. Swami Haridas  
Pt. Omkar nath Thakur.

PRACTICAL
G - 3

Time : 3 Hours  
Full Mark : 50 Marks

UNIT - 1
(a) Bilambit bandish of the following ragas. Kalyan, Bhupali.
(b) Non-detail study of the following ragas. Bilawal, Kafi, Durga, Khamaj, Bhairab, Vrindabani Sarang.

UNIT - 2  
Knowledge about one dhrupad in any ragas of unit - 1.

UNIT - 3  
Demonstration of the following tals with Dugun layakari. Teental, Ektal, Jhamptal, Choutal,  
Kaharawa, Dadra.

UNIT - 4  
Practice of Various Alankars with an ability of playing harmonium.

UNIT - 5  
Knowledge about light classical & light Composition. Kajree, Bhajan, Patriotic song,  
Sugam Sangeet.
+3 SECOND YEAR FOURTH SEMESTER
GE - IV - Indian Music

Time : 3 Hrs. End Semester Theory : 40 Marks
Credit : 6 Mid Semester Theory : 10 Marks

Applied & General Theory  2015-16

UNIT - 1 Characterstic of following Ragas & Talas. Ragas-Asawari, Bihag, Patdeep, Tilang, Desh, Bageshree, Malkauns, Bhairabi. Talas - Bilambit Ektal, Rupak, Tewra, Sooltal, Dhamar.

UNIT - 2 (a) “Gharana”, Knowledge about Gowalior Gharana. (b) Physical structure of Taanpura.

UNIT - 3 Comparetive Study of the following ragas & Talas of G - 3 & G-4.

UNIT - 4 Life Sketch
Pt. Vishnu Digamber Paluskar
Miyan Taansen
Pt. Balwant Rai Bhatt
Dr. Damodar Hota.

UNIT - 5 Write an essay of the followings.
(a) Origin of Music
(b) Importance of Tala & Laya in Music.
(c) Contribution of Music to the Society.

PRACTICAL
G - 4

Time : 3 Hours Full Mark : 50 Marks

UNIT - 1 Detail Knowledge of Gaykee of the following Ragas. Kalyam, Bhupali

UNIT - 2 Non - detail study of the following Ragas. Asawari, Bihag, Tilang, Desh, Bageshree, Malkauns, Patdeep, Bhairabi

UNIT - 3 Knowledge about one Dhamar from any Ragas of G-3 & G-4.

UNIT - 4 Demonstration of All talas of G - 3 & G-4 with dugun & Chougun Layakari.

UNIT - 5 Knowledge of Singing light & light classical form. Thumri, Ghazal, Bhajan, Geeta Govinda.

PRESCRIBED BOOK FOR G - 3 & G - 4
1. Hindustani Sangeet lahari (Odia) part - 1, 2, 3, 4 By Dr. Damodar Hota
2. Sangeeta Shastra (Odia) By Dr. Damodar Hota.
3. Raga Parichaya (Hindi) Part - 1, 2, 3, 4 By Dr. Harish Chandra Srivastab.
4. Sangeet Visharad (Hindi) By Vasant.
5. Nibandh Sangeet (Hindi) (Collection of Essays) Editor - Dr. Lakxmi Narayan Garg.
6. Raga Sangeet (Odia), Part - 1, 2, 3, 4 By Dr. Mohan Charan Senapati.

●●●
ODIA
+3 FIRST YEAR FIRST SEMESTER
Core Course - I (C-1)

Time: 3 Hrs.
Credit: 6
End Semester Theory: 80 Marks
Mid Semester Theory: 20 Marks

Core Course - II (C-2) - Odia

Time: 3 Hrs.
Credit: 6
End Semester Theory: 80 Marks
Mid Semester Theory: 20 Marks
+3 FIRST YEAR SECOND SEMESTER
Core Course - III (C-3) - Odia

Time: 3 Hrs.
Credit: 6
End Semester Theory: 80 Marks
Mid Semester Theory: 20 Marks

Provides Odia

1st Week / Module - 1: Provides Odia Literature (Poetry)
2nd Week / Module - 2: Provides Odia Literature (Drama)
3rd Week / Module - 3: Provides Odia Literature (Novel)
4th Week / Module - 4: Provides Odia Literature (Short Story)
5th Week / Module - 5: Provides Odia Literature (Essay)

+3 FIRST YEAR SECOND SEMESTER
Core Course - IV (C-4) - Odia

Time: 3 Hrs.
Credit: 6
End Semester Theory: 80 Marks
Mid Semester Theory: 20 Marks

Provides Odia

1st Week / Module - 1: Provides Odia Literature (Prose)
2nd Week / Module - 2: Provides Odia Literature (Article)
3rd Week / Module - 3: Provides Odia Literature (Journal)
4th Week / Module - 4: Provides Odia Literature (Speech)
5th Week / Module - 5: Provides Odia Literature (Essay)

Assurance:
1. Provides Odia Literature (Prose)
2. Provides Odia Literature (Article)
3. Provides Odia Literature (Journal)
4. Provides Odia Literature (Speech)
5. Provides Odia Literature (Essay)
+3 SECOND YEAR THIRD SEMESTER
Core Course - V (C-5) - Odia

Time : 3 Hrs.
Credit : 6

End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

(অদাল কল্পনা)

বর্গীস্খাল বিজ্ঞানীশ্বর দিবস

প্রথম বর্গ : বর্গীস্খাল বঙ্গী ও বঙ্গ দিবস

দ্বিতীয় বর্গ : বর্গীস্খাল িনিশ্চিত িদ্বন্দ ও দিবস

তৃতীয় বর্গ : বর্গীস্খাল িইকাসন িমা

চতুর্থ বর্গ : বর্গীস্খাল বঙ্গী িবদল িপন্থ (গুহীক, গুহীক, গুহীক, গুহীক)

পঞ্চম বর্গ : বর্গীস্খাল বঙ্গী িদী িফল িপন্থ িগল (গুহীক, গুহীক, গুহীক, গুহীক)

পঞ্চম বর্গের ১০ দিনের পূর্বদিনে বিশদ

পঞ্চম বর্গের ১০ দিনের পূর্বদিনে বিশদ

(২ x ৪ = রো)
+3 SECOND YEAR THIRD SEMESTER
Core Course - VI (C-6) - Odia

Time : 3 Hrs.
Crdit : 6
End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

(অনান্ত সহিন্ত)

৭০০০-এর সংখ্যার ধারার পর্যালোচনা

+3 SECOND YEAR THIRD SEMESTER
Core Course - VII (C-7) - Odia

Time : 3 Hrs.
Crdit : 6
End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

(অনান্ত সহিন্ত)

৭০০০-এর সংখ্যার ধারার পর্যালোচনা
+3 SECOND YEAR FOURTH SEMESTER
Core Course - VIII (C-8) - Odia

Time : 3 Hrs.
Credit : 6
End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

(ପକ୍ଷର ବଳ୍ବୟର)
ଡ଼ାବାପାର/ ବର୍ଗତ ବନ୍ଧନ କୋନ୍ଷିକ ବଳ୍ବୟ

ଶରୀର ବଳ୍ବୟ : ଦିଆଦାର, ଦିଆଥାର ଓ ଦିଆନ୍ତିଗ ଏକ ଭାବେ (କବାଯାକ, କବାଯାକ, କବାଯାକ)
ଶ୍ରୀର ବଳ୍ବୟ : ସମାନ କବାଯାକ, ଯେଉଁଥିଏ ଅନୁଭବ ଓ କବାଯାକ
ଘିର ବଳ୍ବୟ : ବର୍ଗତ କବାଯାକ ଓ ଭାବ
କମ୍ବୟ ବଳ୍ବୟ : ବର୍ଗତ ଓ କବାଯାକ : ସମାନ ଭାବରେ, ଆଧାରାଭାବରେ ପହଙ୍କ
ଝନ୍ତା ବଳ୍ବୟ : ଦାଟ୍ଟ ବଳ୍ବୟ

ସମୀକ୍ଷା ଭାବରେ ଉପରେ ପ୍ରତି ଶିକ୍ଷା,
ସମୀକ୍ଷା ସ୍ୱଭାବରେ ପ୍ରତି ଶିକ୍ଷା
(୧୨୧୫୨=୨୦)

+3 SECOND YEAR FOURTH SEMESTER
Core Course - IX (C-9) - Odia

Time : 3 Hrs.
Credit : 6
End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

(ପକ୍ଷର ବଳ୍ବୟର)
ପରବାର ପ୍ରତିଶ୍ରୂତି, ବଟାରେ ଓ କୋନ୍ଷିକ ଚାଲ

ଶରୀର ବଳ୍ବୟ : କବାଯାକ, କବାଯାକ, କବାଯାକ
ଶ୍ରୀର ବଳ୍ବୟ : ଅନୁଭବକୁ, ଅନୁଭବକୁ, ଅନୁଭବ
ଘିର ବଳ୍ବୟ : ଅନୁଭବକୁ, ଅନୁଭବକୁ, ଅନୁଭବ
କମ୍ବୟ ବଳ୍ବୟ : ଉପରେ ଏକ ଭାବରେ ଅନୁଭବ ଓ କବାଯାକ
ଝନ୍ତା ବଳ୍ବୟ : ପହଙ୍କ ଏକ ଭାବରେ ଅନୁଭବ

ସମୀକ୍ଷା ଭାବରେ ଉପରେ ପ୍ରତି ଶିକ୍ଷା,
ସମୀକ୍ଷା ସ୍ୱଭାବରେ ପ୍ରତି ଶିକ୍ଷା
(୧୨୧୫୨=୨୦)
+3 SECOND YEAR FOURTH SEMESTER
Core Course - X (C-10) - Odia

Time: 3 Hrs.  
End Semester Theory: 80 Marks
Credit: 6  
Mid Semester Theory: 20 Marks

(অর্থাতঃ ক্ষুদ্র)
কৌশল অভিদ্যমন অধ্যায় (খণ্ডচিত্র)

১. মাণিক: রামকৃষ্ণ, নীলকুমার

২. মাণিক: গীতিকা মানিক, একজন হাঁক, শহীদ নানাবলি গ্রন্থকার

৩. মাণিক: লেখক মুক্তি চন্দ্র, একজন হাঁক, শহীদ

৪. মাণিক: প্রথম লেখক মুখ্যে অধ্যায় অধ্যায় (২ x ৫ = ১০)

+3 THIRD YEAR FIFTH SEMESTER
Core Course - XI (C-11) - Odia

Time: 3 Hrs.  
End Semester Theory: 80 Marks
Credit: 6  
Mid Semester Theory: 20 Marks

(অর্থাতঃ ক্ষুদ্র)
কৌশল অভিদ্যমন অধ্যায় (ঝাঁপচিত্র)

১. মাণিক: রামকৃষ্ণ (দেহ দেহ)- শীল এল

২. মাণিক: অতীতে সত্য অজ্ঞান (‘প’ পর্যায়- ‘প’ পর্যায়)- লেখক মুখ্য

৩. মাণিক: শিশু- লেখক এলাকায়

৪. মাণিক: ‘শীল সংস্কার কৌশল প্রতিক্রিয়া’

মাণিক: মুখ্য অধ্যায়, ২০

মাণিক - ৫. সত্যতার সাধন- বিদ্যালয়ের প্রতিক্রিয়া

৬. সত্যতার প্রতিক্রিয়া

৭. শিশু সংস্কার - শিশু সংস্কার

৯. সত্যতার প্রতিক্রিয়া- বিদ্যালয়ের প্রতিক্রিয়া

মাণিক - ৫. সত্যতার সাধন- বিদ্যালয়ের প্রতিক্রিয়া

৯. সত্যতার প্রতিক্রিয়া
+3 THIRD YEAR FIFTH SEMESTER
Core Course - XII (C-12) - Odia

Time : 3 Hrs.  
Credit : 6

End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

+3 THIRD YEAR SIXTH SEMESTER
Core Course - XIII (C-13) - Odia

Time : 3 Hrs.  
Credit : 6

End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks
+3 THIRD YEAR SIXTH SEMESTER
Core Course - XIV (C-14) - Odia

Time: 3 Hrs.
Credit: 6

End Semester Theory: 80 Marks
Mid Semester Theory: 20 Marks

(অধাধ ভূত্বক)

ধারাবাহিক, ধারাবাহিক, ধারাবাহিক, এবং রিলেশন

ধনু বলে : বৃহস্পতিযোগ এবং মিশ্রিত তত্ত্ব ( যথেষ্ট পূর্ব প্রাকৃতিক)

ধুলী বলে : স্পষ্টবাক্য - স্পষ্টবাক্য প্রতি

ধুলী বলে : স্পষ্টবাক্য - স্পষ্টবাক্য প্রতি

ধুলী বলে : স্পষ্টবাক্য - স্পষ্টবাক্য প্রতি (ধারাবাহিক)

ধনু বলে : ধারাবাহিক
1) ধারাবাহিক, ধারাবাহিক, এবং রিলেশন
d) ভূত্বক, ভূত্বক, এবং রিলেশন
d) ভূত্বক, ভূত্বক, এবং রিলেশন

ধনু বলে: ৯ দিন মায়ে তথ্য ত্রিকোণ

[ Core Course Vg Core Course XIV ]
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Syllabus-Arts

1. বৃহৎ পারিশ্রমিক ও বিভিন্ন কৌশল - মূলগুলো উল্লেখ
   দেয় বয়সের পরিকল্পনা ও সাধারণ অর্থনীতি, মূলধর্ম
2. বৃহৎ ও সামরিক সাধারণ - অর্থনীতি রচনা
3. অর্থনীতি পারিশ্রমিক ও প্রাক্তন অর্থনীতি নির্দেশ
   দেয় প্রতিনিধিত্ব প্রতিষ্ঠানের, অর্থনীতি
4. অর্থনীতি প্রাক্তন ও অর্থনীতির অর্থনীতি - অর্থনীতি রচনা
5. বৃহৎ পারিশ্রমিক রচনা - জটিল বাণিজ্য নির্দেশ
   দেয় সাধারণ জটিল বাণিজ্য
6. অর্থনীতি প্রাক্তন ও অর্থনীতির অর্থনীতি - অর্থনীতি নির্দেশ
   দেয় প্রতিনিধিত্ব প্রতিষ্ঠানের, অর্থনীতি
7. বৃহৎ পারিশ্রমিক অর্থনীতি ও প্রাক্তন অর্থনীতি - মূলধর্ম উল্লেখ
   দেয় প্রতিনিধিত্ব প্রতিষ্ঠানের, অর্থনীতি
8. অর্থনীতি প্রাক্তন ও অর্থনীতির অর্থনীতি - অর্থনীতি নির্দেশ
   দেয় প্রতিনিধিত্ব প্রতিষ্ঠানের, অর্থনীতি
9. বৃহৎ পারিশ্রমিক উল্লেখ ও প্রাক্তন অর্থনীতি - মূলধর্ম উল্লেখ
   দেয় প্রতিনিধিত্ব প্রতিষ্ঠানের, অর্থনীতি
10. বৃহৎ পারিশ্রমিক ও প্রাক্তন অর্থনীতি - মূলধর্ম উল্লেখ
   দেয় প্রতিনিধিত্ব প্রতিষ্ঠানের, অর্থনীতি
11. বৃহৎ পারিশ্রমিক ও প্রাক্তন অর্থনীতি - মূলধর্ম উল্লেখ
   দেয় প্রতিনিধিত্ব প্রতিষ্ঠানের, অর্থনীতি
12. বৃহৎ পারিশ্রমিক ও প্রাক্তন অর্থনীতি - মূলধর্ম উল্লেখ
   দেয় প্রতিনিধিত্ব প্রতিষ্ঠানের, অর্থনীতি
13. বৃহৎ পারিশ্রমিক ও প্রাক্তন অর্থনীতি - মূলধর্ম উল্লেখ
   দেয় প্রতিনিধিত্ব প্রতিষ্ঠানের, অর্থনীতি
14. বৃহৎ পারিশ্রমিক ও প্রাক্তন অর্থনীতি - মূলধর্ম উল্লেখ
   দেয় প্রতিনিধিত্ব প্রতিষ্ঠানের, অর্থনীতি
15. বৃহৎ পারিশ্রমিক ও প্রাক্তন অর্থনীতি - মূলধর্ম উল্লেখ
   দেয় প্রতিনিধিত্ব প্রতিষ্ঠানের, অর্থনীতি
16. বৃহৎ পারিশ্রমিক ও প্রাক্তন অর্থনীতি - মূলধর্ম উল্লেখ
   দেয় প্রতিনিধিত্ব প্রতিষ্ঠানের, অর্থনীতি
17. বৃহৎ পারিশ্রমিক ও প্রাক্তন অর্থনীতি - মূলধর্ম উল্লেখ
   দেয় প্রতিনিধিত্ব প্রতিষ্ঠানের, অর্থনীতি
18. বৃহৎ পারিশ্রমিক ও প্রাক্তন অর্থনীতি - মূলধর্ম উল্লেখ
   দেয় প্রতিনিধিত্ব প্রতিষ্ঠানের, অর্থনীতি
19. বৃহৎ পারিশ্রমিক ও প্রাক্তন অর্থনীতি - মূলধর্ম উল্লেখ
   দেয় প্রতিনিধিত্ব প্রতিষ্ঠানের, অর্থনীতি
20. বৃহৎ পারিশ্রমিক ও প্রাক্তন অর্থনীতি - মূলধর্ম উল্লেখ
   দেয় প্রতিনিধিত্ব প্রতিষ্ঠানের, অর্থনীতি
21. বৃহৎ পারিশ্রমিক ও প্রাক্তন অর্থনীতি - মূলধর্ম উল্লেখ
   দেয় প্রতিনিধিত্ব প্রতিষ্ঠানের, অর্থনীতি
22. বৃহৎ পারিশ্রমিক ও প্রাক্তন অর্থনীতি - মূলধর্ম উল্লেখ
   দেয় প্রতিনিধিত্ব প্রতিষ্ঠানের, অর্থনীতি
23. বৃহৎ পারিশ্রমিক ও প্রাক্তন অর্থনীতি - মূলধর্ম উল্লেখ
   দেয় প্রতিনিধিত্ব প্রতিষ্ঠানের, অর্থনীতি
24. বৃহৎ পারিশ্রমিক ও প্রাক্তন অর্থনীতি - মূলধর্ম উল্লেখ
   দেয় প্রতিনিধিত্ব প্রতিষ্ঠানের, অর্থনীতি
+3 THIRD YEAR FIFTH SEMESTER
DSE - I - Odia

Time : 3 Hrs.
Credit : 6
End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

+3 THIRD YEAR FIFTH SEMESTER
DSE - II - Odia

Time : 3 Hrs.
Credit : 6
End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks
+3 THIRD YEAR SIXTH SEMESTER

DSE - III - Odia

Time : 3 Hrs.
Credit : 6

End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

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DSSC - III

DSSC - IV

+3 THIRD YEAR SIXTH SEMESTER

DSE - IV - Odia

Time : 3 Hrs.
Credit : 6

End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

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DSSC - III

DSSC - IV
+3 SECOND YEAR THIRD SEMESTER
GE - III - Odia

Time : 3 Hrs.  End Semester Theory : 80 Marks
Crdit : 6  Mid Semester Theory : 20 Marks

1.  চলন ধরন - স্থায়ী ধরন
9.  বাদল সঠিক - সংবাদ সঠিক
19.  ’কৃত্তিয় সত্য’ ধরন - সংবাদ সঠিক

3.  প্রায়তন সঠিক - সংবাদ সঠিক
11.  ’বিচার’ সত্য - সংবাদ সঠিক
19.  ’পুরুষ’ সত্য - সংবাদ সঠিক

5.  নিরাপত্তা সঠিক - সংবাদ সঠিক
13.  চলন ধরন - স্থায়ী ধরন
19.  ’প্রথম’ সত্য - সংবাদ সঠিক

২০০ মা চলন চতুর্থ শ্রেণীর চলনের প্রথম সূত্র চতুর্থ শ্রেণীর অন্তর্গত
চলন চতুর্থ শ্রেণীর চলনের প্রথম সূত্র চতুর্থ শ্রেণীর অন্তর্গত

চলন ধরন - ৩ পর্যায়ক্রমের চলন ধরন
(চলন ধরন - চতুর্থ শ্রেণীর চলনের প্রথম সূত্র, চতুর্থ শ্রেণীর অন্তর্গত)
+3 SECOND YEAR FOURTH SEMESTER
GE - IV - Odia

Time : 3 Hrs.  
Crdit : 6  
End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks


GE- III & GE-IV ପରତ୍ୟୁମାଣ ਸପାରକ୍ତ

1. ମୁକ୍ତିରେକ ପ୍ରତିକ ଯୋଗ୍ୟ

2. ପ୍ରତିକ ପ୍ରତିକ ଯୋଗ୍ୟ

3. ପ୍ରତିକ ପ୍ରତିକ ଯୋଗ୍ୟ

4. ପ୍ରତିକ ପ୍ରତିକ ଯୋଗ୍ୟ

5. ପ୍ରତିକ ପ୍ରତିକ ଯୋଗ୍ୟ

(ସମସ୍ୟାନାଲେକୀ ପରତ୍ୟୁମାଣ ପରତ୍ୟୁମାଣ ପରତ୍ୟୁମାଣ ପରତ୍ୟୁମାଣ ପରତ୍ୟୁମାଣ ପରତ୍ୟୁମାଣ ପରତ୍ୟୁମାଣ ପରତ୍ୟୁମାଣ)

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PHILOSOPHY
+3 FIRST YEAR FIRST SEMESTER
Core Course - I (C-1)

Time: 3 Hrs.
Cr dit: 6

End Semester Theory: 80 Marks
Mid Semester Theory: 20 Marks

GENERAL PHILOSOPHY

Unit-I: Definition, Nature and Function of Philosophy, Philosophy in relation to other modes of thinking like Science and Religion

Unit-II: Problems of Being: Monism and Pluralism
Realism: (a) Naive Realism (b) Representative Realism (Locke),
Idealism: Meaning, Esse est Percipi (Berkeley)

Unit-III: Problems of Knowledge: What is Knowledge?
Sources of Knowledge: Empiricism, Rationalism

Unit-IV: Problems of Ethics:
(1) Theories of Goodness: The Good and the Evil
(2) Theories of Conduct: Egoism and Altruism

Unit-V: Problems of Metaphysics:
(1) Substance and Universal
(2) Mind and Body

Basic Study Materials:
1. John Hospers - An Introduction to Philosophical Analysis
2. G. T. W. Patrick - Introduction to Philosophy
3. G. W. Cunningham - Problems of Philosophy
4. B. Russell - Problems of Philosophy
5. D. W. Hamlyn - Metaphysics
6. Richard Taylor - Metaphysics

+3 FIRST YEAR FIRST SEMESTER
Core Course - II (C-2) - Philosophy

Time: 3 Hrs.
Cr dit: 6

End Semester Theory: 80 Marks
Mid Semester Theory: 20 Marks

Logic & Scientific Method

Unit-I: Definition of Logic, Deductive & Inductive Arguments, Validity & Soundness of Arguments. Laws of Thought

Unit-II: Classification of Propositions (from of & quantity stand point) Distribution of terms, Square of Oppositions, Existential Import of Propositions, Interpretation of Categorical Propositions

Unit-III: Inference-Immediate Inference (Conversion & Observation) Mediate Inference (Syllogism): Figure & Moods, Testing Validity of Arguments by Syllogistic Rules

Unit-IV: Inductive Reasoning & Scientific Enquiry (a) Laws of Causation, Meaning & Definition, Cause and Condition. Qualitative & Quantitative Marks of Causation (b) Mills Experimental Methods

Unit-V: Science & Probability: (a) Scientific Explanation and Unscientific explanation (b) Hypothesis & Confirmation
Recommended Books:
2. Cohen & Nagel - Introduction to Logic & Scientific Method
3. Alex Rosenberg - Philosophy of Science: A Contemporary Introduction
4. W. Kneale - Probability & Introduction
5. John Hospers - Philosophical Analysis

+3 FIRST YEAR SECOND SEMESTER
Core Course - III (C-3) - Philosophy

Time: 3 Hrs.  End Semester Theory: 80 Marks
Credit: 6  Mid Semester Theory: 20 Marks

SYSTEMS OF INDIAN PHILOSOPHY (I)

Unit-I: Salient Features of Indian Philosophy, Astika & Nastika systems. Basic concepts like Rta, Rna, Purusartha, Law of Karma

Unit-II: Carvakas- Epistemology and Metaphysics (Lokayatamata)

Unit-III: Jainism: Syadvada, Anekantavada, Jaina ethics (concept of Triratna)

Unit-IV: Buddhism: Four Noble Truths, Doctrine of Momentariness, Dependant Origination, No Soul Theory, Nirvana

Unit-V: Samkhya-Dualistic System: Purusa, Prakriti, Theory of Causation, Theory of Evolution

