

BERHAMPUR UNIVERSITY
BHANJA BIHAR: BERHAMPUR – 7 (ODISHA)

No. 5928 (98) /Acad-I

Date: 31.7.2016

From:

The Registrar
Berhampur University

To

The Principals of All Affiliated
Three-year Degree Course Colleges under Berhampur University

Sub: Introduction of Choice-Based Credit System (CBCS) at the UG level
(Three-year Degree Course) from the session 2016-17.

Ref: This Office Memo No. 4817(96)/Acad-I dated 8.6.2016 communicating the
Proceedings of the Academic Council.

Madam/Sir

With reference to the above, it is to inform you that the Academic Council of Berhampur University in its meeting held on 31.5.2016 has decided to implement the Choice-Based Credit System at the Under-Graduate level (Three-year Degree Course) in Arts, Science and Commerce from the academic session 2016-17 basing on the letter No.4910/HE dated 27.02.2016 of the Government in the Department of Higher Education, Odisha. The syllabi of all the subjects are available in the official website of the Department of Higher Education, Odisha www.dheorissa.in. Needless to mention here that under the CBCS pattern, semester system of examinations will be conducted by the University for the students those who are admitted into the first year TDC course during the academic session 2016-17.

Hence, you are hereby requested to download the syllabi of the subjects taught in your college and the students be taught under CBCS pattern until the university releases the consolidated syllabus for Three Year Degree Course in Arts, Science and Commerce.

Yours faithfully,

Khatun
REGISTRAR

Date: 31.7.2016

Memo No. 5929 (6) /Acad-I

Copy to the Controller of Examinations//Director, BPCC, Berhampur University for information and necessary action.

Copy to the S.O., Exam. Gen. (UG)// Exam. Conf. (UG) Unit //Exam. Conf. Question Setting Unit/ Exam. Cert. Unit, Berhampur University for information and necessary action.

Copy to the Secretary to Vice-Chancellor, Berhampur University for kind information of the Vice-Chancellor.

Copy to the Web Administrator, Berhampur University with a request to upload the same in the University Website.

Khatun
REGISTRAR

P.T.O

Memo No. 5930 (8) /Acad-I

-2-

Date: 31-7-2016

Copy to the Principal Secretary to Government, Department of Higher Education, Odisha Bhubaneswar for favour information and necessary action.

Copy to the Principal Secretary to Chancellor, Chancellor's Secretariat, Raj Bhavan, Odisha Bhubaneswar for favour information.

Copy to the Director of Higher Education, Odisha, Bhubaneswar for favour information and necessary action.

Copy to the Regional Director of Education, Berhampur for information and necessary action. He is requested to circulate the same among all the +3 Degree Colleges enlisted under SAMS as well as Model Degree Colleges under the jurisdiction of the RDE, Berhampur.

Copy to the Registrars of all State Universities for information.

Ketha
REGISTRAR
K.

ଦକ୍ଷତାବର୍ଦ୍ଧକ ବାଧ୍ୟତାମୂଳକ ପାଠ୍ୟକ୍ରମ
Ability Enhancement Compulsory Course (AECC)
ଯୋଗାଯୋଗମୂଳକ ମାତୃଭାଷା – ଓଡ଼ିଆ
(2019-20)

MIL (Communications) – Odia

ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (**2nd Semester**) କଳା, ବିଜ୍ଞାନ ଓ ବାଣିଜ୍ୟ ସାଧାରଣ (**Pass**) / ସମ୍ମାନ (**Hons**)
ଶ୍ରେଣୀ ପାଇଁ ଉଦ୍ଦିଷ୍ଟ

ମୋଟ୍ କ୍ରେଡିଟ୍-୪, ମୋଟ୍ ଶ୍ରେଣୀ ପାଠଦାନ ନିର୍ଦ୍ଦିଷ୍ଟ-୪୦, ଗୋଟିଏ ଶ୍ରେଣୀ ପାଠଦାନର (ପିରିୟଡ୍) ସମୟ ଅବଧି
-୪୫ ମିନିଟ୍, ପାଠ୍ୟକ୍ରମ - ୨, ପୂର୍ଣ୍ଣସଂଖ୍ୟା - ୧୦୦

(Credits – 4) Total Classes - 40, One Period - 45 Minutes, Course - II, Full Marks - 100

ପାଠ୍ୟକ୍ରମର ଭୂମିକା :