Books Recommended:
1. G. C. Nayak (ODIA) - Bharatiya Darshana
2. B. B. Choudhury (ODIA) - Bharatiya Darshanara Ruparekha (Trans.) of M. Hiriyana's Outline of Indian Philosophy
3. Dutta & Chatterjee - An Introduction to Indian Philosophy
4. C. D. Sharma - A Critical Survey of Indian Philosophy
5. R. K. Puligandla - Fundamentals of Indian Philosophy
6. S. Radhakrishnan - Indian Philosophy, Vol. I / II
7. J. N. Sinha - Indian Philosophy
8. S. N. Dasgupta - History of Indian Philosophy (Vol-I)

+3 FIRST YEAR SECOND SEMESTER
Core Course - IV (C-4) - Philosophy

Time: 3 Hrs.  End Semester Theory: 80 Marks
Credit: 6  Mid Semester Theory: 20 Marks

SYMBOLIC LOGIC

Books Prescribed: Basson & O’ Corner: Introduction to Symbolic Logic

Unit-I: Chapter-I Introduction
         Chapter-II The Calculus of Propositions

Unit-II: Chapter-III Calculus of Propositions (Sec 1 to 6)
Unit-III: Chapter-IV Calculation of Propositions (Sec 7 to 9)
Unit-IV: Chapter-V The Elements of Predicate Calculus (Section 1 to 9)
Unit-V: Appendix (Sec-1 to Sec-4)

+3 SECOND YEAR THIRD SEMESTER
Core Course - V (C-5) - Philosophy

Time: 3 Hrs.  
Credit: 6

End Semester Theory: 80 Marks  
Mid Semester Theory: 20 Marks

SYSTEMS OF INDIAN PHILOSOPHY (II)

Unit-I: Yoga system of Patanjali: Citta Vriti Nirodha and Astanga Yoga, Vaisesika: Categories (Padarthas)
Unit-II: Nyaya: Pramanas
Unit-III: Upanisadic view of Atman and Brahman, Vidya & Avidya, Para Vidya & A para Vidya
Unit-IV: Sankara’s View on Maya, Jiva, Isvara, Brahman and Liberation (Jivanmukti & Videhamukti)
Unit-V: Ramanuja-Refutation of Sankara’s view of Maya, Concept of Brahman, Jiva and Liberation

Books Recommended:
1. G. C. Nayak (ODIA) - Bharatiya Darshana
2. B. B. Choudhury (ODIA) (Trans.) - Bharatiya Darshanara Ruparekha
3. Dutta& Chatterjee - An Introduction to Indian Philosophy
4. J. N. Sinha - Indian Philosophy
5. R. K. Puligandla- Fundamentals of Indian Philosophy
6. S. Radhakrishnan - Indian Philosophy (Vol. I & II)
7. J. N. Sinha- Indian Philosophy
8. S.N. Das Gupta-History of Indian Philosophy, Vol.I

+3 SECOND YEAR THIRD SEMESTER
Core Course - VI (C-6) - Philosophy

Time: 3 Hrs.  
Credit: 6

End Semester Theory: 80 Marks  
Mid Semester Theory: 20 Marks

Ethics (Western)

Unit-I: Definition, Nature & Scope of Ethics, Ethics in relation to Politics. Sociology and Religion
Unit-II: Distinction between moral and non-moral action, Moral Judgement and factual judgement. Object of Moral judgement
Unit-III: Utilitarianism, Hedonism
Unit-IV: Rigorism, Perfectionism
Unit-V: Theories of punishment; Retributive, Reformative and Preventive theory

Books for Reference:
2. W. Frankena - Ethics
3. Padhi & Panigrahi : Basic Principle of Ethics
**+3 SECOND YEAR THIRD SEMESTER**

Core Course - VII (C-7) - Philosophy

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**HISTORY OF GREEK PHILOSOPHY**

**Unit-I**
Nature of Greek Philosophy: What is Philosophy? Origin, development and salient features of early Greek Thought

**Unit-II**
Pre-Socratic Thought: The Being of Thales, Becoming of Heraclitus and Atomism of Democritus

**Unit-III**
Socrates: Dialectical method, epistemology and ethics.

**Unit-IV**
Plato: Theory of Knowledge, Theory of Idea, and Theory of Soul

**Unit-V**

**Suggested Readings:**
1. W. T. Stace - Greek Philosophy
2. Burnet - Greek Philosophy
3. Y. Masih - A Critical History of Philosophy
4. F. Thilly - A History of Philosophy
5. B. Russell - A History of Western Philosophy
6. B. A. G, Fuller - A History of Greek Philosophy

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**+3 SECOND YEAR FOURTH SEMESTER**

Core Course - VIII (C-8) - Philosophy

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**CONTEMPORARY INDIAN PHILOSOPHY**

**Unit-I**
R. N. Tagore: God and Reality, Nature of Religion, Man and his destiny

**Unit-II**
Swaini Vivekananda: Concept of Man and his Destiny, Practical Vedanta, Universal Religion

**Unit-III**
Sri Aurovindo: Nature of World, Maya, Theory of Evolution, Satchidananda, Integral Yoga

**Unit-IV**
M. K. Gandhi: Truth, God, Non-violence, Satyagraha and Sarvodaya

**Unit-V**
S. Radhakrishnan: Concept of Man, Reality, Sense, Intellect & Intuition, Religion

**Basic of Materials:**
1. H. Sahoo (ed) Contemporary Indian Philosophy.
2. B. K. Lal - Contemporary Indian Philosophy
3. T. M. P. Mahadevan & V. Saroja - Contemporary Indian Philosophy

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**+3 SECOND YEAR FOURTH SEMESTER**

Core Course - IX (C-9) - Philosophy

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<td>80 Marks</td>
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**HISTORY OF MODERN EUROPEAN PHILOSOPHY**

**Unit-I**
Bacon - Theory of Idola, Inductive Method

Descartes-Universal Doubt, Cagito-ergo-sum, Existence of God. Interactionism
Unit-II: Spinoza - Substance, Attribute and Modes, Psycho-physical parallelism
Leibnitz - Theory of Monads, Pre-established Harmony

Unit-III: Locke : Refutation of Innate Ideas, Theory of Knowledge.
Berkeley : Subjective Idealism, Esse-est-Percipi

Unit-IV: Hume - Theory of knowledge, Impression & Ideas, Theory of Causality, Scepticism.

Unit-V: Kant - Reconciliation between Empiricism and Rationalism. Possibility of Synthetic Apriori Judgment Space & Time

Books Prescribed
1. Y. Masih - History of Western Philosophy
2. H. Ray & G. Das - (O) Paschatya Darshanara Itihasa
3. Frank Thilly - A History of Philosophy
4. Ira Sengupta - A History of Western Philosophy
5. B. Russell - History of Western Philosophy
6. Barlingay & Kulkarni - A Critical Survey of Western Philosophy
7. R. Falkenberg - History of Western Philosophy

+3 SECOND YEAR FOURTH SEMESTER
Core Course - X(C-10) - Philosophy

Time : 3 Hrs.
Crdit : 6

PHILOSOPHY OF LANGUAGE

Textual Study: (John Hospers—An Introduction to Philosophical Analysis)

Unit-I: Word - Meaning : Meaning of the word “Meaning”, Ambiguity and Vagueness

Unit-II: Definitions : Denotative, Connotative & Ostensive, Defining and Accompanying characteristics, Stipulate & Reportive Definition, Persuasive definition.

Unit-III: Sentence - Meaning : Proposition and sentence, word-meaning and sentence - meaning, criteria of sentence - meaning

Unit-IV: Analytic - synthetic, a-priori and a-posteriori distinction, logical possibility and impossibility.

Unit-V: Concept : Nature and Source
Truth : Correspondence, Coherence and Truth as it “Works”

+3 THIRD YEAR FIFTH SEMESTER
Core Course - XI (C-11) - Philosophy

Time : 3 Hrs.
Crdit : 6

STUDY OF WESTERN CLASSIC [MEDITATIONS OF RENE DESEARTES]

Unit-I: Meditation - I  Sceptical Doubts
Meditation - II  Cogito ergo sum, Sum res cogitans, The wax Argument
Unit-II : Meditation - III Clear and distinct perceptions Theory of Ideas, Existence of God
Unit-III : Meditation - IV God is no deceiver, Will, Intellect and Possibility of Error
Unit-IV : Meditation - V Essence of Material Things, Existence of God
Unit-V : Meditation - VI Mind-Body Dualism, Primary & Secondary Quality

Book Recommended:
1. Rene Descartes - Meditations on First Philosophy
2. Rae Langton - A study guide to Descarte’s Meditations
3. Amelie Rorty - Essays on Descartes Meditations

+3 THIRD YEAR FIFTH SEMESTER
Core Course - XII (C-12) - Philosophy

Time : 3 Hrs. End Semester Theory : 80 Marks
Cr dit : 6 Mid Semester Theory : 20 Marks

INDIAN TEXT:
ISA UPANISADS WITH SANKARA’S COMMENTARY

Unit-I: What are Upanisads, place of Upanisads in Indian Philosophy and Culture- Isa Upanisad
Unit-II : Mantra 1 to 4
Unit-III : Mantra 5 to 9
Unit-IV : Mantra 10 to 14
Unit-V : Mantra 15 to 18

Basic Study Materials:
1. Swami Gambhirananda-The Isa Upanisad with Sankara’s Commentary
2. S. Radhakrishnan - The Principal Upanisad
3. Satyavadi Mishra - Central Philosophy of the Upanisads

+3 THIRD YEAR SIXTH SEMESTER
Core Course - XIII (C-13) - Philosophy

Time : 3 Hrs. End Semester Theory : 80 Marks
Cr dit : 6 Mid Semester Theory : 20 Marks

SOCIAL & POLITICAL PHILOSOPHY

Unit-I: Society, Social Science & Social Laws, Philosophy of Social Science - Relation between Individual & Society (Mechanical, Organic and Idealistic view)
Unit-II : Political Ideals - Justice, Liberty, Equality, Fraternity
            Political Doctrines - Humanism, Secularism Feminism, Philosophy of Ecology
Unit-III : Democratic Ideals: Democratic Government, Conditions for successful functioning of Democracy.
Unit-IV : Political Ideologies (a) Anarchism (b) Marxism (C) Sarvodaya
        Declaration of Human Rights: Theory and Practice
Basic for Suggested Readings:
1. O.P. Gauba - An Introduction to Political Philosophy
2. J. Sinha - Outlines of Political Philosophy
3. D.D. Raphel - Problems of Political Philosophy
5. M.K. Gandhi - Hind Swaraj

+3 THIRD YEAR SIXTH SEMESTER
Core Course - XIV (C-14) - Philosophy

Time : 3 Hrs.  
Credit : 6  
End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

APPLIED ETHICS

Unit-I: What is Applied Ethics : Nature & Scope of applied ethics - Ethical Theories - Deontology, Utilitarianism, Relativism and Subjectivism

Unit-II : Taking Life : Animals - Animals Rights, Reverence for life, killing of animals

Unit-III : Taking Life : Humans - Euthanasia : Types, Abortion

Unit-IV : Environmental Ethics : Relation between man and nature, Anthropocentrism, Non-Anthropocentrism
  Western Tradition - Responsibility for Future Generation, Deep Ecology

Unit-V : Professional Ethics :
  (a) Business ethics - Rights and obligations, justice & honesty in ethics.
  (b) Bio-medical Ethics - Hippocratic Oath, Rights and obligations of Health - care Professionals, Doctor- Patient-Relationship

Books Recommended :
1. Peter Singer - Practical Ethics
2. J. Jagadev - Biomedical Ethics
3. Tom Regan - Animal Rights
4. J.P. Thiou - Ethics : Theory & Practice

+3 THIRD YEAR FIFTH SEMESTER
DSE-I (Philosophy)

Time : 3 Hrs.  
Credit : 6  
End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

PHILOSOPHY OF RELIGION

Basic Text : John Hick - Philosophy of Religion

Unit-I: Introduction to Philosophy of Religion, Judaism - Christian Concept of God (Chapter- I)

Unit-II : Arguments for the existence of God (Chapter - 2)
Unit-III: Arguments against the existence of God (Chapter-3)
Unit-IV: The Problem of Evil (Chapter-4)
Unit-V: Conflicting Truth Claims of different Religions (Chapter - 9), Religious Pluralism

Books for Reference:
1. Y. Masih - Introduction to Religious Philosophy
2. Arvind Sharma - Philosophy of Religion

+3 THIRD YEAR FIFTH SEMESTER
DSE-II (Philosophy)

PHILOSOPHY OF MIND

Unit-I: Nature and Scope of Philosophy of Mind, Mind and Soul,
Nature of Mental Phenomena, Consciousness - Theories of Mental Phenomena

Unit-II: The Third Person Account: Merits and Limitations.
The First Person Account, Theory of intentionality.


Unit-IV: The Concept of a person and the problem of Personal Identity.

Unit-V: Some Theories of Mind: Interactionism, Parallelism,
Epiphenomenalism, The Problem of Free Will.

Basic Study Materials:
1. J.A. Shaffer - Philosophy of Mind
2. S. Shoemaker - Self knowledge & self-identity
3. S. Hampshire - Philosophy of Mind
4. T.E. Wilkerson - Minds, brains and people

+3 THIRD YEAR SIXTH SEMESTER
DSE-III (Philosophy)

GANDHIAN STUDIES

Unit-I: Political Thought of Gandhi: Gandhi’s concept of Politics - goals and methods of action: concept and claim of spiritualizing politics, Satyagraha

Unit-II: Economic Thought of Gandhi: Gandhi’s ideas and efforts in the field of economics: Gandhi’s critique of industrialization: evils and consequences; philosophy of work & employment, need and greed

Unit-III: Gandhi’s Social Thought and Social Work: Philosophy of Sarvodaya, concept of Gram Swaraj. Varnashrama Versus Caste system, untouchability.

Unit-IV: Gandhi on Education: Meaning and aims of education Basic education (Nai Talim), Duties of Students. Parents and Teachers in education and their interrelationship.

Unit-V: Gandhi’s idea of Peace: Meaning of peace and violence; peace and Disarmament; Non-violent way to world peace. Combating terrorism through non-violence; Gandhian Approach to conflict Resolution - Shanti Sena
Basic Study Materials:
1. Mahatma Gandhi - Autobiography
2. Mahatama Gandhi - Hind-Swaraj
3. Mahatama Gandhi - Towards Non-violent Socialism
4. Mahatma Gandhi - Towards New Education
5. S. Radhakrishnan (ed.) - Mahatma Gandhi: Essays & Reflection
7. Sarat Mahanty (ODIA) - Gandhi Manisha

+3 THIRD YEAR SIXTH SEMESTER
DSE-IV (Philosophy)

Time: 3 Hrs.  
Credit: 6  
End Semester Theory: 80 Marks  
Mid Semester Theory: 20 Marks  

Project Compulsory  
(Dissertation 60 + Viva 40 Marks)

The student has to prepare a project of his own selecting a topic from Philosophical perspective in consultation with a teacher. He/She has to prepare a dissertation of 60 marks which will be evaluated by an external examiner and he/she will face a viva-voice test (40 marks) by an external examiner along with his/her supervisor of the concerned project.

+3 FIRST YEAR FIRST SEMESTER
GE-I (Philosophy)

Time: 3 Hrs.  
Credit: 6  
End Semester Theory: 80 Marks  
Mid Semester Theory: 20 Marks  

SYMBOLIC LOGIC

Text - (Basson & O. Conner) Introduction to Symbolic Logic

Unit-I:  
Ch-I Introductory  
Ch-II The Calculus of Propositions

Unit-II:  
Ch-III The Calculus of Propositions (Sec I to 6)

Unit-III:  
Ch-III The Calculus of Propositions (Sec 7 to 9)

Unit-IV:  
Ch-V The Elements of Predicate Calculus

Unit-V:  
Appendix Sec 1 to Sec - 4

+3 FIRST YEAR SECOND SEMESTER
GE-II (Philosophy)

Time: 3 Hrs.  
Credit: 6  
End Semester Theory: 80 Marks  
Mid Semester Theory: 20 Marks  

INDIAN PHILOSOPHY

Unit-I:  
Salient features of Indian Philosophy and key concepts  
Carvaka - Epistemology, Metaphysics  
Jainism - Syadvada & Anekantavada
Unit-II : Buddhism - Four Noble Truth & Doctrine of Dependent Origination, 
  No Soul Theory, Nirvana

Unit-III : Samkhya - Purusa, Prakriti, Evolution
  Yoga-Patanjaii's Citta V'ritti Nirodha, Astanga Yoga

Unit-IV : Nyaya - Theory of Inference
  Vaisesika - Padarhas (Categories)

Unit-V : Samkara- Brahman, Atman. Maya & Liberation
  Ramanuja - Brahman, Atman, Maya & Liberation

Books Recommended:
  1. Dutta & Chatterjee - An Introduction to Indian Philosophy
  2. C. D. Sharma - A Critical Survey of Indian Philosophy
  3. G. C. Nayak (O) Bharatiya Darshana
  4. B. B. Choudhury (O) (Trs.) - Bharatiya Darshanara Ruparekha
  5. R. K. Puligandia, Fundamentals of Indian Philosophy.

  ☢☢☢
POLITICAL SCIENCE
+3 FIRST YEAR FIRST SEMESTER
Core Course - I (C-1)

Time : 3 Hrs.
Crdit : 6

End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

UNDERSTANDING POLITICAL THEORY

Unit - 1 :
Introducing Political Theory :
(i) What is Politics : Theorizing the Political (What is Political Theory), nature, decline and resurgence and Significances

Approaches to Political Theory :
(ii) Normative (Legal, Philosophical and institutional)
Empirical (Behavioural and Post-Behavioural)

Unit - 2 :
Traditions of Political Theory -
(iii) (a) Liberal (Meaning, Development, Principles of Classical & Modern liberalism. Criticisms)
(b) Marxist, (Meaning, Maintenets, dialectical materialism, historical materialism, Surplus value, classwar dictatorship of the proletariat criticisms.
(iv) (a) Anarchist : (Meaning, features, critical evaluation)
(b) Conservative; (Meaning, features and critical estimate)

Unit - 3 :
Critical and contemporary perspectives in political theory :
(v) Feminist, (Features, three schools)
(vi) Post modern.

Unit - 4 :
Political Theory and Practice :
(vii) Democracy : The history of an idea (meaning, evoluation (traditional and liberal-notion) and types.
(viii) Participatory Democracy, (Meaning, forms, Significance and critical evaluation)

Unit - 5 :
(ix) Procedural democracy and Deliberative Democracy (meaning, significance, critical estimate)
(x) Representation : Types and Theories.

Essential Readings :

I : Introducing Political Theory


II: The Grammar of Democracy


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**+3 FIRST YEAR FIRST SEMESTER**

**Core Course - II (C-2)- Political Science**

**Time : 3 Hrs.**

**Credit : 6**

**End Semester Theory : 80 Marks**

**Mid Semester Theory : 20 Marks**

**CONSTITUTIONAL GOVT. AND DEMOCRACY IN INDIA**

**Unit - 1 :**

(i) The constituent Assembly; its working.

(ii) The preamble and Features of the Constitution.

**Unit - 2 :**

(iii) Fundamental Rights and Duties.

(iv) Directive Principles of State Policy.

**Unit - 3 :**

(v) The Legislature : Parliament

(vi) The Executive : President and Prime Minister.

**Unit - 4 :**

(vii) The Judiciary : Supreme Court and Judicial Review.

(viii) Local self Government in India; Rural and Urban.

**Unit - 5 :**

(ix) Centre State Relation.

(x) Recent Trends in Indian Federalism.
REoD LIST
I : The Constituent Assembly and the Constitution
a : Philosophy of the Constitution, the Preamble, and Features of the Constitution

Additional Reading:

Fundamental Rights and Directive Principles

Additional Reading:

II. Organs of Government
a. The Legislature: Parliament

b. The Executive: President and Prime Minister

c. The Judiciary: Supreme Court

Additional Reading:
III. Federalism and Decentralization

a. Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules


Additional Readings:


b. Panchayati Raj and Municipalities


4. Baviskar, B.S and George Mathew (eds) 2009 Inclusion and Exclusion in local governance: Field Studies from rural India, New Delhi, Sage

+3 FIRST YEAR SECOND SEMESTER
Core Course - III (C-3)- Political Science

Time : 3 Hrs. End Semester Theory : 80 Marks
Credit : 6 Mid Semester Theory : 20 Marks

POLITICAL THEORY - CONCEPTS AND DEBATES

Unit - 1 : Importance of Freedom :

(i) Negative Freedom of I. Berlin.

(ii) Positive Freedom (Freedom as Emancipation and development)

Unit - 2 : Significance of Equality :

(iii) Equality - Meanings and types

(iv) Equalitarianism.

Unit - 3 : Indispensability of Justice :

(v) Meaning of procedural and distributive Justice, Rawls theory of Justice.

(vi) Global Justice.
Unit - 4 : The Universality of Rights.

(vii) Natural, Moral and Legal Rights.
(viii) Three Generations of Rights.

Unit - 5 :

(ix) Pol obligation : Ground and Limits.
(x) Multiculturalism : Issues and Challenges.

Essential Readings

Section A : Core Concepts

I. Importance of Freedom

II. Significance of Equality

III. Indispensability of Justice

IV. The Universality of Rights


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**+3 FIRST YEAR SECOND SEMESTER**

**Core Course - IV (C-4)- Political Science**

**Time : 3 Hrs.**

**Credit : 6**

**End Semester Theory : 80 Marks**

**Mid Semester Theory : 20 Marks**

**POLITICAL PROCESS IN INDIA**

**Unit - 1 : Political Parties and the Party System.**


(ii) Regional Political Parties : Reasons for its Emergece, Importance & Role.

**Unit - 2 : Regional Aspirations**

(iii) Regionalism

(iv) The politics of secession and accommodation.

**Unit - 3 : Religion and Politics.**

(v) Secularism

(vi) Communalism : Causes and remedies.

**Unit - 4 : Caste & Politics**

(vii) Caste in Politics

(viii) Politicization of Caste.

**Unit - 5 : Affirmative Action Policies.**

(ix) Women

(x) Caste and Class.
READING LIST

I. Political Parties and the Party System: Trends in the Party System; From the Congress System to Multi-Party Coalitions

Essential Readings:

Additional Reading:

II. Determinants of Voting Behaviour: Caste, Class, Gender and Religion

Essential Readings:

IV. Religion and Politics: Debates on Secularism: Minority and Majority Communalism

Essential Readings:

Additional Reading:

V. Caste and Politics: Caste in Politics and the Politicization of Caste

Essential Readings:

VI. Affirmative Action Policies: Women, Caste and Class

Essential Readings:


Essential Readings:

Additional Readings:

+3 SECOND YEAR THIRD SEMESTER
Core Course - V (C-5)- Political Science

Introduction to Comparative Government and Politics

Unit-I
Understanding Comparative Politics
1. Nature and Scope
2. Approaches: Traditional and Modern (Systems, Structural and Functional approach)

Unit-II
3. Constitution- meaning, types
4. Constitutionalism- meaning, features, problems and prospects of constitutionalism

Unit-III
Historical Context of modern government
5. Capitalism: meaning and development: globalization
6. Socialism: Meaning, growth and development

Unit-IV
Historical Context of modern government
7. Colonialism: meaning, context and forms of colonialism
8. Decolonialism: meaning, anti-colonialism struggles and the process of decolonization
Unit-V
Comparative Government and Politics
9. UK: Monarchy, Prime minister, Parliament
10. President, Congress, Supreme Court

Additional books for Reference
1. J.C. Johari: Comparative Government
2. Goyal: Comparative Government
3. K.R. Bombwall: Major Contemporary Constitutional Systems
4. Rod, Hague, Martin, Haroop and Shous, Bestin: Comparative Government and politics
5. K.K. Ghai: Major Political System
6: K.K. Ghai: Major Government

1. Understanding Comparative Politics
   Essential Readings:
   - M. Mohanty, (1975) 'Comparative Political Theory and Third World Sensitivity', in teaching Politics, Nos. 1 and 2, pp. 22-38
   - Additional Readings:

II. Historical Context of modern government
   a. Capitalism
      Essential Readings:

      Additional Readings:

   b. Socialism
      Essential Readings:
c. Colonialism, decolonization and postcolonial society

Essential Readings:

Additional Reading:

III. Themes For Comparative Analysis

Essential Readings:
- M. Kesselman, J. Krieger and William (2010), Introduction to Comparative Politics: Political Challenges and Changing Agendas, UK: Wadsworth, pp. 47-70 (Britain); 364-388 (Nigeria); 625-648 (China); 415-440 (Brazil).