ଏହି ପାଠ୍ୟକ୍ରମଟି ପସନ୍ଦ ଓ ଆସ୍ଥାଭିତ୍ତିକ (CBCS / ସିବିସିଏସ୍) ପାଠ୍ୟ ପ୍ରଣାଳୀ ଅନୁସାରେ ପ୍ରସ୍ତୁତ ହୋଇଛି । ବିଭିନ୍ନ ସ୍ତରରେ ଆବଶ୍ୟକ ଅନୁସାରେ ସମସାମୟିକ ପରିସ୍ଥିତିକୁ ନେଇ ଭାବବିନିମୟ ଓ ପାରସ୍ପରିକ ଯୋଗାଯୋଗ ସ୍ଥାପନ କିପରି ଓଡ଼ିଆ ଭାଷାରେ ସହଜରେ, ସରଳରେ ହୋଇପାରିବ – ଏ ଦିଗ ପ୍ରତି ଏଥିରେ ଧ୍ୟାନ ଦିଆଯାଇଛି । ଓଡ଼ିଆ ଭାଷା ଓ ସାହିତ୍ୟର ପ୍ରାୟୋଗିକ ଜ୍ଞାନର ବିକାଶ ନିମିତ୍ତ +୩ ସ୍ତରୀୟ ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ଏହି ପାଠ୍ୟକ୍ରମର ଖସଡ଼ାଟି ସାହାଯ୍ୟ କରିବ । ସେଥିପାଇଁ ପ୍ରଚଳିତ ଭାଷାର ବୈୟାକରଣିକ, ବ୍ୟାବହାରିକ ଓ ପ୍ରାୟୋଗିକ ଦିଗ ପ୍ରତି ଏଥିରେ ଧ୍ୟାନ ଦିଆଯାଇଛି । ଏଥିରେ ସଂଯୋଗ ପ୍ରକ୍ରିୟାର ଅନୁବିଧି, ଯୋଗାଯୋଗର ତଥ୍ୟ ଓ ତତ୍ତ୍ୱ ପ୍ରତି ଗୁରୁତ୍ୱ ଦିଆଯାଇଛି । ସରକାରୀ କାର୍ଯ୍ୟାଳୟରେ ଓଡ଼ିଆ ଭାଷାର ବ୍ୟବହାରରେ ଏହା ଦକ୍ଷତା ବୃଦ୍ଧି କରିବ । ଓଡ଼ିଆ ଭାଷାର ପ୍ରୟୋଗରେ ସେମାନେ ଶୁଦ୍ଧ ଓ ପରିଚ୍ଛନ୍ନ ଭାବରେ ଯେକୌଣସି ପ୍ରକାର ଜ୍ଞାନର ସୂଚନା ତଥ୍ୟ ଓ ସିଦ୍ଧାନ୍ତକୁ ମୌଖିକ ଓ ଲିଖିତ ସ୍ତରରେ ସହଜରେ ପ୍ରକାଶ କରିପାରିବେ ଏବଂ ସେମାନଙ୍କ ମାତୃଭାଷା ପ୍ରୟୋଗର ବିକାଶ ଘଟିପାରିବ ।

ମୂଲ୍ୟ ବିଭାଜନ ପଦ୍ଧତି : (ସବୁଥିରୁ ବିକଳ୍ପ ପଡ଼ିବ)

- କ) ନିର୍ଦ୍ଧାରିତ ପାଠ୍ୟର ସବୁ ଏକକ (ୟୁନିଟ୍) ରୁ ବିକଳ୍ପସହ ଦୁଇଟି ଲେଖାଏଁ ମୋଟ ୮ଟି ୧୫ନମ୍ବର ବିଶିଷ୍ଟ ଦୀର୍ଘପ୍ରଶ୍ନ ପଡ଼ିବ । ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ୪ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୫ x ୪ = ୬୦)
- ଖ) ନିର୍ଦ୍ଧାରିତ ପାଠ୍ୟର ସବୁ ଏକକରୁ ୧୨ଟି ଅତିସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଡ଼ିବ । ସେଥିରୁ ୧୦ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୦ x ୨ = ୨୦)
- ଗ) ମହାବିଦ୍ୟାଳୟସ୍ତରୀୟ ଅନ୍ତଃ ପରୀକ୍ଷା (୨୦)
- ମୋଟ୍ ମୂଲ୍ୟାଙ୍କ - ୧୦୦

ସବିଶେଷ ପାଠ୍ୟ

ଯୋଗାଯୋଗମୂଳକ ମାତୃଭାଷା – ଓଡ଼ିଆ (AECC)