Additional Readings:

+3 SECOND YEAR THIRD SEMESTER
Core Course - VI (C-6) - Political Science

Time : 3 Hrs. End Semester Theory : 80 Marks
Crdit : 6 Mid Semester Theory : 20 Marks

3.2 Perspectives on Public Administration

Unit – I
Public Administration as a discipline
1. Public Administration: Meaning, Scope and Significance of the Discipline, Public and Private Administration
2. Evolution of Public Administration

Unit – II
Major approaches in Public Administration
3. New Public Administration
4. New Public Management
5. Good Governance

Unit – III
Classical Theories
6. Scientific Management (F.W. Taylor)
7. Ideal – type Bureaucracy (Max Weber)
Syllabus-Arts

Unit – IV
Neo – Classical Theories
8. Human Relations Theory (Elton Mayo)
9. Rational Decision making (Herbert Simon)

Unit – V
Contemporary Theories
10. Ecologocal Approach (Fred Riggs)
11. Innovation and Entrepreneurship (Peter Drucker)

Books for Reference
1. Public Administration : Arathi Maheswari
2. Public Administration : A.R. Tyagi
3. Public Administration in Theory & Practice : M.P. Sharma & B.L. Sadana
4. Public Administration : B. L. Fadia
5. Public Administration : C.P. Bhambri
7. Financial Administration of India : M.J.K. Thavaraj
8. Theory and Practice of Public Administration - Arun ku. Behera (Pearson)
9. Public Administration in India – Jha (Pearson)

Readings
I. Public Administration as a Discipline
   Meaning, Dimensions and Significance of the Discipline.
   Nicholas Henry, Public Administration and Public Affairs, Prentice Hall, 1999

b. Public and Private Administration.

Evolution of Public Administration
   M. Bhattacharya, Restructuring Public Administration : A New Look, New Delhi: Jawahar Publishers,
   2012
   P. Dunleavy and C. Hood, “From Old Public Administration to New Public Management”,
   Public Money and Management, Vol. XIV NO – 3, 1994
   M. Bhattacharya, New Horizons of Public Administration, New Delhi: Jawahar Publishers, 2011

II. Theoretical Perspectives Scientific Management
   : Wadsworth, 2004
   P. Mouzelis , ‘The Ideal Type of Bureaucracy’ in B.Chakrabarty, And M. Bhattacharya, (eds), Public
Administrative Management
E.J. Ferreira, A. W. Erasmus and D. Groenewald, Administrative Management, Juta Academics, 2010
Ideal Type – Bureaucracy

Human Relations Theory

Rational –Decision Making
S. Maheshwari, Administrative Thinkers, New Delhi: Macmillan, 2009

Ecological approach

Innovation and Entrepreneurship
Peter Drucker, Innovation and Entrepreneurship, Harper Collins, 1999

III. Public Policy
Concept, Relevance and Approaches
Mary Jo Hatch and Ann. L. Cunliffe Organisation Theory: Modern, Symbolic and postmodern Perspectives, Oxford University Press, 2006

Formulation, implementation and evaluation
Prabir Kumar De, Public Policy and System, Pearson Education, 2012
R. V. Vaidyanath Ayyar, Public Policy Making in India, Pearson, 2009
Surendra Munshi and Biju Paul Abraham [Eds.] Good Governance, Democratic Societies And Globalisation, Sage Publishers, 2004

IV. Major Approaches in Public Administration a. Development
M. Bhattacharya, ‘Chapter 2 and 4’, in Social Theory, Development Administration and Development Ethics, New Delhi: Jawahar Publishers, 2006
b. **New Public Administration**

**Essential Reading:**

c. **New Public Management**

U. Medury, Public administration in the Globalisation Era, New Delhi: Orient Black Swan, 2010

d. **New Public Service Approach**


e. **Good Governance**


f. **Feminist Perspective**


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**+3 SECOND YEAR THIRD SEMESTER**

**Core Course - VII (C-7) - Political Science**

**Time:** 3 Hrs.  
**Credit:** 6  
**End Semester Theory:** 80 Marks  
**Mid Semester Theory:** 20 Marks

**Perspectives on International Relations and World History**

1. **a) Studying International Relations**
   - Emergence of the International state system, features of the functioning of the state system.

2. **Key Concepts:**
   - (a) Power - meaning and elements
   - (b) Balance of Power - Nature, devices and techniques
   - (c) Deterrence - meaning, assumption and explanation

3. **Theoretical Perspectives:**
   - (a) Classical Realism and Neo-Realism.
   - (b) Liberalism and Neo-Liberalism.
4. Theoretical perspectives: (2)
   (a) Marxist Approaches
   (b) Feminist Perspectives
5. An overview of 20th century IR history:
   (a) World War II - causes and consequences.
   (b) Cold War - Different phases.
   (c) Emergence and role of the third world.

3.3 An Overview of Twentieth Century IR History

(a) World War I: Causes and Consequences

(b) Significance of the Bolshevik Revolution

(c) Rise of Fascism / Nazism

(d) World War II: Causes and Consequences

(e) Cold War: Different Phases


(f) Emergence of the Third World

(g) Collapse of the USSR and the End of the Cold War
Post Cold War Developments and Emergence of other power Centres of Power: Japan, European Union (EU) and Brazil, Russia, India, China (BRIC)


How do you Understand IR (Level of Analysis):

Essential Readings:


Additional Readings:


Theoretical Perspective:

Classical Realism and Neorealism

Essential Readings:


Essential Readings:


Additional Readings:

History and IR: Emergence of the International State System:
Essential Readings:

Additional Readings:

Additional Readings:

Liberalism and Neoliberalism
Essential Readings:

Additional Readings:

Marxist Approaches
Essential Readings:
Syllabus-Arts

pp. 305-317.

Additional Readings:

Feminist Perspectives
Essential Readings:

IR, Eurocentricism and Perspectives from the Global South on Eurocentricism
Essential Readings:

Additional Readings:
+3 SECOND YEAR FOURTH SEMESTER  
Core Course - VIII (C-8) - Political Science

Time : 3 Hrs.  
Crdit : 6  
End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

Political Process and Institutions on Comparative Perspective

Unit-I  
Studying Comparative Politics  
(a) Political Culture- meaning, significance, classification and Features  
(b) Political Development- meaning, models, a critical estimate

Unit-II  
Electoral System  
Definition and Procedures : Types Of election System (First past the post, propertional representation, mixed representation)

Unit-III  
Party System  
Historical contexts of emergence of the party systems and types of parties

Unit-IV  
Nation State  
What is Nation State ? Historical evolution in western Europe and post colonial contexts 'Nation' and 'State': debates

Unit-V  
Federalism  
Historical Context Federation and con-federation: debates around toritorial division of power.

READING LIST
I. Approaches to Studying Comparative Politics

Essential Readings:

Additional Readings:

II. Electoral System

Essential Readings:

Additional Readings:
III. Party System

Essential Readings:

Additional Readings:

IV. Nation-state

Essential Readings:
W. O’Corner, (1994) ‘A Nation is a Nation, is a State, is a Ethnic group, is a ...’, in J. Hutchinson and A. Smith, (eds.) Nationalism. Oxford: Oxford University Press, pp. 36-46.

Additional Readings:

V. Democratization

Essential Readings:

Additional Readings:

VI. Federalism

Essential Readings:

Additional Reading:
Unit- III : Budget
(a) Concept, Significance and Types of Budgeting
(b) Preparation and enactment of budget in India

Unit- IV : Citizen and Administration Interface
(a) Redressal of Public Grievances: RTI & Lokpal
(b) Citizens’ Charter and E- Governance

Unit- V : Social Welfare Administration

Social Welfare Policies:
(a) Education: Right to Education
(b) Health: National Health Mission
(c) Food: Right to Food Security
(d) Employment: MNERGA

4.2 Paper-IX PUBLIC POLICY AND ADMINISTRATION IN INDIA
Objective: The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

I. Public Policy
a. Definition, characteristics and models
b. Public Policy Process in India

II. Decentralization
a. Meaning, significance and approaches and types
b. Local Self Governance: Rural and Urban

III. Budget
a. Concept and Significance of Budget
b. Budget Cycle in India
c. Various Approaches and Types of Budgeting

IV. Citizen and Administration Interface
a. Public Service Delivery
b. Redressal of Public Grievances: RTI, Lokpal, Citizens’ Charter and E-Governance

V. Social Welfare Administration
a. Concept and Approaches of Social Welfare
b. Social welfare Policies:
   · Education : Right To Education,
   · Health : National Health Mission,
   · Food : Right To Food Security,
   · Employment : MNREGA

READINGS
Public Policy
Decentralization
Satyajit Singh and Pradeep K. Sharma [eds.] Decentralisation: Institutions And Politics In Rural India, OUP, 2007
Noorjahan Bava, Development Policies and Administration in India, Delhi: Uppal Publishers, 2001
Gabriel Almond and Sidney Verba, The Civil Culture, Boston: Little Brown, 1965
M.P. Lester, Political participation- How and Why do people Get Involved in Politics Chicago: McNally, 1965

III. Budget

IV. Citizen And Administration Interface
Vasu Deva, E-Governance In India: A Reality, Commonwealth Publishers, 2005
United Nation Development Programme, Reconceptualising Governance, New York, 1997

V. Society Welfare Administration
J. Dreze and Amartya Sen, Indian Development: Selected Regional Perspectives, Oxford: Clareland Press, 1997
K. Lee and Mills, The Economic Of Health in Developing Countries, Oxford: Oxford University Press, 1983
Surendra Munshi and Biju Paul Abraham [eds.] Good Governance, Democratic Societies and Globalisation, Sage Publishers, 2004
Basu Rumki (2015) Public Administration in India Mandates, Performance and Future Perspectives, New Delhi, Sterling Publishers
www.un.org/millenniumgoa
ls http://www.cefsindia.org
www.righttofoodindia.org

+3 SECOND YEAR FOURTH SEMESTER
Core Course - X (C-10) - Political Science

Time : 3 Hrs.
Crdit : 6
End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

Paper X- Global Politics

Unit-I - Globalization : Conceptions and Perspectives
(a) Globalization : meaning, nature, causes, advantages and disadvantages
(b) Political: Debates on Sovereignty and territoriality

Unit-II - Contemporary Global Issues (1)
(a) Ecological Issues:
   Historical Overview of International Environmental Agreements, climate Change Global Common Debate
(b) Nuclear Proliferation:
   Nature of Nuclear Proliferation and their effects, Evolution of non-Proliferation efforts
(c) International Terrorism:
   Non-State Actors and State Terrorism Combating terrorism

Unit-III - Contemporary Global Issues (2)
(a) Migration:
   Causes and Impact
(b) Human Security
   meaning, debates and dimensions of human security, Promoting Human security.
(c) Humanitarian Intervention
   Rise of and conditions for Humanization Interventions, The case for and case against of Humanitarian intervention.

Unit-IV - Global Shifts : Power and Governance
(b) Global Economic Governance:
   Making of the Brettenwood System, IMF, world Bank and WTO

Unit-V - Regionalism and Global Politics
(a) SAARC
(b) ASEAN
(c) EU

4.3 Paper X-Global Politics

Course Objectives:
This course introduces students to the key debates on the meaning and nature of Globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the
most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism and human security before concluding with a debate on the phenomenon of global governance.

**READING LIST**

1. **Globalization - Conceptions and Perspectives**
   **Understanding Globalization and its Alternative Perspectives:**
   **Essential Readings:**
   **Additional Reading:**

2. **Political - Debates on Sovereignty and Territoriality**
   **Essential Readings:**
   **Additional Reading:**

   **Essential Readings:**
   **Additional Readings:**
University Press, pp. 242-282 (MNC).

Cultural and Technological Dimension

Essential Readings:

Additional Reading:

Global Resistances (Global Social Movements and NGOs)

Essential Readings:

Additional Readings:

II. Contemporary Global Issues

Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change Global Common Debate

Essential Readings:

Additional Readings:
Proliferation Of Nuclear Weapons

Essential Readings:

Additional Readings:

International Terrorism : Non-State Actors and State Terrorism; Post 9/11 developments

Essential Readings:

Additional Readings:

Migration

Essential Readings:

Human Security

Essential Readings:

Additional Readings:

III. Global Shifts: Power and Governance

Essential Readings:
+3 THIRD YEAR FIFTH SEMESTER  
Core Course - XI (C-11) - Political Science

Time: 3 Hrs.  
Credit: 6  
End Semester Theory: 80 Marks  
Mid Semester Theory: 20 Marks

5.1 Paper XI – Classical Political – Philosophy  
Antiquity, Interlude, Possessive Individualism

Unit – I  
Plato – Justice, Rule by Philosopher King, Communism, Ideal State, Critique of Democracy.

Unit – II  
Aristotle – Origin and And Nature of State, Citizenship, Slavery, Revolution.

Unit – III  
Machiavelli – Renaissance, Ethics and Politics, State and Statecraft, Machiavelli as a modern thinker.

Unit – IV  

Unit – V  

READING LIST

I. Text Interpretation

Essential Readings:

Additional Readings:

II. Antiquity:  
Plato

Essential Readings:

Additional Radings:
Aristotle

**Essential Readings:**

**Additional Readings:**

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III. Interlude: Machiavelli

**Essential Readings:**

**Additional Reading:**

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IV. Possessive: Individualism Hobbes

**Essential Readings:**

**Additional Readings:**

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**Locke**

**Essential Readings:**
Syllabus - Arts

Additional Readings:

+3 THIRD YEAR FIFTH SEMESTER
Core Course - XII (C-12) - Political Science

Time : 3 Hrs.                                      End Semester Theory : 80 Marks
Credit : 6                                          Mid Semester Theory : 20 Marks

5.2 Paper – XII: Indian Political Thought – I
Unit – I - Tradition of Pre –Colonial Indian Political Thought
(a) Brahmanic and Shramanic
(b) Islamic and Syncretic
Unit – II
(a) Vedavyas (Shanti parva): Rajadharma
(b) Manu: Social Laws
Unit – III
(a) Kautilya: Theory of State
(b) Kautilya’s Ideas on Relationship between Ethics and Politics
Unit – IV
(a) Barani: Ideal Policy
(b) Abul Fazal: Monarchy
Unit – V
(a) Agganna Sutta: Theory of Kingship
(b) Kabir: Syncreticism

READING LIST
I. Tradition of Pre-modern Indian Political Thought:
Essential Reading:

II. Ved Vyasa (Shantiparva): Rajadharma
Essential Readings:
III. Manu: Social Laws
Essential Readings:

IV. Kautilya: Theory of State
Essential Readings:

Additional Reading:

V. Aggaanna Sutta (Digha Nikaya): Theory of Kingship
Essential Readings:

Additional Reading:

VI. Barani: Ideal Polity
Essential Reading:

Additional Reading:

VII. Abdul Fazal: Monarchy
Essential Readings:

Additional Readings:

VIII. Kabir: Syncreticism

Essential Readings:

Additional Reading:
2. Dr. R.C. Gupta: Indian Political Tradition
Laxmi Narain Agarwal, Agra.
3. Dr. J.K. Mishra (ed): Indian Political Themes. Ancient and Modern Sabda Loka, Bhubaneswar
4. Dr. B.C. Rout: Indian Political Tradition, Panchashila, Bhubaneswar
5. Dr. G.C. Nayak: Indian Political Tradition, Kalyani Publishers, Cuttack.

+3 THIRD YEAR SIXTH SEMESTER
Core Course - XIII (C-13) - Political Science

Time : 3 Hrs. End Semester Theory : 80 Marks
Credit : 6 Mid Semester Theory : 20 Marks

Modern Political Philosophy.

Romantic, Utilitarian, Liberal Socialist and Radicals

Unit – I

Unit – II

Unit – III
John Stuart Mill – Utilitarianism and its Modifications, Liberty, Representative Government

Unit – IV
G.W.F. Hegel – Dialectics, State, Freedom, War, Contribution

Unit – V
Karl Marx – Dialectical Materialism, Historical Materialism, Classwar, Alienation, Dictatorship of Proletariat.

Essential Readings:

II. Romantics

Essential Readings:
III. Liberal Socialist

**Essential Reading:**


IV. Radicals

**Essential Readings:**


**Additional Reading:**


Indian Political Thought –II

Course Objective: Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian Political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original texts are also given to discuss in the class. The list of additional readings is meant for teachers as well as the more interested students.

Unit – I
(a) Rammohan Roy: Rights, Liberalism.
(b) Pandita Ramabai: Gender (Women’s Emanicipation and Euauality)

Unit –II
(a) Vivekananda: Ideal Society (Elements)
(b) Tagore: Critique of Nationalism

Unit –III
(a) Gandhi: Swaraj (Freedom and Self Rule)
(b) Savarkar: Hindutva (as a core element of Indian Nationalism)

Unit – IV
(a) Ambedkar: Social Justice
(b) Iqbal : Community (Composite Nationalism and Islam)

Unit – V
(a) Neheru: Secularism
(b) Lohia: Socialism

Reading List
I. Introduction to Modern Indian Political Thought

Essential Readings:

II. Rammohan Roy: Rights

Essential Readings:

Additional Reading:
III. Pandita Ramabai: Gender

**Essential Readings:**


**Additional Reading:**


IV. Vivekananda: Ideal Society

**Essential Readings:**


**Additional Reading:**


V. Gandhi: Swaraj

**Essential Reading:**


**Additional Reading:**


VI. Ambedkar: Social Justice

**Essential Readings:**


Additional Reading:


VII. Tagore: Critique of Nationalism

Essential Readings:


Additional Reading:


VIII. Iqbal: Community

Essential Readings:


Additional Reading:


IX. Savarkar: Hindutva

Essential Readings:


Additional Reading:


X. Nehru: Secularism

Essential Readings:


Additional Reading:


XI. Lohia : Socialism

Essential Readings


+3 THIRD YEAR FIFTH SEMESTER
DSE - I - Political Science

Time : 3 Hrs.  End Semester Theory : 80 Marks
Credit : 6  Mid Semester Theory : 20 Marks

Human Rights in a Comparative Perspective

Unit-I

1. Human Rights: Theory and Institutionalization
   (a) Understanding Human Rights: Three Generations of Rights
   (b) Institutionalization: Universal Declaration of Human Rights

Unit-II

Nature of Human Rights, Grounds of violation of Human Rights

Unit-III

Rights in National Constitution:
   a. India
   b. South Africa

Unit-IV

Issues
   (a) Torture: USA and India
   (b) Terrorism and insecurity of minorities: USA and India

Unit-V

Structural Violence
   (a) Caste and Race: South Africa and India.
   (b) Gender and Violence: India and Pakistan
   (c) Adivasis/Aboriginals and the land question: India and Australia

Reading list:

Human Rights: Theory and Institutionalization

Essential Readings:


The Constitution of India, Chapter 3: Fundamental Rights

3. **Structural Conflicts**

   **a. Caste and Race: South Africa and India**
   
   
   
   

   **b. Gender and Violence: India and Pakistan**

   **Essential Readings:**
   
   
   

   **c. Adivasis/Aboriginals and the Land Question: Australia and India**

   **Essential Readings:**
   
   
   

II. **Issues**

   **a. Torture: USA and India**

   **Essential Readings:**
   
   
   
b. **Surveillance and Censorship : China and India**

**Essential Readings:**


c. **Terrorism and Insecurity of Minorities : USA and India**

**Essential Readings:**


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**+3 THIRD YEAR FIFTH SEMESTER**

**DSE - II - Political Science**

**Time : 3 Hrs.**

**Crdit : 6**

**End Semester Theory : 80 Marks**

**Mid Semester Theory : 20 Marks**

**India’s Foreign Policy in a globalising world**

**Unit – I**

India’s Foreign Policy: Determinants and Continuity and Change.

**Unit – II**

India’s Relations with USA, USSR/ Russia.

**Unit – III**

India and Its Neighbour

(a) India’s Relations with China

(b) India’s Relation with Pakistan

**Unit – IV**

India in South Asia: Debating Regional Strategies

(a) Problem areas in India’s Neighbourhood Policy

(b) India and Regional Security Interests

(c) India and SAARC

**Unit – V**

India’s Negotiating Style and Strategies: Trade, Environment and Security Regime
(a) India and the World Trade Organisation
(b) India’s Foreign Policy on Climate Change from Rio till date.
(c) The Evolution of India’s Nuclear Policy.

**READING LIST**

I. India’s Foreign Policy: From a Postcolonial State to an Aspiring Global Power

**Essential Readings:**


**Additional Reading:**


II. India’s Relations with the USA and USSR/Russia

**Essential Readings:**


**Additional Readings:**


III. India’s Engagements with China

**Essential Readings:**


**Additional Reading:**


**IV. India in South Asia: Debating Regional Strategies**

**Essential Readings:**


**Additional Readings:**


**V. India’s Negotiating Style and Strategies: Trade, Environment and Security Regimes**

**Essential Readings:**


**Additional Readings:**


**VI. India in the Contemporary Multipolar World:**

**Essential Readings:**


+3 THIRD YEAR SIXTH SEMESTER  
DSE - III - Political Science  

Time : 3 Hrs.  
Crdit : 6  
End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

Women, Power and Politics  

Unit-1  
Patriarchy  
a) Sex-gender debate  
b) Public and Private Domain  
c) Power

Unit-II  
Feminism  
a) meaning, origin and evaluation of Feminism  
b) Family, community and State

Unit-III  
Movements:  
a) History of women’s movement in India  
b) Status of women in Indian Politics

Unit-IV  
Issues: Violence against women : meaning, forms, causes and consequences, ending women’s violence

Unit-V  
Issues: Work and Labour  
a) Visible and Invisible work  
b) Reproductive and care work  
c) Sex work

Reading List  
I. Groundings  
1. Patriarchy  

Essential Readings:  

a. Sex Gender Debates  

Essential Reading:  

b. Public and Private  

Essential Reading:  
M. Kosambi, (2007) Crossing the Threshold, New Delhi, Permanent Black, pp. 3-10; 40-46
c. Power

**Essential Readings:**


2. Feminism

**Essential Readings**


3. Family, Community and State

a. Family

**Essential Readings:**


b. Community

**Essential Reading:**


c. State

**Essential Reading:**


**Additional Readings**


II. Movements and Issues

1. History of Women’s Movement in India

**Essential Readings:**

2. Violence Against Women

**Essential Readings:**


3. Work and Labour

a. Visible and Invisible Work

**Essential Reading:**


b. Reproductive and care work

**Essential Reading:**


c. Sex Work

**Essential Readings:**


**Additional Readings:**


Readings in Hindi:

G. Joshi, (2004) Bharat Mein Stree Asmaanta : Ek Vimarsh, University of Delhi : Hindi Medium Implementation Board

+3 THIRD YEAR SIXTH SEMESTER
DSE - IV - Political Science
PROJECT

Full Mark : 100

+3 SECOND YEAR THIRD SEMESTER
GE - III - Political Science

Time : 3 Hrs.  
Crdit : 6

End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

Indian Polity – B – I (Structure)
Unit – I  
Making of Indian Constitution :
A) Constituent Assembly, Composition and Working.
B) Gandhi and freedom struggle - Non-violence Satyagraha-Swadesh and Swaraj.

Unit – II  

Unit – III  
Union Government: Prime Minister, Council of Ministers, Parliament and Supreme Court.

Unit – IV  
State Government: Governor, Chief Minister, Council of Ministers, Legislative Council and Legislative Assembly High Court.

Unit – V  
Local Government: Urban and Rural local Bodies.

Books for Reference:
2. D.D. Basu – An Introduction to the Constitution of India
3. J.R. Siwarch – Dynamics of Indian Government and Politics
5. M.V. Paylee – An Introduction to Constitution of India.
7. C.P. Bhambri – Politics in India
8. J.C. Johavi – Indian Government and Politics
9. K.K. Ghai – Indian Polity
+3 SECOND YEAR FOURTH SEMESTER
GE - IV

Time : 3 Hrs.  
Credit : 6  
End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

Indian Polity – B – II (Process)
Unit – I  
Executive Legislative Relationship at the Union Level. Judicial Review Judicial Activism.

Unit – II  

Unit – III  
Union State Relations – Legislative, Administrative and Financial, Trends of Federalism.

Unit – IV  
Democracy at Work – Election, Political Parties, Coalition Politics

Unit – V  
Emerging Issues and Movements: Caste, Religion, Gender
a)  Issues-
b)  Movements - Tribe (Development Debate), Environment, Women (Political Participation & Empowerment)

Books for Reference
2.  K.S. Singh – The Tribal Situation in India
3.  Susheela Kaushik – Women and Politics in India
4.  Rajani Kothari – Caste and Politics in India
5.  Joseph Benjamin – Scheduled Caste in Indian Politics & Society
7.  R. Thakur – The Government and Politics in India
8.  V. Majumdar – The Status of Women in India
PSYCHOLOGY
+3 FIRST YEAR FIRST SEMESTER
Core Course - I (C-1)

Time : 3 Hrs.  End Semester Theory : 50 Marks
Credit : 6  Mid Semester Theory : 20 Marks

INTRODUCTORY PSYCHOLOGY

Introduction:
The course is designed to give the student a basic understanding of the psychology of human behavior. The students will be given exposure to concepts, terminology, principles, and theories that comprise an introductory course in psychology.

Learning Objectives:
- To help the students to know the sources and processes of development of modern scientific psychology.
- To help the students to develop a scientific temperament in studying and understanding human behavior.

Expected outcomes: Students will be able to
- Define the term psychology and demonstrate command of the basic terminology, concepts, and principles of the discipline.
- Gain knowledge of scientific methodology—the variety of ways in which psychological data are gathered and evaluated/interpreted.
- Identify and compare the major perspectives in psychology: Recognize how each approach views human thought and behavior.
- Understand the physiological and biochemical links of human behavior.

UNIT -I Introducing Psychology
i. Concept and definition of psychology, Roots of psychology, Psychology as a scientific discipline.
ii. Key Perspectives in Psychology—Behavioral, Cognitive, Humanistic, Psychodynamic, and Sociocultural.

UNIT -II Methods in Psychology
i. Natural Observation, Survey and Case Study—Nature, advantages and limitations,

UNIT -III Biological Bases of Behavior - 1
i. Structure and functions of the neurons, Neural Firing, Nerve Impulses, Synaptic Transmission
ii. Central nervous system:— Anatomy and Function of: spinal cord, Brain Stem, Cerebellum and Reticular Formation, Anatomy and functions of Fore Brain: Thalamus, Hypothalamus, Limbic system, cerebrum, Lobes and Cerebral Localization.

UNIT -IV Biological Bases of Behavior - 2
i. Endocrine Glands: Types and Chemical regulation of endocrine glands, Role of neurotransmitters
ii. Peripheral nervous System: Somatic Nervous System, Autonomic Nervous System; Structure and Function of sympathetic and parasympathetic Division
UNIT - V  States of Mind
i.  Nature of consciousness; changes in consciousness- Sleep-wake-schedules.
ii. Extended states of consciousness- Hypnosis, Meditation and Hallucinations.

PRACTICAL
CORE COURSE - I (LAB-1)

Time : 3 Hours Full Mark : 30 Marks

I.  R.L. by Method of Limits: Students are required to find out the R. L. of volar surface of the right arm of a subject by method of limits.

II.  D.L. by Method of Limits: Students are required to find out the D. L. of volar surface of the right arm of a subject by method of limits.

Recommended Books :
• New Delhi: Tata McGraw-Hill

+3 FIRST YEAR FIRST SEMESTER
Core Course - II (C-2) - Psychology

Time : 3 Hrs. Crdit : 6
End Semester Theory : 50 Marks
Mid Semester Theory : 20 Marks

BASIC DEVELOPMENTAL PROCESSES

Introduction:
The course is designed to expose students to a basic understanding about the fundamental concerns of developmental psychology and provide examples of the following three dimensions of development: growth, differentiation, and orderly progression.

Learning Objectives:
• To help students gain some key ideas about human development and the perspectives to understand and explain such developments.
• To help the students to understand the significance of prenatal period for human development.
• To help the students to understand the developmental preparations of the childhood and the implications of developmental milestones for the normal human development.

Expected outcomes: Students will be able to
• Understand the nature, types, and principle of development.
• Understand the processes of formation of life and development during pre- and post-natal periods.
• Understand about the different aspects of preparation for future life.

UNIT - I  Basics of Development
i. Meaning, nature, and types of development; Principles of development; Factors influencing development
ii. Perspectives of development- Psychoanalytic; Mechanistic; Organismic; Humanistic

UNIT - II  Life in Formation
i. Fertilization, determination of sex, multiple birth
ii. Prenatal development- germinal stage, embryonic stage, fetal stage; Factors influencing prenatal development.

UNIT - III  Life in preparation - 1
i. Physical and motor developments during Childhood.
ii. Social and emotional developments during childhood, Piaget’s stages of cognitive development.

UNIT - IV  Life in preparation - 2
i. Physical and motor developments during Adolescence, Physical motor & cognitive devt.
ii. Social and emotional developments during Adolescence, Kohlberg’s stages of moral development.

UNIT - V  Life in Termination
i. Characteristics and developmental task of old age, Theories of Aging and Successful Aging, Changes in mental ability in old age.
ii. Adjustment to physical changes in old age, Hazards to personal and social adjustment in old age.

PRACTICAL

Time : 3 Hours  Full Mark : 30 Marks

I. Locus of Control : To assess the Locus of Control of college students by using Locus of Control Scale.
II. Emotional Intelligence : To measure the emotional intelligence of college students by using Emotional Intelligence Scale.
III. Test of conservation : To assess the conservation skill of two subjects. Age 6 yrs. - 11 yrs.

Recommended Books:
Introduction:
The course is designed to provide the student a basic understanding of the psychological processes from sensation to thought and communication. The student will be given exposure to the concepts, terminology, principles, and theories relating to each of the mental processes that constitute human psychology.

Learning Objectives:
• To help the students to understand the mental processes to begin with sensation and perception up to how it results in thoughts and communication
• To help the students gather knowledge about the structural and functional dynamics of each of the mental processes and their interconnectedness.

Expected outcomes: Students will be able to
• Understand the bases sensory actions and the processes of integration of sensory actions in creating and interpreting perceptual events.
• Gain knowledge of the important processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning outcomes.
• Understand the structural and functional properties of language and the way it helps thought, communication, problem solving and decision making through development of concepts, ideas, images, and so on.

UNIT I Sensation and Perception
i. Basics of sensation- Sensory receptors (eye and ear), transduction, sensory thresholds, and sensory adaptation,
ii. Nature of perceptual process- Figure and ground, Grouping (Gestalt laws), Perceptual constancies, and illusions, Perception of distance and depth.

UNIT II Learning

UNIT III Memory
i. The Atkinson and Shiffrin Model of Memory; Types of Memory- episodic, semantic and procedural ii. Causes of Forgetting- interference, repression, and amnesia

UNIT IV Language and Communication
i. Properties and structure of language, Linguistic hierarchy, Language acquisition-predisposition,
Nature of effective communication
ii. Stages of language development; critical period controversy; speech error and its implications

UNIT -V Thinking and Reasoning
i. Thinking process; concepts, categories and prototypes, Decision making and factors of
influencing decision making.
ii. Inductive and deductive reasoning; Problem solving approaches; Steps in problem solving.

PRACTICAL
Time : 3 Hours Full Mark : 30 Marks

I. Learning Curve :
To demonstrate the Learning Curve as a function of Learning trials using Non-sense Syllables.

II. Serial Position Effect :
To demonstrate the serial position effect on memory in learning a list of nonsense syllables.

Recommended Books:
Learning about Yourself and Others. Panchasila, Bhubaneswar
Bangalore, 2004
in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
Bombay: Tata-McGraw Hill.
Delhi: Tata McGraw-Hill

+3 FIRST YEAR SECOND SEMESTER
Core Course - IV (C-4) - Psychology

Time : 3 Hrs. End Semester Theory : 50 Marks
Cr dit : 6 Mid Semester Theory : 20 Marks

PROCESSES OF HUMAN EMPOWERMENT

Introduction:
Human empowerment is ultimately an individual condition of gaining the power to control and modulate
changes in one’s own life those are considered important to one’s identity and adjustment. The purpose
of the course is to introduce students to the basics of human empowerment and how the empowerment processes are strengthened and improved.

**Learning Objectives:**

- To help students gain ideas about intelligence and personality as foundations of human empowerment
- To make students understand how motivation and emotion are empowering processes to human development
- To help students gain insight into human behavior as products of empowerment

**Expected outcomes: Students will be able to**

- Know the structural components and functional dynamics of both intelligence and personality.
- Understand the significance of emotion and motivation in behavior management.
- Understand significant aspects of social behavior as resulting in happiness, well-being and personal growth.

**UNIT -I Basics of Empowerment**

i. Intelligence- Theories of Gardner, and Sternberg; Heredity, environment, and intelligence.
ii. Measuring Intelligence: intelligence tests; Interpretation of test score, Cross-cultural issues in testing intelligence.

**UNIT -II Sources of Power-I**

i. Personality- Freud’s theory, Humanistic theories, and Social cognitive theory
ii. Personality-Trait and type approach, Biological and sociocultural determinants, Psychometric and projective assessment

**UNIT -III Sources of Power-II**

i. Motivation- Need Drive, Incentive, Intrinsic and Extrinsic Motivation ; Drive theory
ii. Arousal theory, Expectancy theory, Maslow’s need hierarchy

**UNIT -IV Sources of Power-III**

i. Emotion - Physiological changes during emotion ; Neurological basis of Emotion.
ii. Theories of Emotion - James-Lange, Cannon-Bard, Schachter-Singer, and Opponent-Process theories

**UNIT -V Proving empowered**

i. Social behavior- Meaning of attribution and errors in attribution, Meaning of social cognition and processing of social information.

**PRACTICAL**

Time : 3 Hours

<table>
<thead>
<tr>
<th>I. Eysenck's personality Inventory (EPI): To assess the personality of the subject using Eysenck's personality Inventory.</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Intelligence Test: To test the nonverbal intelligence of the subject using Raven's Standard Progressive Matrices.</td>
</tr>
</tbody>
</table>

**Recommended Books:**

INTRODUCTORY PSYCHOLOGY

Introduction:
The course is designed to give the student a basic understanding of the psychology of human behavior.
The students will be given exposure to concepts, terminology, principles, and theories that comprise an
introductory course in psychology. Learning Objectives:
• To help the students to know the sources and processes of development of modern scientific
psychology.
• To help the students to develop a scientific temperament in studying and understanding human
behavior

Expected outcomes: Students will be able to
• Define the term psychology and demonstrate command of the basic terminology, concepts, and
principles of the discipline.
• Gain knowledge of scientific methodology-the variety of ways in which psychological data are
gathered and evaluated / interpreted.
• Identify and compare the major perspectives in psychology: Recognize how each approach
views human thought and behavior.
• Understand the physiological and biochemical links of human behavior.

UNIT -I Introducing Psychology
i. Concept and definition of psychology, Roots of psychology, Psychology as a scientific discipline.
ii. Key Perspectives in Psychology- Behavioral, Cognitive, Humanistic, Psychodynamic, and Socio
cultural.

UNIT -II Methods in Psychology
UNIT -III Biological Bases of Behavior - 1
i. Structure and functions of the neurons, Neural Firing, Nerve Impulses, Synaptic Transmission.
ii. Central nervous system:- Anatomy and Function of: spinal cord, Brain Stem, Cerebellum and Reticular Formation, Anatomy and functions of Fore Brain: Thalamus, Hypothalamus, Limbic system, cerebrum, Lobes.

UNIT -IV Biological Bases of Behavior - 2
i. Endocrine Glands: Types and Chemical regulation of endocrine glandsRole of neuro transmitter
ii. Peripheral nervous System: Somatic Nervous System, Autonomic Nervous System; Structure and Function of sympathetic and parasympathetic Division

UNIT -V States of Mind
i. Nature of consciousness ; changes in consciousness- Sleep-wake-schedules, ii. Extended states of consciousness- Hypnosis, Meditation and Hallucinations.

PRACTICAL

Time : 3 Hours Full Mark : 30 Marks

I. Locus of Control: To assess the Locus of Control of college students by using Locus of Control Scale
II. Emotional Intelligence: To measure the emotional intelligence of college students by using Emotional Intelligence Scale.

Recommended Books :
Introduction:

Psychopathology refers to the study of mental illness. This course is designed to expose students to the key concepts in psychopathology as well as the major theories associated with the etiology and treatment of psychological disorders and disabilities. Students will be able to understand the distinction between normal and abnormal and the qualities that are used to differentiate what is typical versus atypical through citations of different disorders.

Learning Objectives:

• To help students define and understand the basic concepts underlying psychopathology and the perspectives which contributed to the development of modern psychopathology
• To help students understand the assessment techniques for identifying and classifying maladaptive behavior and mental disorders
• To guide students to gain specific knowledge about different types of mental disorders.

Expected outcomes: Students will be able to

• Understand the differences between normality and abnormality along with the perspectives explaining them.
• Know the importance and the use of assessment techniques in identifying different forms of maladaptive behavior.
• Learn the symptoms, causes and treatment of anxiety disorders, mood disorders and schizophrenia.

UNIT -I Basic of Pathology
i. Concept of abnormality; Perspectives of abnormal behavior- Psychodynamic, Behavioral, Cognitive, Humanistic-Existential, and Sociocultural.
ii. Classification of maladaptive behavior-DSM-IV; Assessment techniques- Self report Inventory, Projective tests.

UNIT -II Anxiety Disorder
i. Symptoms, causes and treatment of Generalized anxiety disorder, Phobic disorder
ii. Obsessive-Compulsive disorder, Dissociative Disorder^.

UNIT -III Personality disorders
i. Paranoid, Schizoid, Impulsive
ii. Borderline, Anxious, Avoidance, Dependent personality

UNIT -IV Psychotic Disorder
i. Characteristics, Major subtypes, Causes and treatment of Schizophrenia
ii. Mood disorder - Characteristics, Types, Causes and Treatment of Mood disorder.

UNIT-V Therapies
i. Psychodynamic and Non directive
ii. Cognitive Behavior therapy.
PRACTICAL

Time : 3 Hours  Full Mark : 30 Marks

I. Type A/Type B Personality: Assessment of Type A / Type B personality of subject.

II. State Trait Anxiety: Assessment of State trait anxiety of subject.

Recommended Books:


+3 SECOND YEAR THIRD SEMESTER
Core Course - V (C-5) - Psychology

Time : 3 Hrs.
Credit : 6
End Semester Theory : 50 Marks
Mid Semester Theory : 20 Marks

PSYCHOLOGICAL STATISTICS

Introduction:
The course is to designed to equip students with knowledge in the fundamentals of statistics and research methods so that they understand the application of statistics to different research problem in psychology.

Learning Objectives:
- To help students develop knowledge and understanding of the application of statistics within Psychology.
- To help students develop Critical Thinking for application of appropriate statistical analysis in Psychological research.

Expected outcomes: Students will be able to
- The nature Psychological variables and how to measure them with appropriate scale.
- The processes of describing and reporting statistical data.
- The methods of drawing inferences and conclusions for hypothesis testing by using appropriate statistical analysis.
UNIT - I Fundamentals of statistics
   i. Meaning and scope of statistics, Nature of variables- Categorical and Continuous, Levels of Measurement- Nominal, Ordinal, Interval, and Ratio
   ii. Drawing frequency distribution; Graphical representation of grouped data-Polygon, Histogram, Ogive

UNIT - II Measures of Statistics
   i. Measures of Central Tendency- Characteristics of mean, median and mode; Computation of mean, median, and mode
   ii. Measures of Variability- Concept of variability, computation of semi-inter quartile ranges, Standard deviation and variance.
   iii. Percentile & Percentile Rank, Percentile Curve

UNIT - III Sources and Applications
   i. Concept of Probability; Characteristics of Normal Probability curve, Applications of NPC, Deviation from NPC- Skewness and Kurtosis
   ii. Concept of correlation, Product-moment correlation (ungrouped data), Rank order correlation

UNIT - IV Hypothesis Testing
   i. Steps in Hypothesis testing, Computation of’t’ for independent and dependent samples.
   ii. Purpose and assumptions of ANOVA; One-way ANOVA

UNIT - V Non parametric Statistics
   i. Assumption of parametric statistic test and Non parametric statistic test chisquare.
   ii. Kruskal-Wallis H test; The Mann-Whitney U test.

PRACTICAL
Time : 3 Hours Full Mark : 30 Marks

I. R. L. by Method of Constant Stimuli : To find out the R. L. of the subject for 2 point tactual sensation by the method of constant stimuli.

II. D.L. by Method of Constant Stimuli: To find out the D.L. for lifted weight of your subject by method of constant stimuli

Recommended Books:

Wallnall, G. Statistics for Behavioral Sciences

Broota, K. D. Experimental Design in Behavioural Research.


Howell, D.C., Fundamental Statistics for the behavioural sciences, 7th Edition

+3 SECOND YEAR THIRD SEMESTER
Core Course - VI (C-6) - Psychology

Time : 3 Hrs.
Crdit : 6

End Semester Theory : 50 Marks
Mid Semester Theory : 20 Marks

SOCIAL PSYCHOLOGY

Introduction:
Social psychology is the scientific study of the nature and causes of human behavior in a social context. This course is designed to introduce the students to the field of social psychology, to explain how social psychologists think about and study human behavior; to introduce the body of knowledge and underlying principles that currently exist in the field and to encourage reflection about the implications of social psychology for the situations we encounter in everyday life.

Learning Objectives:
- To help students develop awareness of the concepts, problems and issues in the discipline of social psychology.
- To make students understand the individuals and groups in respect to patterns of social behavior and attitudes.
- To help students gain insight into the dynamics of intergroup relationships, conflict, prejudice and cooperation.

Expected outcomes: Students will be able to
- Know the scope of studying social psychology and the methods to gather data in the social context to explain them.
- Understand the significance of social cognition, attitudes, stereotypes and prejudices in explaining human behavior in the social contexts.
- Understand the significant aspects group behavior and social influence that constitute the core of human relationships.

UNIT -I Introduction
i. Working definition & scope of social Psychology; Methods of social Psychology-Systematic observation, correlational and Experimental.

UNIT -II Attitude
i. Attitudes- Nature, characteristics of attitude; Attitude formation.
ii. Change of attitude, measurement of attitude: Scale - Method of equal appearing intervals, Method of summated rating, Social distance scale, Cumulative Scale method.
UNIT -III Prejudice and Stereotypes
   i. Prejudice: Meaning, Nature and components of prejudice, Acquisition of prejudice, Reduction of prejudice.

UNIT -IV Group and Leadership
   i. Group- Group structure and function, Task performance: Social facilitation, Social loafing; Conformity, Obedience and social modeling; Group cohesiveness.
   ii. Leadership- Definitions and functions, Trait and Behavioural approaches to leadership; Leadership effectiveness, The charismatic leadership

UNIT -V Social Behaviour
   i. Prosocial behavior-Cooperation and helping, personal, situational and socio-cultural determinants, Step in decision making of pro social behaviour
   ii. Aggression- Theoretical perspectives: Instinct, Drive Modern approaches, Situational, social and personal determinants of aggression, prevention and control of aggression.

PRACTICAL

Time : 3 Hours  Full Mark : 30 Marks

   I. Ethical values : To assess the ethical values of five adolescents by using Donelson’s Ethical position Questionair and place them in Quadrant.
   I. Attitude towards Women. To measure the attitude of three boys and three girls towards Women by using Attitude towards Women scale.

Recommended Books:
   - Developments (ICSSR survey of advances in research). New Delhi: Pearson.
ENVIRONMENTAL PSYCHOLOGY

Introduction:
- Environmental psychology is an interdisciplinary field focused on the interplay between individuals and their surroundings. The field defines the term environment broadly, encompassing natural environments, social settings, built environments, learning environments, and informational environments. The course is designed to introduce to the students about all these aspects of environment.

Learning Objectives:
- To highlight the simultaneous mutual interaction of environment and behavior.
- To delineate psychological approaches to the study of environment.
- To discuss the impact of ecological degradation and the need for enhanced awareness programs.

Expected outcomes: Students will be able to
- understand the interactional relationships between environment and behavior.
- understand the problems occurring to ecology and environment at the present time.
- understand different psychological approaches to the study of man-environment relationship.

UNIT -I Environment and Behaviour
i. Earth as a living system: The Gaia hypothesis, Deep ecology; Man-environment relationship—physical, social, cultural, orientation and product.
ii. Effects of Environment on behavior: Noise pollution, Air pollution, Crowding and population explosion

UNIT -II Ecology
i. Human behavior Environmental Problems: Global warming, Greenhouse effect, energy depletion.
ii. Pro-environment behavior- Environmental orientation, attitude and behavior for Conservation, protection and development of positive human environment.

UNIT -III Ecosystem and Development
i. Ecosystem and their components; Sustainable development.

UNIT -IV Psychological Approaches to Environment
i. Field theory approach; Eco-cultural Psychology (Berry); Biosocial Psychology (Dawson);
ii. Person environment transaction (Sokols&Iltelson); Ecological Psychology (Barker);
Ecological system approach (Bronfenbrenner)

UNIT -V Environmental Assessment
i. Socio-psychological dimensions of environmental impact; Environmental deprivation- nature and consequences.
ii. Creating environmental awareness; Social movements- Chipko, Tehri, Narmada.
PRACTICAL

Time : 3 Hours Full Mark : 30 Marks

I. To assess the environmental literacy of 4 college students using Donelson environment literacy questionnaire.

II. To assess the environmental attitude and sensitivity of 4 college students using Bob Simpson’s Environment awareness questionnaire.

Recommended Books:

+3 SECOND YEAR FOURTH SEMESTER
Core Course - VIII (C-8) - Psychology

Time : 3 Hrs. Credit : 6
End Semester Theory : 50 Marks Mid Semester Theory : 20 Marks

PSYCHOPATHOLOGY

Introduction:
Psychopathology refers to the study of mental illness. This course is designed to expose students to the key concepts in psychopathology as well as the major theories associated with the etiology and treatment of psychological disorders and disabilities. Students will be able to understand the distinction between normal and abnormal and the qualities that are used to differentiate what is typical versus atypical through citations of different disorders.

Learning Objectives:
- To help students define and understand the basic concepts underlying psychopathology and the perspectives which contributed to the development of modern psychopathology.
- To help students understand. the assessment techniques for identifying and classifying maladaptive behavior and mental disorders.
- To guide students 10 gain specific knowledge about different types of mental disorders.

Expected outcomes: Students will be able to
- Understand the differences between normality and abnormality along with the perspectives explaining them.
- Know the importance and the use of assessment techniques in identifying different forms of maladaptive behavior.
- Learn the symptoms, causes and treatment of anxiety disorders, mood disorders and schizophrenia.

UNIT -I Basic of Pathology
i. Concept of abnormality; Perspectives of abnormal behavior- Psychodynamic, Behavioral,
Cognitive, Humanistic-Existential, and Sociocultural.

ii. Classification of maladaptive behavior-DSM-IV; Assessment techniques- Self report Inventory, Projective tests, Clinical interview.

UNIT -II Anxiety Disorder
i. Symptoms, causes and treatment of Generalized anxiety disorder, Phobic disorder, Obsessive-Compulsive disorder
ii. Dissociative Disorders, Somatoform on Disorders.

UNIT -III Personality disorders
i. Paranoid, Schizoid, Narcissistic, Obsessive Compulsive
ii. Borderline, Avoidance, Dependent personality

UNIT -IV Psychotic Disorder
i. Characteristics, Major subtypes, Causes and treatment of Schizophrenia
ii. Characteristics, Types, Causes and treatment of Mood disorder

UNIT -V Therapies
i. Psychodynamic and Non directive.
ii. Behavior Therapy, Cognitive Behavior therapy.

PRACTICAL

Time : 3 Hours
Full Mark : 30 Marks

I. Type A & Type B Personality: Assessment of Type A / Type B personality of subject.
II. State Trait Anxiety: Assessment of State trait anxiety of subject.
III. Mental Depression Scale: Assessment of mental depression of a subject by using Mental Depression scale.

Recommended Books:
+3 SECOND YEAR FOURTH SEMESTER
Core Course - IX (C-9) - Psychology

Time: 3 Hrs.  End Semester Theory: 50 Marks
Credit: 6  Mid Semester Theory: 20 Marks

EDUCATIONAL PSYCHOLOGY

Introduction:
This course provides an introduction to concepts, theories, and research in educational psychology. The topics covered include cognitive development during the school years, classroom management, instructional approaches, motivation, assessment, and individual differences.

Learning Objectives:
- To provide students with an overview of the purposes and uses of educational psychology.
- To help students understand human development focusing mainly on the years of formal education including those with ability differences.
- To make students understand the ways that educators motivate their students to learn and strive for excellence.
- To make students explore the ways that educators manage learning environments to maximize learning and social cohesion.
- Expected outcomes: Students will be able to
  - Define educational psychology and give examples of the different topics educational psychologists study.
  - Describe the developmental issues faced by school age children.
  - Describe the challenges presented by children with ability differences.
  - Explain the role of motivation on learning and classroom behavior.
  - Describe classroom management techniques.
  - Identify commonly used standardized tests, their strengths and limitations, and use in school settings.

UNIT - I Foundations of Educational Psychology
i. Concepts and principles of educational psychology, The teaching-learning process, Goals of teaching and objectives for learning
ii. Theories of cognitive development-Bruner and Vygotsky

UNIT - II Motivation and Classroom Management
i. Meaning of motivation, Intrinsic and extrinsic motivation, Approaches to understand classroom motivation, Motivational techniques in classroom teaching
ii. The goals of classroom management, Creating a positive learning environment, Characteristics of an effective teacher, Teacher expectation and students’ performance.

UNIT - III Creativity
i. Nature and characteristics of creativity; Theories of creativity.
ii. Fostering creativity among children; Test of Creativity.

UNIT - IV Aptitude
i. Nature and characteristics of aptitude; Types of aptitude.
ii. Measurement of aptitude; Utility of aptitude tests

UNIT - V Dealing with ability differences and Testing
i. Teaching children with mental retardation, learning disability and attention deficit Hyperactive disorder.
ii. Characteristics Types of standardized tests - Achievement test, and aptitude tests, Advantages and limitations of standardized test.