ପାଠ୍ୟ-୧ / Course – 1: ଯୋଗାଯୋଗ ଅନୁବିଧି, ରୀତି ଓ ମାଧ୍ୟମ

୧ମ ଏକକ : ଯୋଗାଯୋଗର ପରିଭାଷା, ଅନୁବିଧି, ପରିସର ଓ ପ୍ରକାରଭେଦ

୨ୟ ଏକକ : ସାକ୍ଷାତକାର, ଭାଷଣ କଳା

୩ୟ ଏକକ : ସମ୍ବାଦର ପରିଭାଷା, ପରିସର ଓ ସମ୍ବାଦ ପ୍ରସ୍ତୁତି

୪ର୍ଥ ଏକକ : ଓଡ଼ିଆ ଭାଷାର ବର୍ଣ୍ଣମାଳା, ବର୍ଣ୍ଣାଶୁଦ୍ଧିର ନିରୀକରଣ । (ବନାନ ତୁଟି - ସାଦୃଶ୍ୟଜନିତ ଅଶୁଦ୍ଧି, ଲିଙ୍ଗଗତ ଅଶୁଦ୍ଧି, ସନ୍ଧିଗତ ଅଶୁଦ୍ଧି, ସମାସଗତ ଅଶୁଦ୍ଧି, ବଚନ ଓ ବିଭକ୍ତିଗତ ଅଶୁଦ୍ଧି, ବାକ୍ୟ ବିଧିଜନିତ ଅଶୁଦ୍ଧି, ସମାର୍ଥବୋଧକ ଶବ୍ଦାଶୁଦ୍ଧି, ପ୍ରତ୍ୟୟ ଜନିତ ଅଶୁଦ୍ଧି, ଶବ୍ଦ ସଂଯୋଗାତ୍ମକ ଓ ସ୍ଵରସଙ୍ଗତି ଜନିତ ଅଶୁଦ୍ଧି)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (ପାଠ୍ୟ-୧ / Course – 1)

୧. ଯୋଗାଯୋଗ ମୂଳକ ମାତୃଭାଷା (ଓଡ଼ିଆ) ସାମଲ ବିରଞ୍ଚି ନାରାୟଣ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ ।
୨. ସଂଯୋଗ ଅନୁବିଧି, ସନ୍ତୋଷ କୁମାର ତ୍ରିପାଠୀ, ନାଳନ୍ଦା, କଟକ
୩. ଭାଷଣ କଳା ଓ ଅନ୍ୟାନ୍ୟ ପ୍ରସଙ୍ଗ - କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ
୪. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା – ଓଡ଼ିଶା ରାଜ୍ୟପାଠ୍ୟ ପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ଵର
୫. ସମ୍ବାଦ ଓ ସାମ୍ବାଦିକତା – ଚନ୍ଦ୍ରଶେଖର ମହାପାତ୍ର, ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ଵର
୬. ନିର୍ଭୁଲ ଲେଖାର ମୂଳସୂତ୍ର, ନୀଳାଦିଭୂଷଣ ହରିଚନ୍ଦନ, ପି.ସି.ଆର ପବ୍ଲିକେସନ, ଭୁବନେଶ୍ଵର
୭. ସର୍ବସାର ବ୍ୟାକରଣ - ନାରାୟଣ ମହାପାତ୍ର ଓ ଶ୍ରୀଧର ଦାସ, ନିୟୁ ଷ୍ଟୁଡେଣ୍ଟସ୍ ଷ୍ଟୋର, କଟକ



Speed post/Local

BERHAMPUR UNIVERSITY,

BHANJA BIHAR, BERHAMPUR -760007(GANJAM) ODISHA.

No. 7475/Acad-I/BU/2021

Date 23/10/2021

ED - 36

NOTIFICATION

It is for information of all concerned that basing on the recommendation of the Board of Studies in Environment Studies & Disaster Management held on 08.10.2021, the Vice-Chancellor has been pleased to approve the Syllabus for Environment Studies & Disaster Management under AECCI semester-1 for Under Graduate Courses Arts, Science and Commerce to be effective from the Academic Session 2021-22 onwards. The same syllabus shall be available in the Berhampur University website.

By order

REGISTRAR

Memo.No. 7476 (1607) /Acad-I/BU/2021

Date 22/10/2021

Copy to

1. The Member Secretary, Odisha State Higher Education Council, A-11, Pustak Bhawan (2nd Floor) Sukavihar, Bhubaneswar, for information and necessary action.
2. The Principal, All the Affiliated College, Under Berhampur University, for information and necessary action.
3. The Controller of Examinations, Berhampur University for information and necessary action. (Encl. as above)
4. The Section Officer, Question Setting Unit, Berhampur University for information and necessary action.
5. The Section Officer, Examination General / Confidential U.G. Section, Berhampur University for information and necessary action.
6. The Web Administrator, Berhampur University, with a request to upload the same Syllabus in the University website.