PRACTICAL
Time : 3 Hours Full Mark : 30 Marks

I. Academic Behavior: To assess the academic attitude and behavior of college students by using Academic Behavior Scale
II. Academic Stress: To assess the academic stress of two higher Secondary students using Academic Stress Scale.
III. Creativity: To assess creativity two of primary students.

Recommended Books:
- Slavin, Robert E. (2012). Educational Psychology: Theory and Practice. Delhi, Pearson,

+3 SECOND YEAR FOURTH SEMESTER
Core Course - X (C-10) - Psychology

Time : 3 Hrs. End Semester Theory : 50 Marks
Crdir : 6 Mid Semester Theory : 20 Marks

PSYCHOLOGICAL ASSESSMENT

Introduction:
The course is designed to expose students to a basic understanding about approaches to psychological assessment and develop skill in the administration and interpretation of psychological tests.

Learning Objectives:
- To train students in various psychological assessment techniques.
To impart skills necessary for selecting and applying different tests for different purposes such as evaluation, training, rehabilitation etc.

**Expected outcomes: Students will be able to**
- Understand the basic facts about psychological assessment.
- Understand the processes of test construction and standardization.
- Understand about the assessment of different types of skills and abilities.

**UNIT -I Introduction**
- Nature and Scope of human assessment; Parameters of assessment.
- Psychological scaling, Methods of scaling.

**UNIT -II Psychological Test - I**
- Principles of test construction.
- Types of psychological tests- Individual, group, performance, verbal, nonverbal.

**UNIT -III Psychological Test - II**
- Reliability: Meaning and methods of Reliability.
- Validity: Meaning and types of validity.

**UNIT -IV Assessment of Ability**
- Assessment of general abilities- Intelligence, interest, interpersonal interaction.
- Assessment of personality- Use of self report inventories, interview, projective and non-projective tests.

**UNIT -V Classroom Assessment**
- Classroom as assessment context, Traditional tests, Alternative assessment.
- Grading and reporting of performance, Computer and assessment

**PRACTICAL**

**Time : 3 Hours**

**Full Mark : 30 Marks**

**I. Empathy:** To assess the empathy behavior of Five college students using Spreng’s Empathy questionnaire.

**II. Bhatia’s Nonverbal Performance Test of Intelligence :** To Measure the Intelligence of college students by using Bhatia Nonverbal performance Test of Intelligence.

**Recommended Books:**
+3 THIRD YEAR FIFTH SEMESTER
Core Course - XI (C-11) - Psychology

Time: 3 Hrs.  
Credit: 6  
End Semester Theory: 50 Marks  
Mid Semester Theory: 20 Marks

ORGANIZATIONAL BEHAVIOUR

Introduction:
The course provides an overview of the main fields of organizational and personnel psychology. It focuses on topics such as organizational system; work behavior, attitudes and motivation as related to organizational set up; management of power and politics in the organizations; and finally development and evaluation of human resources for sustainable growth of an organizations.

Learning Objectives:
- To help students able to understand the structure, functions, and designs of different organizations.
- To make students understand the theories of work motivation and related issues of power and politics in the organizational set up.
- To help students demonstrate professional skills in the evaluation, management, and development of human resources in the organizations.

Expected outcomes: Students will be able to
- Understand different concepts and dynamics related to organizational system, behavior, and management.
- Identify steps managers can take to motivate employees in the perspectives of the theories of work motivation.
- Understand the tricks of power and politics management in the organizations.
- Understand significance of human resource development, evaluation and management for the interest and benefit of the organization.

UNIT - I Historical context of organizational Behaviour
- Contributions of Taylor, Weber and Fayoll; Challenges, Scope and opportunities for OB.
- OB perspectives-Open system approach, Human relations perspective, Socio-technical approach.

UNIT - II Organization System
- Structure and functions of organization, Common organizational designs, Management roles, functions and skills.
- Group decision making processes in organizations, Organizational leadership and types of leadership in organizations.

UNIT - III Theories of Work Motivation
- Contemporary theories of work motivation- ERG theory, McClelland’s theory of needs, Goal-setting theory, Reinforcement theory.

UNIT - IV Power and Politics
- Defining power in organization, Bases of power, Power tactics.
- Nature of organizational politics, Impression management, and defensive behavior.
UNIT -V Human resource development and Evaluation


ii. Performance Evaluation- Purpose, Methods, Potential Problems and methods to overcome them.

PRACTICAL

Time : 3 Hours
Full Mark : 30 Marks

I. Leadership Style: To measure his basic leadership style of 4coUege students by using Greenberg Basic Leadership Style scale.

II. Conflict-Handling: To measure the conflict-handling style of 4 college students by using Rahim’s scale to identify their conflict handling style.

Recommended Books:
- K,Aswathapa, Organisational Behaviour
- Shashi K. Gupta, Rosy Joshi, Organisational Behaviour

+3 THIRD YEAR FIFTH SEMESTER
Core Course - XII (C-12) - Psychology

Time : 3 Hrs.
Credit : 6
End Semester Theory : 50 Marks
Mid Semester Theory : 20 Marks

HEALTH PSYCHOLOGY

Introduction:
Health psychology is a specialty area that focuses on how biology, psychology, behavior and social factors influence health and illness. This course is designed to provide an introduction to the area of health psychology to help students understand how Health Psychology as a specialty within psychology addresses the role of behavioral factors in health and illness. Basic theories, models and applications are also included.

Learning Objectives:
- To help the students understand the issues of Health Psychology and how to address them by the bio- psychosocial model of health and illness.
- To help the students to describe behavioral factors that influence health and illness.
To guide the students understand about health enhancing behaviors including coping with illness.

Expected outcomes: Students will be able to

- Know the basics of health and illness from the Bio-psychosocial perspectives.
- Understand the significance of behavioral and psychological correlates of health and illness.
- Understand the significant aspects coping and importance of health enhancing behavior

UNIT -I Introduction

i. Nature, Scope, objective and importance of health psychology,

ii. Biomedical model and Bio-Psychosocial Model of health, Advantage and Clinical Implication

UNIT -II Health and Illness - I


ii. Management of stress, Role of Social Support.

UNIT -III Health and Illness - II

i. Behavioral and psychological correlates of illness, Approaches to promoting wellness, Some common health beliefs and their implications

ii. Health Awareness- The cognition models- The health belief model, The protection motivation model, Leventhal’s self regulatory model

UNIT -IV Health and Coping

i. Individual differences in symptom perception, Coping with the crises of illness; Compliance behavior and improving compliance

ii. Health enhancing behavior- Diet management, Yoga and Exercise.

UNIT -V Health Issues

i. Children health issues- Malnutrition, Immunization, Autism, ADHD.

ii. Health issues of women and elderly: Diabetes, Osteoporosis, Alzheimer’s Disease, Depression.

PRACTICAL

Time : 3 Hours Full Mark : 30 Marks

I. Sleep Quality: To assess the Sleep quality of 4 college students The Pittsburgh Sleep Quality Index (PSQI).

II. Coping Strategies: To assess of the Coping Strategies of 4 college students by Tobin’s Coping Strategy Inventory (TCSI).

Recommended Books:


- Brannon and Feist. Health Psychology.


Introduction:
The course is designed to develop entry level counseling psychologists who will be capable of understanding and demonstrating behavior and attitudes in the basic areas of professional counseling.

Learning Objectives:
- To help student able to understand and integrate current scientific knowledge and theory into counseling practice.
- To help students learn the history and professional issues related to counseling psychology.
- To help students integrate and convey information in the core areas of counseling practice.
- To help students demonstrate professional behavior in their various roles as counseling psychologists.

Expected outcomes: Students will be able to
- Understand the purpose of counseling and practice counseling ethically following different approaches.
- Understand the basics of counseling process and use them for counseling students, families, couples, distressed, and handicaps

UNIT -I Basics of Counseling
i. Meaning, scope and purpose of counseling with special reference to India; The counseling process, counseling relationship, counseling interview.
ii. Characteristics of a good counselor, Ethics and values in counseling; Education and training of the counselor.

UNIT -II Theories and Techniques of Counseling
i. Psychodynamic approach-Freud and Adler; Humanistic approach-Existential and Client centered.
ii. Cognitive approach Albert Elis- Rational-emotive and Behaviour Therapy; Behavioral approach-Behavior modification; Indian contribution-yoga and meditation.

UNIT -III Counseling Programs
i. Working in a counseling relationship, transference and counter transference, termination of counseling relationship, Factors influencing counseling
ii. Student counseling, Emphases, roles and activities of the school, and college counselor.
UNIT -IV Counseling Application - I
i. Family and Marriage Counseling:- Family life Cycle and Family Systems Counseling
ii. Counseling for mv / AIDS, Rehabilitation Counseling: - Roles and Functions of Rehabilitation Counselor.

UNIT-V Counseling Application - II
i. Alcohol and Drug abuse counseling.
ii. Counseling the persons with Suicidal tendencies, and Victims of Harassment and Violence.

PRACTICAL

Time : 3 Hours Full Mark : 30 Marks
I. Marital Relationship- To assess the marital relationship of2 couples using Lerner’s Couple adjustment scale.
II. Case Reporting:To complete four case studies of high school students with problem behavior in the appropriate case record proforma.

Recommended Books:

POSITIVE PSYCHOLOGY

Introduction:
Positive psychology is the scientific study of optimal human functioning to help people flourish. This is a foundation course in positive psychology to help students not only to understand the core themes of positive
psychology, but also to equip them with the helpful positive interventions in various areas of professional psychology, such as clinical, health, education, organization and community.

**Learning Objectives:**
- To help students to understand the rationale behind positive psychology.
- To guide students to identify and analyze the key conceptual and theoretical frameworks underpinning positive psychology.
- To encourage students to appreciate the contributions of scholars from a range of disciplines and their influence on developing a positive approach to mental health.
- To make students understand and apply a strengths-based approach to mental health issues.

**Expected outcomes: Students will be able to**
- The goal of positive psychology and the basic behavior patterns that result in positive human growth from the point of view of leading positive psychologists.
- The concepts of flow and happiness and the related theories and models explaining happiness behavior and its consequences
- All the precursors to positive psychology from character strength and altruism to resilience.

**UNIT -I Foundations**
1. Historical roots and goals of positive psychology, Positive emotions, Positive Individual traits, and positive subjective experience.
2. Contribution of Martin Seligman, Albert Bandura, Carol Dweck and Abraham Maslow to positive psychology.

**UNIT -II. Flow and Happiness**
2. Meaning and nature of happiness, Sources of happiness, Theories of happiness- Set-point theory, Life satisfaction and Affective state theories.

**UNIT -III Precursors to Positive Psychology**
1. Character strength, Altruism, Hope and Optimism, Positive thinking, Resilience

**UNIT -IV Ways to Positive Psychology**
2. Creating and fulfilling Purpose of life, Developing gratitude and Mindfulness, Sustaining activities and experience.

**UNIT -V Helping Positivity**
1. Effects of exercise, Yoga, meditation and spirituality on the development of positive behavior.

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**PRACTICAL**

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<th>Time</th>
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I. **Happiness:** To measure the happiness of 4 adults using Oxford Happiness questionnaire

II. **Spiritual Intelligence:** To measure the spiritual intelligence of 4 adults using King’s Spiritual Intelligence test
Recommended Books:

+3 THIRD YEAR FIFTH SEMESTER
DSE - I - Psychology

Time : 3 Hrs.  End Semester Theory : 50 Marks
Crdit : 6  Mid Semester Theory : 20 Marks

PSYCHOLOGICAL RESEARCH AND MEASUREMENT

Introduction:
The research methods course is among the most frequently required in the psychology and with good reason. It helps the students know about the difference between an experiment and a correlational study, the function of independent and dependent variables, the importance of reliability and validity in psychological measurement, and the need for replication in psychological research. In other words, psychologists’ research methods are at the very core of their discipline. The course is designed to train the students in psychological research and measurement.

Learning Objectives:
- To provide an overview of scientific approaches to psychological research in term of sampling techniques, scientific method, and experimental designs.
- To acquaint the students with respect to psychometric, projective techniques and non-testing approaches like interview.

Expected outcomes: Students will be able to:
- understand the nature of psychological research and how to conduct scientific research in psychological themes.
- develop the skill for test construction “and use of psychological tests for measurement of personality and other attributes of people.
- Identify and compare the major perspectives in psychology: Recognize how each approach views human thought and behavior.
- Understand the physiological and biochemical links of human behavior.

UNIT -I Psychological Research
i. Assumptions of science, Characteristics of scientific methods: Observation, Questioning, hypothesis, data collection, testing hypotheses, Developing theories.
Psychological research: Correlational and experimental.

UNIT - II Sampling
i. Meaning of sample and universe; Characteristics of a good sample.
ii. Sampling frame: probability and non-probability samples, sample size, sampling error.

UNIT - III Psychological Scaling and Construction of test
i. Purpose of scaling and types of psychological data, Psychological scaling methods: Familiarity with Thurstone, Likert and Guttman scale.
ii. Construction of test: Theory of measurement error; Operationalizing a concept, Generating items, Item analysis, Item response theory.

UNIT - IV Experimental Designs
i. Pretest- post-test design, Factorial designs, Randomized Block design
ii. Standardization of tests: Reliability and validity of tests, Development of norms and interpreting test scores

UNIT - V Assessment of Personality
i. Psychometric and projective techniques, Familiarity with MMPI, Rorachsch, WAT, and Big five tests.
ii. Interviewing: Principles and procedures of interviewing, gaining cooperation, motivating respondents, training of interviewers, ethics of interviewing.

PRACTICAL

Time : 3 Hours
Full Mark : 30 Marks
I. Word Association test: To administer the Jung / Kent-Rosanoff list of WAT on a subject and report on his areas of emotional difficulties.
II. Self Esteem Test: Assessment of self esteem of a subject by using Self Esteem Inventory.

Recommended Books:

+3 THIRD YEAR FIFTH SEMESTER
DSE - II - Psychology

Time : 3 Hrs.
Credit : 6
End Semester Theory : 50 Marks
Mid Semester Theory : 20 Marks

PSYCHOLOGY AND SOCIAL ISSUES

Introduction:
Psychologists can play a larger role in the solution of important social problems. Psychology brings two important qualities to the study of social problems: attention to psychological process and rigorous methodology. The key task in the designed course is to define social problems in part as psychological problems.
Learning Objectives:
- The course will provide social-psychological analysis of some major social issues in India.
- The students will be able to understand the perspectives of psychology in dealing with and resolving those issues.

Expected outcomes: Students will be able to
- Grasp the implications of various social issues and problems concerning our country.
- Appreciate the perspectives that psychology can contribute to resolve or reduce the problems.

UNIT -I Understanding Social Systems
i. Indian Family System: Social stratification; caste, class, power, Religious ethics. Poverty and Deprivation
ii. Theories of poverty, Concomitants of poverty, Sources of deprivation, inequality and social justice.

UNIT -II Health and wellbeing
i. Role of behavior in health problems, Shortcomings of the biomedical model, Behavioral sciences in disease prevention and control, India’s health scenario.

Political Behavior
ii. Development of ideology, Use of small groups in politics, Issues of human and social development, Quality of life and development.

UNIT -III Antisocial Behavior
i. Corruption and bribery, Juvenile delinquency, terrorism, Crime and criminal behavior, Alcoholism and drug abuse.
ii. Crime and criminal behavior, Alcoholism and drug abuse, Psychopath.

UNIT -IV Social integration
i. The concept of social integration; Causal factors of social conflicts and prejudices in India.
ii. Psychological strategies for handling the conflicts and prejudices; Measures to achieve social integration.

UNIT -V Violence
i. Definition, Nature and types of violence: physical, emotional, spiritual.
ii. Violence in family and marriage; Rape and molestation, Collective violence for social change.

PRACTICAL
Time: 3 Hours  Full Mark: 30 Marks
I. To assess the quality of life family of 4 families using Beach Center Family Quality of Life Scale.
II. To assess the community integration of a village by using Community integration questionnaire (CIQ) of Barry Willer.

Recommended Books:
Syllabus-Arts


+3 THIRD YEAR SIXTH SEMESTER
DSE - III - Psychology

Time : 3 Hrs.  End Semester Theory : 50 Marks
Crdit : 6  Mid Semester Theory : 20 Marks

CONTEMPORARY APPLIED PSYCHOLOGY

Introduction:
Introduction: Recent years have seen a rise in the significance of applied psychology as can be seen from the areas contemporary psychologists concern themselves with. Arising from the slogan ‘Psychology goes to work’ Contemporary Applied psychologists venture into new areas of human behavior and relationships with an interdisciplinary perspective. The significant areas of their concern are community psychology, psychology of the disadvantaged and rehabilitation psychology, Psychology of IT, economic development, gender, defense etc. The present course is designed acquaint the students with this new endeavor of psychology.

Learning Objectives:
- To help the students understand the role of psychologists in community services including helping the disadvantaged and otherwise-challenged groups.
- To help the students appreciate the importance of psychology in fields of human concern like IT, economic development- gender and population issues.
- To help students understand about how psychology is useful in the field of defense
- Expected outcomes: Students will be able to
  - Appreciate the role of psychologists in community service including their importance in helping and rehabilitation activities.
- Perceive the intricacies of relationships between human behavior and economic development, information technology, population and gender issues.
- Know the aspects of defense where psychology plays a role

UNIT -I Community Psychology
i. Definition and concept of Community Psychology; Use of small groups in social action and social change.
ii. Role of community psychology in arousing community consciousness, Effective strategies for social change

UNIT -II Rehabilitation Psychology
i. Definition and Scope of Rehabilitation Psychology; Primary, secondary, tertiary rehabilitation programs,
ii. Rehabilitation of physically, mentally and socially challenged persons including the old persons

UNIT -III Helping the disadvantaged
i. Concept of disadvantaged and deprivation, social, physical, cultural and economic consequences of disadvantaged groups, Educating and motivating the disadvantaged.

Psychology and IT

ii. Psychological consequences of the developments in IT; Role of psychologists in the present scenario of IT.

UNIT -IV Psychology in economic development
i. Achievement motivation and Economic development; Characteristics of entrepreneurial behavior, Consumer rights and awareness.

Population psychology

ii. Psychological consequences of population explosion and high population density; Psychosocial effects of crowding; motivating for small family norms.

UNIT -V Psychology of Gender
i. Issues of discrimination; Glass ceiling effect, Self-fulfilling prophecy, Management of diversity.
   Defense psychology
ii. Psychological tests for defense personnel; Promoting positive mental health of defense personnel, Human engineering in defense.

PRACTICAL

Time : 3 Hours Full Mark : 30 Marks

I. **Social Achievement Motivation Test:** To assess the social achievement motivation up to college student by using social achievement motivation test.

II. **Personality Adjustment Inventory:** To assess the personality adjustment of the subject by using Personality Adjustment Inventory

**Recommended Books:**
Swain, S. Applied Psychology

+3 THIRD YEAR SIXTH SEMESTER
DSE - IV - Psychology

Time : 3 Hrs. End Semester Theory : 50 Marks
Crdit : 6 Mid Semester Theory : 20 Marks

RESEARCH PROJECT

Introduction:
The research experience of students is greatly enriched by early exposure to conducting research. There are numerous benefits of undergraduate students who get involved in research. They are better off in understanding published works, determine an area of interest, can discover their passion for research and may start their career as a researcher. Further students will be able develop ability for scientific inquiry and critical thinking, ability in the knowledge base and communication of psychology. This course is included to promote above mentioned abilities among the students.

Learning Objectives:
- To help students to learn how to develop scientific research designs in the study of psychology.
- To guide students to understand the previous research in their field of interest and review them to arrive at a research problem
- To encourage the students to learn ways to describe and measure human behavior.
- To help students understand the logic of hypothesis testing and application of appropriate statistical analysis.
- To make students to learn the methods of writing a research report.

Expected outcomes: Students will be able to
- Independently prepare a research design to carry out a research project
- Review the related research papers to find out a research problem and relevant hypotheses
- Understand the administration, scoring and interpretation of the appropriate instrument for measurement of desired behavior
- Learn the use of statistical techniques for interpretation of data.
- Learn the APA style of reporting a research project.

Unit I:
A student is required to carry out a project on an issue of interest to him / her under the guidance and supervision of a teacher. In order to do so s/he must have the knowledge in research methodology and of steps in planning and conducting a research. The supervisors may help the students to go on field study /
study tour relevant to their work. Thirty hours of class may be arranged in the routine to help students understand research methodology, and planning, conduction and reporting on the research. An external examiner with the supervisor as the internal examiner will evaluate the research project on the basis of scientific methodology in writing the report, and presentation skill and performance in the viva.

• Format
  > **Abstract** - 150 words including problem, method and results.
  > **Introduction** - Theoretical considerations leading to the logic and rationale for the present research
  > **Review** - Explaining current knowledge including substantive findings and theoretical and methodological contributions to the topic, objectives and hypotheses of the present research
  > **Method** - Design, Sample, Measures, Procedure
  > **Results** - Quantitative analysis of group data- (Raw data should not be attached in Appendix) Graphical representation of data wherever required- Qualitative analysis wherever done should indicate the method of qualitative analysis.
  > **Discussion**
  > **References (APA Style) & Appendices**

- Project should be in Soft binding. It should be typed in Times New Roman 14 letter size with 1.5 spacing on one side of the paper. Total text should not exceed 50 pages (References & Appendices extra).
- Two copies of the project should be submitted to the College.
- *Project - American Psychological Association (APA) - Publication Manual 2006 to be followed for project writing*
SANSKRIT
+3 FIRST YEAR FIRST SEMESTER
Core Course - I (C-1)

Time: 3 Hrs.
Credit: 6

End Semester Theory: 80 Marks
Mid Semester Theory: 20 Marks

CC-I MORAL TEACHING AND BASICS OF SANSKRIT

1. Unit I & II -
   Hitapodesa (From Kathamukha to Grdhravidalakatha)

2. Unit -III & IV -
   Yaksaprasna of Mahabharata (Aranyakaparva, Ch-313)

3. Unit - V -
   Sabdarupa & Dhaturupa
   (‘a’ Kuranta, ‘i’ Karanta, ‘I’ Karanta, ‘u’ Karanta, ‘ü’ Karanta, ‘in’ bhaganta, matru, pitru, Asmad, Yusmad, Tad (Sabdarupas) Lat, Lang, Vidhiling, Lrut, Lot and Lit Lakaras of Path, Ni, Kru, Sev, Han, Pâ, Dâ, Sru, Si and Krin in the form of Armanepada, Parasmaipada or ubhayapada which ever is applicable (Dhaturupas)

GROUP-A

10 bit questions covering all five units. [2x10=20]

GROUP-B

Each Unit Carries 12 marks. 12x5=60

1. Hitapodesa (From Kathamukha to Grudhravidalakatha) Unit - I & II
   Unit - I  Long question (One)
   Unit - II Explanation (Two)

2. Yaksaprasna of Mahabharata
   Unit - III Long questions (One)
   Unit - IV Explanation (Two)

3. Unit - V Sabdarupa (Three) & Dhaturupa (Three)

Books for Reference:
4. Mahabharata, Gitapress, Gorakhpur.


**+3 FIRST YEAR FIRST SEMESTER**

**Core Course - II (C-2) - Sanskrit**

Time : 3 Hrs.  
Credit : 6  
End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

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**DRAMA- I & HISTORY OF SANSKRIT LITERATURE - I**

1. Abhijnanasakuntalam (Act I-IV)
2. History of Sanskrit Literature - I  
   (Ramayana, Mahabharata, General outlines of Puranas and Sanskrit drama)

**GROUP-A**

10 bit questions covering all five units.  \[2\times10=20\]

**GROUP-B**

Each Unit Carries 12 marks.  \[12\times5=60\]

1. **Abhijnanasakuntalam (Act I-IV) Unit - I, II & III**  
   **Unit-I & II** Long Questions (Two)  
   **Unit-III** Explanation of Verse - Two

2. **History of Sanskrit Literature - Unit - IV & V**  
   **Unit -IV** Ramayana & Mahabharata  
   One Long question
   **Unit - V**  
   General outlines of Puranas and Sanskrit Drama  
   (Bhasa, Kalidasa, Sudraka, Visakhadatta, Bhavabhuti, Bhattacharayana)  
   One long question

**Books for Reference:**

4. Abhijnanasakuntalam (Ed.) H.K. Satapathy, Students Store, Cuttack.
6. History of Sanskrit literature, A.B. Keith (Trans into Odia) Bhubaneswar Kar, Text Book Bureau, Govt. of Odisha, Bhubaneswar.
+3 FIRST YEAR SECOND SEMESTER
Core Course - III (C-3)- Sanskrit

Time : 3 Hrs.  
Crdit : 6  
End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks  

DRAMA II & DRAMATURGY

1. Abhijnanasakuntalam (Acts V -VII) - Unit - I, II, III  
2. Dramaturgy Unit - IV & V  
   (Nandi, Prastavana, Purvaranga, Pancha avasha, Panchaarathaprakrti, Panchasandhi,  
   Panchaarthopaksepaka, Nataka, Prakarana, Anka.)  

GROUP-A

1. Abhijnansakuntalam (Acts V-VII) - Unit-I, II & III  
   10 bit questions covering all five units.  
   \[2\times10=20\]

GROUP-B

Each Unit Carries 12 marks.  
12x5=60

Unit-I & II  
Long question (Two)

Unit-III-  
Explanation of Verse (Two)

2. Dramaturgy (Sahityadarpana, Chapter - (V) Unit - IV & V  

Unit-IV  
Notes on Nandi, Prastavana, Purvaranga, Natak, Prakarana, Anka (Three)

Unit- V  
Notes on Panchaarthaprakrti, Pancha Avastha, Panchasandhi, Pancha-  
   arthopaksepaka (Three)

Books for Reference:

1. (For Abhijnanasakuntalam as it was in CC-2)  
2. For Dramaturgy - Sahitya Darpana (Ed.) P.V. Kane, Motilal Banarsidass Publishers Pvt. Ltd., New  
   Delhi.  
3. Odia Translation by Narayan Mohapatra, Odisha Sahitya Academy, Bhubaneswar.  
4. Sahitya Darpana with Laksmi Tika (Sanskrit) and Vimala Tika, (Hindi) Ed.) K.M. Sastry, Chaukhamba  
   Publications, Varanasi.  
5. Sahitya Darpana evam Chhanda (Ed.) Braja sundra Mishra, Satyanarayan Book Store, Cuttack.
+3 FIRST YEAR SECOND SEMESTER
Core Course - IV (C-4)- Sanskrit

Time : 3 Hrs.
Crdit : 6

End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

AN INTRODUCTION TO THE TECHNIQUE OF PANINIAN GRAMMAR & PROSODY

1. Vocabulary relevant to Sanskrit Grammar and Arrangement of Panini an Grammar - Unit - I

2. Samjna - Prakaranam - Unit - II, III & IV

3. Chanda - Unit - V

GROUP-A

10 bit questions covering all five units. 2x10=20
All questions are compulsory.

GROUP-B

Each unit carries 12 marks 12x5=60

1. Vocabulary relevant to Sanskrit Grammar and Arrangement of Panini an Grammar
Unit -I
Short notes on any (six)

2. Samjnaprakaranam

Unit - II -
Two Questions out of 1st 10 Sutras (Upto tulyasyaprayatnam savarnam) to be explained

Unit - III -
Two Questions out of 2nd 10 Sutras (From a a up to cadayo sattve) to be explained

Unit - IV -
Two Questions out of rest Sutras (From pradayah up to dirgham ca) to be explained

3. Chanda (Prosody) - Srutabodhah - Unit - V
Definition and Examples of Chandas (Three)
Arya, Anustubh, Indravajra, Upendravajra, Upajati, Vamsastha, Vasantatilaka, Mandakranta, Malini, Shikharini, Shardula - vikridita, Sragdhara.

Books for Reference:
3. Siddhanta - Kaumudi (Ed.) Prof. G.K. Dash & Dr. (Mrs) K. Dash wih navanitatika.
5. Siddhanta - Kaumudi (Ed.) Minati Mishra, Vidyapuri, Cuttack.
Syllabus - Arts

8. Siddhanta - Kaumudi (Ed.) P.R. ray, Sailabala Women’s College, (Skt. Deptt.) Cuttack.
10. Shrutabodha, Hari Prasad Sharma Nimaya Sagar Press.
11. Sahitya Darpana Evam Chhanda (Ed.) Dr. Brajasundar Mishra, Satyanarayan Book Store, Cuttack.

+3 FIRST YEAR FIRST SEMESTER
GE - I - Sanskrit

Time : 3 Hrs.  
End Semester Theory : 80 Marks
Credit : 6  
Mid Semester Theory : 20 Marks

MORAL TEACHING AND BASICS OF SANSKRIT

1. **Unit I & II** -  
   Hitapodesa (From Katha mukha to Grdhravidalakatha)

2. **Unit - III & IV** -  
   Yaksaprasna of Mahabharata (Aranyakaparva, Ch-297)

3. **Unit - V** -  
   Sabdarupa & Dhaturupa (‘a’ Kuranta, ‘i’ Karanta, ‘ı’ Karanta, ‘u’ Karanta, ‘ũ’ Karanta, ‘in’ bhaganta, matru, pitru, Asmad, Yusmad, Tad (Sabdarupas) Lat, Lang, Vidhiling, Lrut, Lot and Lit Lakaras of Path, Ni, Kru, Sev, Han, Pa, Da, Sru, Si and Krin in the form of Armanepada, Parasmaipada or ubhayapada which ever is applicable (Dhaturupas)

   **GROUP-A**
   10 bit questions covering all five units.  

   **GROUP-B**

Each Unit Carries 12 marks.  

1. **Hitapodesa (From Kathamukha to Grudhravidalakatha) Unit - I & II**  
   Unit - I Long question (One)
   Unit - II Explanation (Two)

2. **Yaksaprasna of Mahabharata**  
   Unit - III Long questions (One)
   Unit - IV Explanation (Two)
   Unit - V Sabdarupa (Three) & Dhatu rupa (Three)

Books for Reference:
5. Mahabharata, Gitapress, Gorakhpur.
+3 FIRST YEAR SECOND SEMESTER
GE - II - Sanskrit

Time : 3 Hrs.  End Semester Theory : 80 Marks
Crdit : 6  Mid Semester Theory : 20 Marks

POETRY AND HISTORY OF SANSKRIT LITERATURE-II

1. Meghadutam (Purvamegha) Unit-I, II & III
2. History of Sanskrit Literature- Unit-Iv & V
   (Gitikavyas, Khandakavyas, Gadyakavyas and Kathasahitya)

   GROUP-A
   10 bit questions covering all five units. [2x10=20]

   GROUP-B
   Each Unit Carries 12 marks. 12x5=60
   1. Meghadutam (Purvamegha) Unit-I & II
      Unit -I & II  Long question (Two)
      Unit -III -  Explanation of verse (Two)
   2. Unit - IV - History of Sanskrit Literature - II
      (Gitikavyas & Khandakavyas)
      One long question
   Unit - V (Gadyakavyas, Kathasahitya)
      One long question from Gadyakavyas & Kathasahitya

Books for reference:
1. Meghadutam (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St., Calcutta
5. Samskrta Sahitya Ka Itihasa, Baladeva Upadhayaya, Choukhamba, Varanasi.
   Sahityara Itihasa, H.K. Satapathy, Kitab Mahal, Cuttack.

+3 SECOND YEAR THIRD SEMESTER
Core Course - V (C-5)- Sanskrit

Time : 3 Hrs.  End Semester Theory : 80 Marks
Crdit : 6  Mid Semester Theory : 20 Marks

POETRY AND HISTORY OF SANSKRIT LITERATURE-II

1. Meghadutam (Purvamegha) Unit-I, II & III
2. History of Sanskrit Literature- Unit-IV & V
   (Gitikavyas, Khandakavyas, Gadyakavyas and Kathasahitya)

   Group-A
   10 bit questions covering all five units. [2x10=20]
GROUP-B

Each Unit Carries 12 marks.  
1. Meghadutam (Purvamegha) Unit-I, II & III  
   Unit - I&II : Long question (Two)  
   Unit - III : Explanation of verse (Two)  

2. Unit - IV - History of Sanskrit Literature - II  
   (Gitikavyas & Khandakavyas)  
   One long question  

Unit - V - (Gadyakavyas, Kathasahitya)  
   One long question from Gadyakavyas & Katha Sahitya  

Books for reference:  
1. Meghadutam (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St., Calcutta  
5. Samskrta Sahitya Ka Itihasa, Baladeva Upadhayaya, Choukhamba, Varanasi.  
7. Samskrta Sahityara Itihasa, H.K. Satapathy, Kitab Mahal, Cuttack.  

+3 SECOND YEAR THIRD SEMESTER  
Core Course - VI (C-6) - Sanskrit  

Time : 3 Hrs.  
Credit : 6  
End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks  

META RULES OF PANINIAN GRAMMER, POETICS & FIGURES OF SPEECH  

1. Paribhasa Prakaranam of Siddhantakaumudi Unit - I & II  
2. Sahitya Darpanah - (Ch I & II) Unit - III & IV  
3. Sahitya Darpana (Alamkaras) Unit - V  

Group-A  
10 bit questions covering all five units. [2x10=20]  

GROUP-B  

Each Unit Carries 12 marks.  
1. Paribhasa Prakaranam of Siddhantakaumudi (Unit I & II)  

Unit - I -  
Two questions are to be explained from first seven sutras (upto Tasminniti Nirdiste purvasya).
Unit - II -
Two questions are to be explained (from rest of the sutras)

2. Poetics Unit - III & IV - Sahitya Darpana (Ch I & II) (Kavya-Prayojana, Kavya - Laksana, Kavya-Bhedda and Kavya Hetu)

Unit - III
Long question (One)

Unit - IV -
Abhidha, Laksana, Vyanjana, Rasa, Dvani
Short Notes (Three)

3. Figures of Speech (Sahitya Darpana)

Unit - V -
Definition and Examples of Alamkaras (any three) (without division)
Alamkaras such as Anuprasa, Yamaka, Slesa, Upama, Rupaka, Utpreksa, Bharantiman, Nidarsana, Arthantaranayasa, Aprastuta-prasamsa, Apahnuti, Vyatireka, Vibhavana, Visesokti, Samasokti, Svabhavokti

Books for Reference:
1. For Siddhantakaumudi - Please refer to CC-4.
2. For Sahityadarpana - Please refer to CC-3

+3 SECOND YEAR THIRD SEMESTER
Core Course - VII (C-7) - Sanskrit

Time : 3 Hrs.  End Semester Theory : 80 Marks
Credit : 6  Mid Semester Theory : 20 Marks

CASES AND CASE ENDINGS IN PANINIAN GRAMMAR & TRANSLATION

1. Siddhanta Kaumudi (Karaka - Vibhkti - I - IV) Unit - I, II & III
2. Translalation from Sanskrit Unseen Passage into Odia / English (Two passage) Unit-IV & V

   GROUP-A
   10 bit questions covering all five units. [2x10=20]

   GROUP-B
   Each Unit Carries 12 marks. 12x5=60

1. Siddhanta Kaumudi (Vibhakti - 1- IV) Unit - I, II & III

Unit - I
(Prathama & Dvitiya)
Two questions to be explained

Unit - II -
(Tritiya-)
Two questions to be explained
**Syllabus - Arts**

**Unit - III -**
(Chaturthi)
Two questions to be explained

**Unit - IV & V -**
Translation from Sanskrit Unseen passage into Odia / English - (Two)

**Books for Reference:**
1. For Siddhantakaumudi - As indicated earlier except the Book of P.R. Ray (The book contains only Samjna & Paribhasa).

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**+3 SECOND YEAR FOURTH SEMESTER**

**Core Course - VIII (C-8) - Sanskrit**

**Time:** 3 Hrs.  
**Credit:** 6  
**End Semester Theory:** 80 Marks  
**Mid Semester Theory:** 20 Marks

**INSCRIPTIONS, UPANISAD & BHAGAVADGITA**

1. **Inscription Unit - I & II**
   (Girnar inscription of Rudradaman, Allhabad stone pillar Inscription of Samudragupta and Mandasore inscription of Yaso Varman)

2. **Kathopanisad (Adhaya-I, Vallis - I, II & III) Unit - III & IV**

3. **Bhagavad Gita (Ch XV) Unit - V**

   **Group-A**
   10 bit questions covering all five units. [2x10=20]

   **GROUP-B**
   12x5=60

**Each Unit Carries 12 marks.**

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**1. Inscripton - Unit-I & II**
   (Girnar inscription of Rudradaman, Allhabad stone pillar Inscription of Samudragupta and Mandasore inscription of Yaso Varman)

   **Unit - I** - One long question  
   **Unit - II** - Four Short Notes

**2. Kathopanisad (Adhaya-I, Vallis - I, II & III)**

   **Unit -III** - One long question  
   **Unit -IV** - (i) Explanation - (Two)  
   **Unit -V** - Bhagavadgita (Chapter- XV)  
   One long question

**Books for Reference:**
2. Abhilekhamala (Ed.) Sarojini Bhuyan, Cuttack
3. Abhilekhamala (Ed.) sujata Dash, Cuttack
4. Abhilekhacayana (Ed.) Jayanta Tripathy, Vidyapuri, Cuttack
5. Isadi Nau Upanisad with Sankarabhasya - Gita Press, Gorakhpur

+3 SECOND YEAR FOURTH SEMESTER
Core Course - IX (C-9) - Sanskrit

Time : 3 Hrs. End Semester Theory : 80 Marks
Credit : 6 Mid Semester Theory : 20 Marks

CASE AND CASE ENGINGS OF
PANINIAN GRAMMAR, TRANSLATION- II AND LEXICON

1. Siddhanta Kumudi (Karaka - Vibhakti V - VII) - Unit - I, II, & III
2. Translation of unseen OdiaEnglish Passage into Sanskrit (One) - Unit - IV
3. Amarkosa - Unit - V

Group-A
10 bit questions covering all five units. [2x10=20]

GROUP-B
Each Unit Carries 12 marks. 12x5=60

1. Siddhanta Kumudi (Karaka - Vibhakti V-VII) Unit-I, II & III
   Unit-I (Case V) - Two questions to be explained
   Unit-II (Case VI) - Two questions to be explained
   Unit-III (Case VII) - Two questions to be explained

Unit-IV- Unseen passage of Odia to be translated into Sanskrit (One)
   Unit-V - Amarakosa - (Devata, Svarga, Vishnu, Laksmi, Durga, Surya, Brahma, Kartikeya, Genesh, Sarasvati from Svragavarga)
   Answer any Four questions

Books for Reference:
1. For Siddhantakaumudi - Please refer to CC-7.
2. For Translation - Please refer to CC-7.

+3 SECOND YEAR FOURTH SEMESTER
Core Course - X (C-10) - Sanskrit

Time : 3 Hrs. End Semester Theory : 80 Marks
Credit : 6 Mid Semester Theory : 20 Marks

ORNATE PROSE & PROSE WRITING

1. Dasakumararacaritam (Purvapithika, Ucchvas II) Unit - I & II
2. Sukanasopadesa Unit - III
3. Essay in Sanskrit Unit - IV
4. Expansion of Idea into Sanskrit Unit - V

**Group-A**

10 bit questions covering all five units. \[2\times 10 = 20\]

**GROUP-B**

Each Unit Carries 12 marks. \[12 \times 5 = 60\]

1. **Dasakumara Caritam** - (Purvapithika II & III Ucchavas)
   - Unit - I: Long question (One)
   - Unit - II: Explanation - (Two)

2. **Sukanasopadesa Unit** - III
   - Unit - III: One long questions

3. **Unit-IV**
   - Essay in Sanskrit (One)

4. **Unit-V**
   - Expansion of Idea in Sanskrit (One)

**Books for Reference:**
7. Samskrtanibandha Shatakam, Kapila Dev Dvivedi
8. Sisupala badham (Canto - I) Unit - I & II
9. Kiratarjuniyam (Conto - I) Unit - III & IV
10. History of Sanskrit Literature - III (Mahakavya & Campu) - Unit - V

**+3 THIRD YEAR  FIFTH SEMESTER**

**Core Course - XI (C-11) - Sanskrit**

Time : 3 Hrs.  End Semester Theory : 80 Marks
Credit : 6  Mid Semester Theory : 20 Marks

**ORNATE POETRY IN SANSKRIT & HISTORY OF SANSKRIT LITERATURE - III**

1. Sisupala badham (Canto - I) Unit - I & II
2. Kiratarjuniyam (Conto - I) Unit - III & IV
3. History of Sanskrit Literature - III (Mahakavya & Campu) - Unit - V

**Group-A**

10 bit questions covering all five units. \[2 \times 10 = 20\]

**GROUP-B**

Each Unit Carries 12 marks. \[12 \times 5 = 60\]

1. **Sisupala badham (Canto - I) Unit - I & II**
   - Unit - I: One long questions
Unit -II  Explanation of verse (Two)
2. *Kiratarjuniyam (Canto-I)*
   Unit -III -  One long questions
   Unit -IV -  Explanation of two verses
3. *History of Sanskrit Literature - 11/ (Mahakavya & Campu)*
   Unit - V - (i)  One long question

**Books for Reference:**

+3 THIRD YEAR  FIFTH SEMESTER
Core Course - XII (C-12) - Sanskrit

Time : 3 Hrs.  End Semester Theory : 80 Marks
Crdit : 6  Mid Semester Theory : 20 Marks

**VEDA, VEDIC GRAMMAR & HISTORY OF VEDIC LITERATURE**

1. Vaidika Suktas  Unit - I & II
2. Vedic Grammer  Unit - III
3. History of vedic Literature  Unit - IV & V

**GROUP-A**
10 bit questions covering all five units.  [2x10=20]

**GROUP-B**

Each Unit Carries 12 marks.  12x5=60

1. **Veda - Unit I & II**
   Vedic Suktas from different Samhitas
   Agni (RV-1.1.), Indra (RV - 11.12), Savitr (RV - 1.35), Usas (RV - 1.48), Purusa - Sukta (YV XXX1.i.16),
   Siva - Samkalpa (YV-XXX.16), Samjnana (RV X.191), Vak (RV X.125)
   
   Unit - I -  One long question
   Unit - II -  Explanation - (Two Mantras)

2. **Unit - III - Vedic Grammar**
   The following Sutras are to be taught:
Syllabus - Arts

Shesh Chandasi bahulam, Supam suluk purva-savarnac che-ya-da-yaj-alah, Idanto rnasi, Ajjaserasuk. Three sutras to be explained

3. **History of Vedic Literature - Unit - IV & V**
   (Samhita Brahmana, Aranyaka, Upanisad)
   **Unit - IV & V** - Two long questions

**Books for Reference:**
2. Veda 0 Vaidika Prakrana, (Ed.) Niranjan Pati, Vidyapuri, Cuttack.
5. Vaidika Sahitya 0 Samskrti, A.C., Das, Grantha Mandira, Cuttack.

+3 THIRD YEAR SIXTH SEMESTER
Core Course - XIII (C-13) - Sanskrit

**Time:** 3 Hrs.  
**Credit:** 6  
**End Semester Theory:** 80 Marks  
**Mid Semester Theory:** 20 Marks

**ARTHASAstra, DHARMASAstra & AYURVEDA**

1. Arthasastra (Adhikarana I. 1-4) **Unit-I & II**
2. Manusmruti (Chap - II. Verses from 1 to 52) **Unit - III & IV**
3. Auryveda (Carakasamhita, Dirghajitvityadhyaya - Verse 1-75) **Unit - V**
   **Group-A**
   10 bit questions covering all five units. [2x10=20]
   **GROUP-B**
   Each Unit Carries 12 marks. 12x5=60

1. **Arthasastra (Adhikarana 1. 1-4)**
   From the beginning up to Vinayadhikarana, Adhikarana 1.1-4
   **Unit - I** One Long question
   **Unit - II** Three Short Notes
2. **Manusmruti (Chap-II. Verses from 1to 52)**
   **Unit - III** One Long Question
   **Unit - IV** Two explanations
3. **Ayurveda (Carakasamhita, Verses 1 to 75)**
   **Unit - V** Short questions (Three)

**Books for Reference:**
2. The Arthashastra. (Ed.& Trans), L.N. Rangarajan, Penguin Classics, India, 1992
2. The Arthashastra. (Ed.) N.P. Unni, Bharatiya Vidya Prakashan, New Delhi
3. Arthashastra (Odia Trans.) Anantama Kar, Odisha Sahitya Academy, Bhubaneswar
5. Kautilya Arthashastra, (Ed.) Vachaspati Gairala, Chaukhamba publication, Varansi
6. Manusmrtyi, (Ed.) Braja Kishor Swain, Sadgrantha Niketan, Srimandira, Puri

+3 THIRD YEAR SIXTH SEMESTER
Core Course - XIV (C-14) - Sanskrit

Time : 3 Hrs.  
End Semester Theory : 80 Marks
Cr dit : 6  
Mid Semester Theory : 20 Marks

TECHNICAL LITERATURE IS SANSKRIT (KARMAKANDA & VASTU)

1. Karmakanda Paribhasa, Unit - I & II 
(Fundamental Knowledge of Vedic Karmakanda)
Panchadevata-dhyanam, Panchopachara, Sandhya Kala nirupanam, Padartha Parichyah-Panchamrutam, Panchapallvam, Pancharatnam, Panchagasyam, Panchasasyam, Panchakasaya, Panchavarnakam, Pancha Pranamah, Panchasuddhi, Saptadhayanam, Sarvausadhih.

2. Vastu Ratnakara (Vasturatnakara, Chap - I) Unit - III, IV & V 
(Bhuparigraha - prakaranam)

   Group-A

   10 bit questions covering all five units. [2x10=20]

   GROUP-B

Each Unit Carries 12 marks.

1. Karmakanda Paribhasa (Unit-I & II)
   Unit - I One long question
   Unit - II Short Notes (Three)

2. Vastu Ratnakara
   Unit - III One long question
   Unit - IV Short questions (Three)
   Unit - V Explanation (Two)

Books for Reference:
2. Vasturatnakar (Ed.) Vindhyeshwari Prasad Dwivedi, Chowkhamba Krishnadas Academy, Varanasi.

**+3 THIRD YEAR FIFTH SEMESTER**

**DSE - I - Sanskrit**

**Group-A**

10 bit questions covering all five units. [2x10=20]

**GROUP-B**

Each Unit Carries 12 marks.

1. **Vastuvidya in Bruhat Samhita Unit - I, II & III**
   - Unit - I: One long question
   - Unit - II: Short Notes (Three)
   - Unit - III: Explanation (Two)

2. **Vruksayurveda in Bruhat Samhita Unit-IV & V**
   - Unit - IV: Long questions (One)
   - Unit - V: Short Question (Three)

**Books for reference:**

4. Vrksayurveda in Ancient India (with original text and translation), Lallanji Gopal, Sandeep Prakashan, New Delhi.

**+3 THIRD YEAR FIFTH SEMESTER**

**DSE - II - Sanskrit**

Time : 3 Hrs.
Credit : 6
End Semester Theory : 80 Marks
Mid Semester Theory : 20 Marks

**SOCIO - POLITICAL THOUGHT IN ANCIENT INDIAN**

1. **Yajnavalkyasmruti (Vyavaharadhayaya verses 1-65) Unit -I, II & III**

2. **Manusmruti (Chap-VII Verse - 1-60) Unit - IV & V**

   **Group-A**

   10 bit questions covering all five units. [2x10z=20]

   **GROUP-B**

   Each Unit Carries 12 marks.

1. **Yajnavalkasruti (Unit-I, II & III )**
   - Unit - I: Short Questions (Three)
   - Unit - II: Translation of Verse (Two)
   - Unit - III: Explanation (Two)

2. **Manusmruti - (Chap - VII Verse 1-60) (Unit-IV & V )**
Unit - IV  Short Questions (Three)
Unit - V  Explanation (Two)

Books for reference:

+3 THIRD YEAR SIXTH SEMESTER
DSE - III - Sanskrit

Time : 3 Hrs.  End Semester Theory : 80 Marks
Credit : 6  Mid Semester Theory : 20 Marks

ETHICAL LITERATURE IN SANSKRIT

1. Chanakyaniti (Chap - I, II & III from Chanakya Darpana) Unit - I, II
2. Nitisataka of Bhartuhari Unit - III, IV & V (Verse 1 - 30)

Group-A
10 bit questions covering all five units.  [2x10=20]

GROUP-B

Each Unit Carries 12 marks.  12x5=60

1. Chanakyaniti (Chap - I, II & III from Chanakya Darpana) Unit - I & II
   Unit - I - Two Verse to be explained
   Unit - II - Three short questions
2. Nitisataka of Bhartruhari
   Unit - III - (Verse - 1 - 30)
   Two short questions

Unit-IV & V  (i) Verses to be explained (Two)
   (ii) Translation of verses (Two)

Books for Reference:

3 THIRD YEAR SIXTH SEMESTER
DSE - IV - Sanskrit

Credit : 6  Full Mark : 100 Marks

DSE-IV
Project
SOCIOPY

+3 FIRST YEAR FIRST SEMESTER
Core Course - I (C-1)- Sociology

Time : 3 Hrs. Crdit : 6
Mid Semester Theory : 20 Marks
End Semester Theory : 80 Marks

INTRODUCTION TO SOCIOLOGY

This introductory paper intends to acquaint the students with Sociology as a social science and the basic concepts used in the discipline. It also focuses on the social processes and the social institutions that man encounters as a member of the society.

Objectives: After studying this paper, the student can

• Get to know the convergence and divergence of Sociology with other social science disciplines in terms of the subject matter, nature and scope of the discipline and its approach.
• Develop knowledge about its historicity.
• Get acquainted with the basic concepts used in the subject.
• Generate ideas about the social processes and social institutions man encounters as a member of the society.

Learning Outcomes: This paper is expected to clarify and broaden the student's notion about the subject, the basic concepts used and some universal societal processes. This will provide a wholesome picture about what the subject is all about.

Unit-1 : Sociology: Meaning and Definition, Nature and Scope, Emergence of Sociology, Sociology and its relationship with Anthropology, Political Science, Economics, and History

Unit-2 : Basic Concepts: Society, Culture, Community, Institutions, Association, Status and Role, Social Norms and Values.


Unit-4 : Social Stratification: Meaning and definition, Dimensions of Stratification, Theories of Stratification - Functionalist, Marxist, Weberian.

Social mobility: Meaning of Social Mobility and its determinants.

Unit-5 : Social Control: Meaning and types of Social Control - Formal and Informal social control, Agencies of Social control.


Essential readings:
INDIAN SOCIETY

Every society has its own peculiar structure. There are some institutions universal to every society, but with their unique manifestations in each society. There are some change agents and initiatives that enable the society to change with the passage of time. This paper introduces to the students the structural elements of the Indian society, its institutions and the change agents.

Objectives: After studying this paper on Indian society, the student can

- Get an impression about the basic composition of Indian society, its historical moorings, basic philosophical foundations and the institutions.
- Learn about the changing institutions, the processes, the agents that bring about change in the Indian society.

Learning Outcomes: This paper is expected to bring familiarity in a student about Indian society. It will present a comprehensive, integrated and empirically-based profile of Indian society. It is hoped that the structure and processes operative in the society, the change agents operating in Indian society presented in this course will also enable students to gain a better understanding of their society.

Unit-1: Composition of Indian Society: Cast, Religion, Tribe, Language as compositions to Indian society. Unity in Diversities. Threats to National Integration-Casteism, Communalism, Linguism, Regionalism


Unit-3: Marriage and Family in India. Hindu marriage as Sacrament, Forms of Hindu Marriage, Changes in marriage. The Hindu joint family: feature, function, dysfunction and recent changes. Marriage and family among the Muslims.


Unit-5: Social Change in Modern India: Sanskritization, Westernization, and Modernization.

Essential readings:
Sociology originated as an intellectual response to the crisis confronting the mid nineteenth century European society. Its development over two centuries has been influenced by a variety of socio-economic and political conditions. It is now established as a multi-paradigmatic academic discipline, with its body of theoretical knowledge enriched and its methodological techniques and procedures systemized. This paper is intended to familiarize the students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline. It reflects the philosophical contributions of the Founders who gave a systematic shape to the subject.

Objectives: After going through this paper, the student can
- Gain an understanding of some of the classical contributions in Sociology, and their contemporary relevance.
- Learn about the methodological shift in the discipline over the years.

Learning Outcomes: This paper is expected to clarify and broaden the student’s knowledge about the theoretical and methodological contributions of the classical contributors to the subject and the contemporary relevance of these theories.

Unit-3: Karl Marx: Dialectical Materialism, Class struggle, Alienation, Sociology of Capitalism.
Unit-4: Emile Durkheim: Division of Labour in Society, Rules of Sociological Method, Theory of Suicide.
Unit-5: Max Weber: Social Action, Protestant ethic and the spirit of capitalism, Bureaucracy, Authority.

Essential readings:
+3 FIRST YEAR SECOND SEMESTER  
Core Course - IV (C-4)- Sociology  

Time : 3 Hrs.  
Credit : 6  
End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

SOCIAL CHANGE AND DEVELOPMENT

Change is the law of nature and every society is subject to change. Social change has always been a central concern of Sociological study. Change takes different forms. Change has its pattern which is spelt out by various theories. Change is often propelled by various factors. This paper is designed to provide some ideas to the student about such process, theories and factors.

Objectives: After going through this paper, the student can

• Derive knowledge about the meaning, nature, forms and patterns of change.
• Get an idea about the theories that explain change and their adequacy in explaining so.
• Get an impression about the factors that propel change in the society.

Learning Outcomes: This paper is expected to provide a wholesome idea to the students about the process of social change. They can relate their experience with the theoretical explanations.

Unit-1 : Social Change : Meaning and nature of social change, Social Progress, Evolution and Development.

Unit-2 : Theories of Social Change : Evolutionary theory, Cyclical theory, Conflict Theory, Functionalist theory.


Unit-5 : Models of Development: Capitalist, Socialist, and Gandhian.

Essential readings:

2. Gandhi M.K., Hind Swaraj
3. Schumacher, E.F., Small is Beautiful
6. UNDP, Human Development Report
RESEARCH METHODOLOGY

Since the days of August Comte, a debate and a deliberate attempt has been initiated to provide a scientific character to social sciences. In this attempt empirical research has been introduced as an integral part of observing social reality and generalizing it objectively without any subjective predisposition. Gradually, research methods have been developed and introduced in social sciences to bring it in par with scientific observations. The essence of this paper lies in introducing the students with these methods of research to ensure objectivity as far as practicable in social research.

**Objectives**: By going through this paper, the student can
- Get an understanding of the nature of scientific methods, nature of social Phenomena and the way of attaining value neutrality.
- Have a grip over the basic steps involved in social research and the types of social research with their applicability
- Develop an insight into the need and types of research design and the use of sampling method for attending objectivity.

**Learning Outcomes**: This paper is designed to acquaint the students with the scientific ways of studying social phenomena. This provides them with a research insight that will enable them to capture the most relevant data in an objective manner. The market demand of this paper will be very high as the students well versed with this paper will be highly demanded in academics, fundamental research, and policy research undertaken both by Government and Non-Government agencies.

**Unit-1**: **Meaning and Significance of Social Research**: Nature of scientific Method, Applicability of scientific method to the study of social phenomena. Major steps in social research.

**Unit-2**: **Research Design**: Types of Research Design: Exploratory, Diagnostic, Descriptive, and Experimental research Design.

**Unit-3**: **Hypothesis**: Meaning, Characteristics, Types and sources of Hypothesis, Role of Hypothesis in Social Research
- **Sampling**: Meaning, and characteristics. Types: Probability and Non-Probability Sampling. Role of Sampling in Social Research

**Unit-4**: **Qualitative Methods in Social Research**: Observation, Case Study, Content Analysis

**Unit-5**: **Quantitative Methods in Social Research**: Survey research, Questionnaires, Interview. Measures of Central Tendency: Mean, Median, Mode.

**Essential Readings:**
GENDER AND SOCIETY

The biological basis to the differences between the sexes does not explain the inequalities faced by the sex groups in the society. In the society variations are marked in the roles, responsibilities, rights of and relations between sex groups depending on the social prescriptions relating to sex affiliations. The differences, inequalities and the division of labour between men and women are often simply treated as consequences of 'natural' differences between male and female humans. But, in reality the social norms, institutions, societal expectations play a significant role in deciding and dictating the behavior of each sex group. This is the crux of the study of Gender and Society.

Objectives: After studying this paper, the student can

- Conceptualize what is “Gender” and what is “Sex” and draw a line of distinction between the two.
- Note the difference in gender roles, responsibilities, rights and relations.
- Trace out the evolution and institutionalization of the institution of “Patriarchy”.
- Get to know the theories of Feminism that brought women issues and demands to the forefront.
- Assess the initiatives undertaken for gender development with the paradigm shift from time to time.

Learning Outcomes: This paper is expected to generate ideas and sensitivity about gender in a student which he/she can put into practice in daily life. This will lead to change the prevalent biases and gender practices and create a gender neutral social world where both men and women can enjoy their basic rights and cherish to achieve their dreams.

Unit-1 : Social Construction of Gender: Sex and Gender, Gender stereotyping and socialization, Gender Role and Identity, Gender stratification and Inequality, Gender discrimination and Patriarchy.

Unit-2 : Feminism: Meaning, origin and growth of Feminist Theories, Theories of Feminism: Liberal, Radical, Socialist, and Eco-Feminism.

Unit-3 : Gender and Development: History and Approaches, WID, WAD and GAD. Women Empowerment: Meaning and Dimensions. World Conferences on Women: Mexico, Copenhagen, Nairobi and Beijing. Gender-Related Development Index (GDI) and Gender Empowerment Index (GEM).

Unit-4 : Status of Women in India: Ancient and Medieval period; Women in pre-independence India, Social Reform movements, The Nationalist movement; Women in Independent India.


Essential Readings:

+3 SECOND YEAR THIRD SEMESTER
Core Course - VII (C-7)- Sociology

Time : 3 Hrs. End Semester Theory : 80 Marks
Credit : 6 Mid Semester Theory : 20 Marks

RURAL SOCIOLOGY

Rural Sociology is a specialized branch of Sociology describing the society of villages and rural areas. As the rural areas or the villages mark the beginning of human civilization, this paper is designed to bring out the distinct features of the rural society with their typologies and typicalities. In the present paper an attempt is made to introduce the student with the development of this branch overtime with its focus on the typicality of Indian villages, their structures, changing features and social problems faced by the rural people.

Objectives: After studying this paper, the student can
- Get an impression about the emergence of the sub discipline Rural Sociology and the forces contributing for its origin.
- Learn about the nature of this branch of knowledge, its subject matter and significance.
- Collect information and knowledge about the mooring of the sub discipline in the Indian context.
- Generate an idea about the typicalities of the rural society and the institutions operating therein and their dynamics.
- Derive ideas about rural social problems of the country.

Learning Outcomes: India thrives in her villages. By going through this paper, the student can have a grip on the grass roots of Indian society. This will enable the student to understand the society in a better manner, to note the heterogeneities in culture, institutions and their functions, changes, the contrasts found between the rural urban societies and the problems faced by the people.

Unit-1 : Rural Sociology : Origin, Scope, Nature and Importance of Rural Sociology,
Unit-3 : Rural Social problems: Poverty, Unemployment, Landlessness, Indebtedness, Rural Health problems.
Unit-4 : History and Evolution: Community Development Programme, Land Reforms, Cooperative Movement.

Unit-5 : Rural Development Programmes: MGNREGA, SGSY, Indira Awas Yojana, Livelihood Mission, National Rural Health Mission.

Essential Readings:

+3 SECOND YEAR FOURTH SEMESTER
Core Course - VIII (C-8)- Sociology

Time : 3 Hrs.
Crdit : 6

SOCIOLOGY OF GLOBALIZATION

Globalisation is the dominant process of social change in the contemporary world. It has resulted in the sinking of time and space and collapse of borders. It is a new coinage for an old process. It has its own dimensions, distinct features and impacts on society. It has given birth to new role players. All these are the focal points of discussion of this paper.

Objectives: By going through this paper, the student can
- Collect information about the meaning and nature of this process, its historical mooring.
- Amass knowledge about its dimensions and impacts, both positive and negative.
- Get introduced to the agencies that manage the process.

Learning Outcomes: This paper is expected to acquaint the student with an ongoing social process bringing tremendous changes in the nations.

Unit-1 : Globalization: Meaning and characteristics of Globalization, Historical context: Liberalization, Privatization and Globalization.

Unit-2: Dimensions of Contemporary Globalization: Economic, Technological, Political and Cultural.

Unit-3: Consequences of Globalization: Rising Inequality, Environmental impact, Consumerism, Health and Security, Emergence of Anti-Globalization movements.

Unit-4 Globalisation and Indian Society: Understanding the concepts of liberalization, privatization and globalization in the Indian context; Growth of information technology and communication and its impact manifested in everyday life.

Essential Readings:
1. Appadurai, Arjun 1996, Modernity at Large, University of Minnesota Press
7. Jha, Avinash, 2000, Background to Globalization, Centre for Education and Documentation, Mumbai

+3 SECOND YEAR FOURTH SEMESTER
Core Course - IX (C-9)- Sociology

Time : 3 Hrs. End Semester Theory : 80 Marks
Credit : 6 Mid Semester Theory : 20 Marks

MARRIAGE, FAMILY AND KINSHIP

By teaching these major social institutions- Family, Marriage and Kinship we can introduce the students to the primary organization of the societies at large. The course aims to acquaint the students with the basic concepts related to family, marriage and kinship studies on Indian societies.

Objectives:
- To demonstrate how structural principles of family, marriage and kinship used to organize groups and categories in the Indian societies.
- Aims at realizing the students the significance of marriage, family and kinship
- To infuse the students with the cultural and institutional patterns.

Learning outcomes:
- The student will come to know the meaning and concepts of the basic institutions
- The student will realize the importance of social integration, social reproduction and social continuity through these basic institutions.

Unit-1: Theoretical Perspectives: Overview of theoretical developments - Descent theory ,Alliance theory ,Recent theorizations and their implications.


Unit-4: Contemporary Issues: Diasporas and Impact on Family, implications of new reproductive technologies. Domestic violence Challenges to the normative model of family, Inter-generational conflict.
Unit-4: Kinship and Clan System: Meaning and Definition of Kinship and Clan, Types of Kinship and Clan, Lineage. Totemism and Taboos.

Essential Readings:

+3 SECOND YEAR FOURTH SEMESTER
Core Course - X (C-10)- Sociology

Time : 3 Hrs. End Semester Theory : 80 Marks
Crda: 6 Mid Semester Theory : 20 Marks

SOCIAL DISORGANIZATION AND DEVIANCE

No society is fully organized in character. Disorganization is apt to occur from time to time. Disorganization is a manifestation of the deviant behavior found among some individuals. This deviance occurs when the individuals feel that the normative order of the society and its institutions are not need fulfilling in character. This present paper makes an attempt to provide an impression about the scenario of disorganization, its forms, causes and consequences with the theories explaining the situation.

Objectives: After going through this paper, the student can
• Understand the meaning, causes, consequences and forms of social disorganization.
• Learn about the theories explaining the disorganization situations.
• Comprehend the concept of crime and the existing theories of punishment.

Learning Outcomes: This paper is designed to impress upon a student the concept of deviant behavior leading to social disorganization, forms, theoretical foundations and criminal activities which he encounters in real life situations.

Unit-1 : Social Disorganization: Meaning and Nature, Family Disorganization and Personality Disorganization, Causes and Consequences.
Unit-4: Social Problems: Poverty, Unemployment, Alcoholism, Divorce and Terrorism.
Unit-5 Atrocities against women: Domestic violence, Dowry, Trafficking,

Essential Readings.
POLITICAL SOCIOLoGY

Polity constitutes a vital part of every society. It helps in the system of governance. But the social variables to a great extent determine the course of polity. They decide and detect the system of governance, distribution of power, political institutions like parties and pressure groups, nature of political participation, political socialization. In the same vein, the political institutions, political processes, political culture influence the society and the course of its progress. The present paper highlights the close nexus between society and polity and how dynamism in one brings dynamism in the other.

Objectives: After going through this paper, the student can

- Comprehend the existing forms of states and their relative merits and demerits.
- Differentiate between power, authority and influence which guide and govern the political processes.
- Get to know about the political processes, participation types and determinants and the political institutions.

Learning Outcomes: The very aim of this paper is to generate an insight in the student about the political institutions, political processes, political culture he/she encounters in his/her daily life as a member of the society.

Unit-1 State: Characteristics, Aristotle’s classification of types of state: Theological, Monarchical, Aristocratic, Democratic and Totalitarian forms.

Unit-2 Power, Authority, Legitimacy: Characteristics of Power, distribution of power: the Constant sum and the Variable sum approach to power; Theories of Political Elites; Authority: Weberian classification of Authority, Meaning of legitimacy and Different ways of acquiring Legitimacy.

Unit-3 Political culture and political socialization: Meaning and dimensions of political culture; Meaning and types of political socialization, Agencies of political socialization and their role.

Unit-4 Political participation: Meaning and types of political participation; Political apathy reasons for political apathy; Determinants of political participation psychological, social and political

Unit-5 Political parties and pressure groups: Political parties features and functions; structures of political parties; meaning of pressure groups and their relationship with political parties; types of pressure groups and their role.

Reference:
3. Bhattacharya, D.C. Political Sociology
4. Baral, J.K. Political Sociology
5. T. Bottomore, Political Sociology, Blackie & Sons, Bombay, 1975
ENVIRONMENT AND SOCIETY

Environment and society are in constant interaction with each other. It is the environment which sustains life in society and it is the society that is responsible for the preservation and the degradation of the environment. In the recent years environmental challenges have posed a threat to the lives on the planet. Keeping this in view, the present paper tries to create awareness among the students about the major environmental issues and the efforts geared to tackle them.

Objectives: After going through this paper, the student can

• Derive knowledge about the close interaction between society and environment.
• Gain substantial idea about the environmental issues and their repercussions on humanity.
• Accumulate ideas about the ideological currents, issues that drive environment movements.
• Get aware about the global and national efforts to conserve environment.

Learning Outcomes: The very aim of this paper is to disseminate knowledge about the significance of environment for society, to change the practices that can protect and preserve the environment and to make the students participate in the mission to preserve, protect and promote the cause of environment.


UNIT-3 Environmental Movements: Chipko Movement, Narmada Bachao Andolan, Ganga Bachao Abhyan, the Silent Valley Movement, Forest Rights.

UNIT- 4 Contemporary Environmental Problems: Problems of Water, Deforestation, Urban Wastes, Slums, Global-Warming and Climate Change.

Unit-5 Environment Protection: Efforts at the global level and the national level in India.

Essential Readings:
1. Albrow, Martin & Elizabeth King (Ed.), (1990), Globalisation, Knowledge and Society, Sage: London
2. Baviskar, Amita (1995), In the Valley of the River: Tribal Conflict over Development in the Narmada Valley, Delhi: OUP.
It is increasingly felt that health is not exclusively conditioned by the biological functioning of the body, but to a great extent by the social environment and the social practices and habits. Both the physicians and common people have come to realize the tremendous role of social determinants in ensuring a healthy life to an individual and to the community at large. This has necessitated the development of a special branch of sociology that is Sociology of health. This paper is designed to bring awareness among the students about the social determinants of health and how the health of a community can be changed by bringing a change in the perception, attitude and practices of the people.

Objectives : After going through this paper, the student can
- Understand the social basis of health and health care
- Relate cultural practices to health problems
- Get an idea about the common occupational health hazards
- Comprehend the health sector measures introduced by the Government.

Learning Outcomes: The very aim of this paper is to impress upon the students of sociology the role of social forces in ensuring health to the people. By going through this paper they can serve as the active agents in bringing health sector reforms among the people by awareness building and changing the practices that are fatal to human health.

Unit-I: Sociology of Health - Meaning and Emergence of Sociology of Health, Sociological perspectives on Health - functional, conflict, symbolic interactionalist and feminist, The Scope of Health Sociology in India.

Unit-2 : Diseases and Means of Control: Meaning of Diseases, Types of Diseases - occupational diseases and their prevention, Lifestyle diseases, Diseases among women, Means of control: Education, Habit formation, Regular checkups, Avoiding obsolete habits, Changing people’s perception and increasing participation in health programmes.


Unit-5 : Emerging health issues: HIV AIDS, Sex education, Gerontology and Geriatric, Problems to Environmental Sanitation.
**Essential Readings:**


**+3 THIRD YEAR FIFTH SEMESTER**

**DSE - II - Sociology**

**Time:** 3 Hrs.  
**Crdit:** 6  
**End Semester Theory:** 80 Marks  
**Mid Semester Theory:** 20 Marks

**POPULATION STUDIES**

Demography is both an index and instrument of development and change. India as a country is plagued by population explosion which retards the economy and blocks social progress. Irrespective of several positive attempts undertaken by the government, India has failed to control its population problem. This paper is designed to provide an idea to the students about population dynamics and its impact on society.

**Objectives:** After going through this paper, the student can

- Understand the various facets of population studies and the theories that depict pollution change.
- Develop specific idea on Indian population structure, policies adopted and programmes launched in the country to check population.
- Assess the role of various agencies in population control.

**Learning Outcomes:** The very aim of this paper is to acquaint the students with a perennial problem of the Indian society that is population growth and the measures introduced to control it.

**UNIT-1 : Population Studies:** Meaning, Scope and Significance; Demographic Processes: Fertility, Mortality and Migration.

**UNIT-2 : Population Theories:** Malthusian, Demographic Transition and Optimum Population Theory.

**UNIT-3 : Population Composition in India:** Age Structure, Sex-Ratio, Rural-Urban Composition, Literacy in India.

**UNIT-4 : Population Planning and Policies:** Needs and Objectives; Population Policy of India; National Rural Health Mission.

**Unit-5 : Population Control:** Role of Technology, Women’s Empowerment, Role of Voluntary Organisations.

**Essential Readings:**

Urbanisation is an important social process that changed the face of human civilization. It was initiated with the process of modernization, transport revolution, coming up of river valley civilizations, establishment of trade links and industrial revolution. Urbanisation has brought both prosperity and problems. It is one of the earnest tasks of Sociology to trace out the evolution of the process, social; problems associated with it and policy planning and measures undertaken to overcome these challenges. This paper Urban Sociology concentrates upon these tasks.

Objectives: After going through this paper, the student can
- Understand the specific traits of urban areas, its historical patterns of growth.
- Develop knowledge about urban social institutions and problems
- Gain insight into urban development plans, programmes and efforts.

Learning Outcomes: The very aim of this paper is to acquaint the students with the process of urbanization, to give an impression about the pattern of evolution of cities, urban institutions, their contrasts with rural institutions, urban problems and the responses developed to arrest them.

Unit-1: Urban Sociology: Meaning, Scope and importance of urban sociology, Rural Urban Differences: Specific traits of rural world vs. urban world - Socio-cultural differences, Rurbanization, Urbanism as a way of life.

Unit-2: Theories of patterns of city growth: Concentric zone theory, Sector model, Multiple nuclei theory.

Unit-3: Social institutions of Indian urban communities: Family, marriage and kinships in urban India, Caste in urban India.

Unit-4: Urban social problems: Crime and Juvenile delinquency, Slums, Beggary, Prostitution.

Unit-5: Urban development in India Plans: Urban development Programmes, Slum Development Programmes, Urban Basic Services.

Essential readings:
1. Lin, Jan and mele Christopher (edt.) 2012. The Urban Sociology Reader, Routledge
SOCIOLOGY OF MovEMENTS

Movements reflect the voices raised against the prevailing practices of a society. Every society witnesses social movement in some form or the other. Movements bring social change and transformation. It is a collective effort that is driven by particular issues and brings forth changes. The present paper tries to provide a rudimentary impression to the students about the concept, nature and types of movements with a thrust on the movements witnessed by Indian society.

Objectives:
• To introduce to the students with the concept of social movements and their dynamics.
• To introduce the students to the role of social movements in social transformation.
• To help them understand the various approaches to the study of social movements.

Learning Outcomes: The very aim of this paper is to disseminate knowledge about the concept of social movements and its process and change making role in the society.


Unit-4 : Backward Class Movements in India: Mahar Movement in Maharastra, Dalit Movement in Tamil Nadu, The Non-Brahmin Movement in Tamil Nadu.

Unit-5 : Women’s Movements in India: In the Pre-independence era and the post independence period.

Essential readings:
+3 THIRD YEAR SIXTH SEMESTER  
DSE - III - Sociology

Time : 3 Hrs.  
Credit : 6  
End Semester Theory : 80 Marks  
Mid Semester Theory : 20 Marks

SOCIOLOGY OF SOCIAL INSTITUTIONS

Social institutions play a significant role in the functioning of a society by regulating the activities of the individuals and fulfilling their needs. Though they are universal to every society, they are not uniform in their characteristics and in terms of the norms they prescribe. They vary from society to society and across cultures. The present paper is designed to introduce to the students the basic social institutions which are fundamental to the lives of the people and significant to the functioning of the society.

Objectives: After going through this paper, the student can

• Understand the basic institutions which are vital to the functioning of the society.
• Learn the variations in the structure and functioning of these institutions across time and societies.
• Get an idea about the emerging features of these institutions.

Learning Outcomes: The very aim of this paper is to impress upon the students the vital role played by the institutions in social life, their typologies and changing features and functions.

Unit-1 : Major Institutions of Society: Community, Groups, Institutions and Organizations.

Unit-2 : Family, Marriage and Kinship: Key concepts; Different forms of family and marriage; Changes in family pattern worldwide; Importance of Kinship.

Unit-3 : Religion: Defining religion; Varieties of religion; Theories of religion.

Unit-4 : Education: The development of Literacy and schooling; Gender and the education system; Education and ethnicity; Theories of Schooling; Education and cultural reproduction; Education and inequality.

Unit-5 : Economy & Polity: Importance of Work; Organisation of work; Work and technology; Formal Economy and Informal economy, Market and society.

Polity: Modern State; Concepts of Power and Authority; Forms of social distribution of power: Marxist, Elitist, Pluralist.

Essential Readings:
1. Ken Browne : An Introduction to Sociology (Polity, 3rd ed)
4. P. Worsely : New Introducing Sociology
5. Smelser, Nail J. : Sociology
+3 THIRD YEAR SIXTH SEMESTER
DSE - IV - Sociology

Time : 3 Hrs.  End Semester Theory : 80 Marks
Credit : 6  Mid Semester Theory : 20 Marks

PRACTICAL
Field Work and Dissertation:  
Dissertation - 80 Marks
Viva-Voce - 20 Marks

- Dissertation may be written on any social institution problem or may be an evaluation study.
- It should be based on empirical study.
- Size of the dissertation should be around 5000 words.
- Dissertation Paper will be examined jointly by one internal and one external examiner to be appointed by the university. Marks will be awarded jointly by the Internal and External Examiner on the basis of the written Dissertation and Viva-Voce.

+3 SECOND YEAR THIRD SEMESTER
GE - I - Sociology

Time : 3 Hrs.  End Semester Theory : 80 Marks
Credit : 6  Mid Semester Theory : 20 Marks

(The students of unrelated disciplines are expected to opt for the following generic elective papers to be offered by Sociology in IIIrd and IVth semesters)

INTRODUCTION TO SOCIOLOGY

This introductory paper intends to acquaint the students with Sociology as a social science and the basic concepts used in the discipline. It also focuses on the social processes and the social institutions that man encounters as a member of the society.

Objectives: After studying this paper, the student can
- Get to know the convergence and divergence of Sociology with other social science disciplines in terms of the subject matter, nature and scope of the discipline and its approach.
- Develop knowledge about its historicity.
- Get acquainted with the basic concepts used in the subject.
- Generate ideas about the social processes and social institutions man encounters as a member of the society.

Learning Outcomes: This paper is expected to clarify and broaden the student’s notion about the subject, the basic concepts used and some universal societal processes. This will provide a wholesome picture about what the subject is all about.

Unit-1: Sociology: Meaning and Definition, Nature and Scope, Emergence of Sociology, Sociology and its relationship with Anthropology, Political Science, Economics, and History

Unit-2: Basic Concepts: Society, Culture, Community, Institutions, Association, Status and Role, Social Norms and Values.

Unit-4 : **Social Stratification** : Meaning and definition, Dimensions of, Stratification, Theories of Stratification- Functionalist, Marxist, Weberian.

**Social mobility** : Meaning of Social Mobility and its determinants.

Unit-5 : **Social Control** : Meaning and types of Social Control - Formal and Informal social control, Agencies of Social control.

**Social Processes** : Associative and Dissociative processes - Cooperation, Assimilation, accommodation, Competition, and conflict.

**Essential readings**:

**+3 SECOND YEAR FOURTH SEMESTER**

**GE - II - Sociology**

**Time** : 3 Hrs.

**Credit** : 6

**End Semester Theory** : 80 Marks

**Mid Semester Theory** : 20 Marks

**INDIAN SOCIETY**

Every society has its own peculiar structure. There are some institutions universal to every society, but with their unique (manifestations in each society. There are some change agents and initiatives that enable the society to change with the passage of time. This paper introduces to the students the structural elements of the Indian society, its institutions and the change agents.

**Objectives** : After studying this paper on Indian society, the student can

- Get an impression about the basic composition of Indian society, its historical moorings, basic philosophical foundations and the institutions.
- Learn about the changing institutions, the processes, the agents that bring about change in the Indian society.

**Learning Outcomes** : This paper is expected to bring familiarity in a student about Indian society. It will present a comprehensive, integrated and empirically-based profile of Indian society. It is hoped that the structure and processes operative in the society, the change agents operating in Indian society presented in this course will also enable students to gain a better understanding of their society.

**Unit-1 : Composition of Indian Society** : Cast, Religion, Tribe, Language as compositions to Indian society. Unity in Diversities. Threats to National Integration-Casteism, Communalism, Regionalism, Linguism.

Unit-3 : **Marriage and Family in India.** Hindu marriage as Sacrament, Forms of Hindu Marriage, Changes in marriage. The Hindu joint family: feature, function, dysfunction and recent changes. Marriage and family among the Muslims.

Unit-4 : **Caste and tribe in India:** Origin, Features and Functions. Caste and Class, The Dominant Caste, Changes in Caste system, Tribes of India features and distribution. Constitutional and legal provisions for the Scheduled Castes, Scheduled Tribe.

Unit-5 : **Social Change in Modern India** : Sanskritization, Westernization, and Modernization.

**Essential readings:**

STATISTICS
+3 FIRST YEAR FIRST SEMESTER
CORE COURSE-1 (C-1)
DESCRIPTIVE STATISTICS-I & LINEAR ALGEBRA

Time : 3 Hours
Credit: 6

End Semester Theory : 50 Marks
Mid-Semester : 20 Marks

UNIT-I:
Statistical Methods: Definition & scope of Statistics, concepts of Statistical population and sample, quantitative and qualitative data, attributes, variables, scales of measurement- nominal, ordinal, interval and ratio. Presentation: tabular and graphical including histogram and ogives.

UNIT-II:

UNIT-III
Permutation & Combination, Binomial Theorem, Logarithmic & Exponential Series, Determinant.

UNIT-IV
Matrices: types of matrices (orthogonal matrix and idempotent matrix); operation on matrices (including inverse); partitioned matrices; singular and non-singular matrices.

UNIT-V

PRACTICAL
CORE COURSE-1 (C-1) LAB-1

Time : 3 Hours

Full Mark : 30 Marks

1. Calculation of different measures of Central tendency, dispersion, skewness and kurtosis.
2. Calculation of 1st. Four moments from grouped and ungrouped data.

BOOKS RECOMMENDED:
+3 FIRST YEAR FIRST SEMESTER
CORE COURSE- II (C-2) - STATISTICS
DESCRIPTIVE STATISTICS-II & CALCULUS

Time : 3 Hours
Credit: 6
End Semester Theory : 50 Marks
Mid-Semester : 20 Marks

UNIT-I
Bivariate Data: Scatter diagram, curve fitting by the method of least squares (linear and quadratic), fitting of curves reducible to polynomials by log and inverse transformation.

UNIT-II
Correlation Coefficient: Product moment correlation coefficient and its properties, coefficient of determination, correlation ratio, rank correlation, intra class correlation.

UNIT-III
Regression Analysis: Concept of regression, fitting of regression lines, regression coefficients and their properties.

UNIT-IV
Function of one variable; limit, continuity and differentiability; successive differentiation; mean value theorem (statement only); maxima and minima. Function of Several Variables: Partial derivatives, transformations and Jacobians.

UNIT-V
Integral Calculus: Review of Integration and definite Integral, differentiation under Integral sign and integration by parts.

PRACTICAL
CORE COURSE-2 (C-2) LAB-2
Time : 3 Hours
Full Mark : 30 Marks

1. Fitting of Ist., 2nd. degree polynomial and exponential curve.
2. Calculation of simple correlation coefficient, regression lines, rank correlation coefficient.

BOOKS RECOMMENDED:
+3 FIRST YEAR SECOND SEMESTER
CORE COURSE- III (C-3) - STATISTICS
PROBABILITY - I & NUMERICAL ANALYSIS

Time : 3 Hours
Credit: 6

End Semester Theory : 50 Marks
Mid-Semester : 20 Marks

UNIT-I
Random experiment: trials, sample point and samples space, event, operations of events, concepts of mutually exclusive and exhaustive events. Definition of Probability: Classical, relative frequency and axiomatic approach; discrete and continuous probability space, addition law of probability.

UNIT-II
Multiplication law of probability, conditional probability and independence of events, Bayes’ theorem and its applications.

UNIT-III

UNIT-IV
Lagrange’s interpolation formulae, inverse interpolation, central difference formula.

UNIT-V
Numerical differentiation and integration: Trapezoidal, Simpson’s one-third, three-eighth rules.

PRACTICAL
CORE COURSE-3 (C-3) LAB-3

Time : 3 Hours
Full Mark : 30 Marks

1. Interpolation with equal intervals, unequal intervals using Lagrange’s and Newton’s formula.
2. Problems on central difference formula
3. Problems on numerical differentiation and integration.

BOOKS RECOMMENDED:
+3 FIRST YEAR SECOND SEMESTER  
CORE COURSE- IV (C-4) - STATISTICS  
PROBABILITY - II & DESCRIPTIVE STATISTICS - III

Time : 3 Hours  
End Semester Theory : 50 Marks  
Credit: 6  
Mid-Semester : 20 Marks

UNIT-I  
Random variables: Definition, properties, probability mass function, probability density function; 
distribution function, joint, marginal and conditional distributions.

UNIT-II  
Mathematical expectation of a random variable and its properties, moment generating function, cumulant 
generating function and probability generating function.

UNIT-III  
Characteristic function (simple applications), convergence in probability, convergence in distribution. 
Hally-Bray theorem and its application.

UNIT-IV  
Multivariate Data: Multiple and Partial correlations and plane of regression (three variables only).

UNIT-V  
Analysis of categorical Data: Consistency of categorical data, independence and association of attributes.

PRACTICAL  
CORE COURSE-4 (C-4) LAB-4

Time : 3 Hours  
Full Mark : 30 Marks

1. Problems on multiple and partial correlation and regression  
2. Problems on theory of attributes (consistency, coefficient of association, Independence of attributes)

BOOKS RECOMMENDED:
+3 SECON YEAR THIRD SEMESTER
CORE - 5 - STATISTICS
PROBABILITY DISTRIBUTIONS

Time: 3 Hours
Credit: 6
End Semester Theory: 50 Marks
Mid-Semester: 20 Marks

UNIT-I
Discrete probability distributions: Uniform, Bernoulli, Binomial, Poisson, Negative Binomial.

UNIT-II
Continuous probability distributions: Uniform, Normal, Beta, Gamma.

UNIT-III
Exact sampling distributions: Chi-square, Students ‘t’ and Snedeckor’s ‘F’.

UNIT-IV
Weak law of large numbers: Bernoulli’s WLLN, Chebyshev’s inequality, Chebychev’s WLLN, Poisson’s WLLN and applications.

UNIT-V
Strong Law of large numbers, Kolmogorov’s SLLN (Statement only). Central limit theorem, Lindeberg-Levy theorem and applications.

PRACTICAL
C - 5
Time: 3 Hours
Full Mark: 30 Marks

1. Fitting of Binomial, Poisson, Fitting of normal distribution.

BOOKS RECOMMENDED:

+3 SECOND YEAR THIRD SEMESTER
CORE - 6 - STATISTICS
SAMPLING DISTRIBUTION & BASICS OF COMPUTER

Time: 3 Hours
Credit: 6
End Semester Theory: 50 Marks
Mid-Semester: 20 Marks

UNIT-I
Concept of population, sample, parameter, statistic and sampling distribution; standard error of moments, distribution of sample mean and variance from normal distribution.

UNIT-II
Tests of significance based on large sample: the normal test of significance (Z-test) for both one-sample and two-sample problems.
UNIT-III
Tests of significance based on exact sampling distributions, i.e. $X^2$, $t$, and $F$ distributions.

UNIT-IV

UNIT-V
Application Software: Concept of Word Processing, Use of MS-Word, Basics of Word Processing, Printing of Documents,

PRACTICAL
C - 6
Time : 3 Hours Full Mark : 30 Marks

1. Tests of significance based on Normal distribution, Chi-square, $t$, $F$ distribution.

BOOKS RECOMMENDED:

+3 SECOND YEAR THIRD SEMESTER
CORE - 7 - STATISTICS
THEORY OF ESTIMATION
Time : 3 Hours End Semester Theory : 50 Marks
Credit: 6 Mid-Semester : 20 Marks

UNIT-I

UNIT-II

UNIT-III
Methods of Estimation: Method of maximum likelihood, properties of MLE.

UNIT-IV
Interval Estimation: Concepts of confidence interval and confidence coefficient, confidence intervals for the parameters of univariate normal distribution.

UNIT-V
**PRACTICAL**

C - 7

Time : **3 Hours**

1. Estimation of parameters in linear models.
2. Estimation of MLE

**BOOKS RECOMMENDED:**


**+3 SECOND YEAR THIRD SEMESTER**

GE - 3 - STATISTICS

Time : **3 Hours**

Credit: **6**

End Semester Theory : **50 Marks**

Mid-Semester : **20 Marks**

**UNIT-I**

Ideas about types of data, Collection, Classification of data. Frequency distributions: graphic and diagrammatic representation of data.

**UNIT-II**

Analysis of Quantitative Data : Univariate data - Concepts of central tendency, dispersion and relative dispersion, skewness and Kurtosis and their measures including those based on quantiles and moments.

**UNIT-III**

Bivariate Data : Curve fitting by the method of least squares (Linear). Scatter diagram, product moment correlation coefficient and its properties, rank correlation, linear regression.

Analysis of categorical Data: Consistency, independence and association of attributes.

**UNIT-IV**

Random Experiment: trial, sample point, sample space, event, its operation mutually exclusive and exhaustive events, axiomatic approach, conditional probability, independence of events, Laws of probability.

**UNIT-V**

Random Variables: Definition, probability mass function (pmf), probability density function (pdf), distribution function, joint marginal and conditional (definition). Expectation of a random variable. Idea about Binomial, Poisson and normal distribution.

**Books Recommended:**


**PRACTICAL**

GE - 3

Time : **3 Hours**

Full Mark : **30 Marks**

1. Computation of different measures of central tendency & dispersion.
2. Curve fitting by least squares method
3. Computation of Correlation Coefficient.
4. Computation of rank Correlation
5. Fitting of Regression lines.

+3 SECOND YEAR FOURTH SEMESTER
CORE - 8 - STATISTICS
TESTING OF HYPOTHESIS

Time: 3 Hours
Credit: 6

End Semester Theory: 50 Marks
Mid-Semester: 20 Marks

UNIT-I
Statistical Hypotheses: Simple and composite, statistical tests, critical region, type-I and type-II error, size and power of a test, definition of Most powerful (MP), Uniformly Most Powerful (UMP) and Uniformly Most Powerful Unbiased (UMPU) tests.

UNIT-II
Neyman-Pearson lemma and its applications in testing of hypothesis based on Binomial, Poisson and Normal distributions.

UNIT-III
Tests of composite hypothesis: likelihood ratio test and problems based on LR test.

UNIT-IV

UNIT-V
Non-parametric inferences: Wald-Wolfowitz runs test, U statistic, Mann-Whitney U-test.

PRACTICAL
C - 8

Time: 3 Hours

Full Mark: 30 Marks

1. Problems on Sign Test (One sample and paired sample) Run test. Mann -whitney U test

BOOKS RECOMMENDED:

+3 SECOND YEAR FOURTH SEMESTER
CORE - 9 - STATISTICS
SAMPLING THEORY

Time: 3 Hours
Credit: 6

End Semester Theory: 50 Marks
Mid-Semester: 20 Marks

UNIT-I
Population and sample, sampling versus census, steps involved in sample surveys, principles of sample survey,
UNIT-II  
Sampling and non-sampling errors. Simple Random Sampling: Drawing of random sample by different methods, SRSWR & SRSWOR, estimation of mean and variance.

UNIT-III  
Stratified Random Sampling: Advantages & disadvantages, uses, allocation of sample sizes into various strata: proportional and optimum, estimation of mean and variance.

UNIT-IV  
Systematic sampling: Advantages and disadvantages, uses, drawing of systematic samples, estimation of mean and variance. Systematic sampling versus stratified random sampling, systematic sampling when the population consists of a linear trend.

UNIT-V  
Ratio, product and regression methods of estimation, estimation of mean and variance, comparison of efficiencies.

PRACTICAL  
C - 9  
Time : 3 Hours  
Full Mark : 30 Marks

1. Problems on SRS, Stratified R.S, systemic sampling  

BOOKS RECOMMENDED:
PRACTICAL
C - 10

Time : 3 Hours
Full Mark : 30 Marks

1. Computation of index number by Laspeyre’s, Paasche’s, Drobish-Browley, Fisher’s Formula
2. Time reversal Tests consumer price index number,
3. LPP by Graphical method.

BOOKS RECOMMENDED:

+3 SECOND YEAR FOURTH SEMESTER
GE - 4 - STATISTICS

Time : 3 Hours
End Semester Theory : 50 Marks
Credit: 6
Mid-Semester : 20 Marks

(A) Sampling Techniques

UNIT-I
Population, Sample, Sampling Unit, basic principles of sample surveys, sample survey verses complete enumeration, steps in large scale sample surveys, sampling and non-sampling errors. (Definition only)

UNIT-II
Methods of sampling : Random numbers tables, simple random sampling with and without replacement, stratified random sampling, systematic sampling, estimation of population mean with standard errors.

B. Time Series

UNIT-III
Components of Time series, methods of measurement of trend : least squares method (linear) moving average method.

C. Vital Statistics

UNIT-IV
Method of obtaining vital statistics, rates and ratio of vital events, measurement of mortality and fertility : construction and uses of life table.

D. Sampling Distributions and Tests of Signification

UNIT-V
Large sample theory and small sample theory. Test of signification based on Z, chi-square and t.

Books Recommended:
4. Fundamentals of Statistics (Vol.II) - Goon, Gupta and Dasgupta
PRACTICAL
GE - 4

Time : 3 Hours

1. Time Series - Measurement of trend
2. Construction of Life Table
3. Tests of Significance based on Normal, t and $x^2$ distributions.

+3 THIRD YEAR FIFTH SEMESTER
CORE - 11 - STATISTICS
STATISTICAL QUALITY CONTROL & OFFICIAL STATISTICS

Time : 3 Hours
Credit: 6

UNIT-I
Meaning and uses of Statistical Quality control (SQC), Process and product control, chance and assignable causes of variation, 3-sigma control limits X and R charts.

UNIT-II
Control chart for attributes, control chart for Standard Deviation, p-chart, d-chart and their interpretation.

UNIT-III
Natural tolerance limit and specification limit, acceptance sampling by attributes, AQL, LTPD, AOQL & ASN consumer’s risk and producer’s risk, O.C. curve. Idea about single and double sampling plans.

UNIT-IV
Present official Statistical System in India. Methods of collection of official statistics, their reliability and limitations.

UNIT-V

PRACTICAL
C - 11

Time : 3 Hours

1. Computation of $x$- Chart and R Chart
2. Computation of p- Chart

BOOKS RECOMMENDED:
+3 THIRD YEAR FIFTH SEMESTER
CORE - 12 - STATISTICS
VITAL STATISTICS

Time : 3 Hours End Semester Theory : 50 Marks
Credit: 6 Mid-Semester : 20 Marks

UNIT-I

UNIT-II
Population Census: Methods of census, salient features, its uses and problems, registration method, sample surveys, sources of demographic data.

UNIT-III
Measurement of mortality: Crude death rate, age-specific death rates, IMR, standardized death rate, Direct and indirect method of standardisation and uses.

UNIT-IV
Mortality table or Life table, its uses, columns of life table, assumptions, and construction of life table, Abridged life table (Reed Merell),

UNIT-V
Measurement of fertility: crude birth rate, general fertility rate, age-specific birth rate, total fertility rate, gross reproduction rate, net reproduction rate.

PRACTICAL
C - 12

Time : 3 Hours Full Mark : 30 Marks

1. Calculation of different measures of mortality and fertility.
2. Construction of Life table

BOOKS RECOMMENDED:

+3 THIRD YEAR SIXTH SEMESTER
CORE - 13 - STATISTICS
DESIGN OF EXPERIMENTS

Time : 3 Hours End Semester Theory : 50 Marks
Credit: 6 Mid-Semester : 20 Marks

UNIT-I

UNIT-II
Completely Randomised Design, Layout and complete analysis of CRD. Advantages and uses.
UNIT-III
Randomised Block Design, Layout and complete analysis, Missing plot technique in RBD With analysis. Efficiency of RBD, with respect to CRD. Advantages and uses

UNIT-IV
Latin square Design, and its analysis Estimation of missing value in LSD and analysis. Comparison of efficiency with RBD and CRD

UNIT-V
Factorial Experiments: Introduction, main and interaction effects, Yate’s method of computing factorial effect totals. Analysis of $2^2$ and $2^3$ factorial design.

PRACTICAL
C - 13
Time : 3 Hours Full Mark : 30 Marks

1. Analysis of CRD, RBD and LSD
2. One Missing plot technique in RBD, LSD with analysis.
3. Analysis of $2^2$ and $2^3$ factorial experiments.

BOOKS RECOMMENDED:
2. Design and Analysis of Experiments by Das and Giri, Wiley Eastern, NO, 200

+3 THIRD YEAR SIXTH SEMESTER
CORE - 14 - STATISTICS
STATISTICS FOR PUBLIC POLICY

Time : 3 Hours End Semester Theory : 50 Marks
Credit: 6 Mid-Semester : 20 Marks

UNIT-I
Descriptive Statistics: What is Statistics all about? Presentation of Data, Summarizing Data in Descriptive Statistics.

UNIT-II

UNIT-III

UNIT-IV
Measures of Association: Comparing more than two population means with ANOVA, Measures of Consistency and independence of data with reference to attributes.

UNIT-V
Fitting of Curves by principle of Least square. Determining relationships for two variables using correlation. Measuring Relationship with Simple regression Analysis.
PRACTICAL
C - 14

Time : 3 Hours
Full Mark : 30 Marks

1. Problems on measures of Association, Consistency and Independence of Attributes.
2. Computation and interpretation of Correlation & Regression Coefficients.

BOOKS RECOMMENDED:
1. Applied Statistics for Public Policy: Brian P. Macfie and Philip M. Nufrio, PHI

+3 THIRD YEAR FIFTH SEMESTER
DSE - 1 - STATISTICS
TIME SERIES ANALYSIS

Time : 3 Hours
Credit: 6
End Semester Theory : 50 Marks
Mid-Semester : 20 Marks

UNIT-I
Time Series: Introduction to time series data and application in various fields, Components of time series, Methods of measuring trend: graphic, semi-average, moving average and curve fitting by least squares.

UNIT-II
Growth curves: Fitting of modified exponential and Gompertz curve.

UNIT-III
Measurement of trend: Moving average method by fitting Polynomials of 1st & 2nd degree to \( m \) terms, Iterated averages and Spencer’s 15- point and 21- point formula.

UNIT-IV

UNIT-V

PRACTICAL
DSE - I

Time : 3 Hours
Full Mark : 30 Marks

1. Measurement of Trend and seasonal fluctuations
2. Problems on Spencer’s 15- point and 21- point formula.

BOOKS RECOMMENDED:
+3 THIRD YEAR FIFTH SEMESTER
DSE - 2 - STATISTICS
POPULATION STUDIES

Time: 3 Hours
Credit: 6
End Semester Theory: 50 Marks
Mid-Semester: 20 Marks

UNIT-I
Measures of Population Change and Distribution: Introduction, rate of population change, doubling time for a population; population distribution: Population density, percentage distribution by rural-urban category, Lorentz curve and Gini concentration ratio.

UNIT-II
Analysis of Age Distribution: Percent distribution and percent change in distribution, index of relative difference and dissimilarity; Graphic representation of age data: Population pyramid, Measurement of ageing.

UNIT-III
Quality of Population Data: Introduction, Whipple’s Index, Myer’s Blended Index, UN Joint Index.

UNIT-IV

UNIT-V

PRACTICAL
DSE - 2

Time: 3 Hours
Full Mark: 30 Marks

1. Construction of Lorentz curve and Gini concentration ratio.
2. Construction of population pyramid.
3. Computation of Whipple’s index and Myre’s Blended index.

BOOKS RECOMMENDED:
2. Basic Demographic Techniques and Application By K. Srinivasan, Sage Publication.
+3 THIRD YEAR SIXTH SEMESTER
DSE - 3 - STATISTICS
OPERATIONS RESEARCH

Time: 3 Hours
Credit: 6
End Semester Theory: 50 Marks
Mid-Semester: 20 Marks

UNIT-I
Solution to Linear Programming Problems by simplex method, Big M-Method, Two-phase simplex method.

UNIT-II
Duality: Introduction, formulation, determination of dual, Primal to dual and vice-versa.

UNIT-III
Transportation Problems: Introduction and mathematical formulation definition of important terms initial basic feasible solution by north-west corner rule, least cost method and Vogel's approximation method.

UNIT-IV
Networking: Introduction, basic terms, rules of network construction, numbering the events, forward pass and backward pass computations. Critical Path Method (CPM), Floats & Slacks.

UNIT-V
Simulation; Types of simulation generation of random numbers by mid-square and congruential methods, Monte-Carlo simulation.

PRACTICAL
DSE - 3

Time: 3 Hours
Full Mark: 30 Marks

1. Solution of LPP by simplex method, Big-M Method and two-phase method.
2. Finding out dual from primal and vice-versa.
3. Computation of initial basic feasible solution to a transportation problem by north-west corner rule, least cost and Vogel's approximation method.

BOOKS RECOMMENDED:

+3 THIRD YEAR SIXTH SEMESTER
DSE - 4 - STATISTICS

Time: 3 Hours
Full Mark: 100 Marks

PROJECT REPORT