REGISTRAR

**ENVIRONMENTAL STUDIES
&
DISASTER MANAGEMENT
(AECC I)
SEMESTER-1**

FOR UNDER-GRADUATE COURSES ARTS, SCIENCE AND COMMERCE (2021-22)

Course Objectives:

The following objectives have been framed for the proposed curriculum to: -

1. Find out solutions for a sustainable Earth for future generation
2. Make the stakeholders aware of their rights, responsibilities, consequences of their conduct towards nature and build resilience
3. Develop a sense of equitable use of resources and their preservation for the future generation
4. Sensitize the stakeholders on Disaster and Pandemic preparedness

Learning Outcome:

On successful completion of the course students will be able to:

1. Identify the historical origins of destructive attitudes and practices toward the natural environment;
2. Know the compatibility of human and environmental/ecological values
3. Know the natural resources available on earth and how to conserve and manage them
4. Understand the disasters and pandemic they are facing and empower the new generation to face the new challenges

Pedagogy/ Teaching Transaction

1. Classroom teaching
2. Self- Study
3. E-Learning
4. Guest Lectures
5. Case Study Analysis and Discussion
6. Field Trip/Visit
7. Seminars
8. Audio, Video, Film Based Discussion/Analysis
9. Group Exercises
10. Group Discussions

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08/10/21
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S. Lakshmi
08/10/2021

M. Srinivas
8-10-2021
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**ENVIRONMENTAL STUDIES
&
DISASTER MANAGEMENT**

(AECC I)

SEMESTER-1

FOR UNDER-GRADUATE COURSES ARTS, SCIENCE AND COMMERCE (2021-22)
FULL MARK-100 (Credit-4)

Unit-I (Environment)

(13 periods x 45 min)

The Environment: The Atmosphere, Lithosphere, Hydrosphere, Biosphere (01 period)

Ecosystem: Energy flow in the ecosystem (01 period)

Biogeochemical Cycle: Water Cycle, Carbon Cycle, Nitrogen Cycle (02 periods)

Pollution: Water Pollution, Air Pollution, Soil Pollution, Radiation Pollution, Industrial Pollution, Light Pollution, Sound Pollution (05 periods)

Environmental Laws (Water Act 1974, Air Act 1981, The Wildlife Protection Act 1972, The Environment Protection Act 1986), The Forest Conservation Act 1980 (04 periods)

Unit-II (Climate Change & Sustainable Development) (13 periods x 45 min)

Population Ecology: Individuals, Species, Population, Community (01 period)

Human Population Growth, Population Control Methods (01 period)

Urbanization and its effect on society (01 period)

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28/10/21
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05/10/2021

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8-10-21

Climate Change: Causes, effect, Global Warming, Carbon footprint and environmental protection (05 periods)

Steps taken towards sustainable development: Ban of single-use plastics, Automobile Scrapping Policy, Promotion of Electrical Vehicles (03 periods)

Brief idea on Sustainable Development Goals (SDGs), Agenda 21 of Rio Earth Summit (02 periods)

Unit-III (Disaster Management)

(13 periods x 45 min)

Disaster Management: Types of disasters (Natural and Man-made) and their causes and effect) (02 periods)

Vulnerability Assessment and Risk Analysis: Vulnerability to various disasters (Flood, Cyclone, Earthquake, Heat waves and Lightning) (02 periods)

Institutional Framework: Institutional arrangements for disaster management (National Disaster Management Authority (NDMA), State Disaster Management Authority (SDMA), District Disaster Management Authority (DDMA), National Disaster Response Force (NDRF) and Odisha Disaster Rapid Action Force (ODRAF) (02 periods)

Preparedness Measures: Disaster Management Cycle, Early Warning System, Pre-Disaster and Post-Disaster Preparedness, Strengthening of SDMA and DDMA, Community Preparedness, Stakeholder participation, Corporate Social Responsibility (CSR) (05 periods)

Survival Skills: Survival skills adopted during and after disaster (Flood,

12/10/21

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Unit-IV (Public Health Management)

(13 periods x 45min)

Brief idea on Epidemics and Pandemics (01 period)

Non-communicable diseases with special reference to Cardiovascular diseases, Cancer, Diabetes, Hypertension and Obesity and their prevention (02 periods)

Communicable diseases with special reference to Covid-19, Flu, Hepatitis, AIDS and Tuberculosis and their transmission (02 periods)

Dynamics of Disease Transmission: Mode of transmission (Direct/Indirect), Events after infection: Immunity (Active vrs Passive, Innate vrs Acquired, Herd Immunity), Incubation Period (02 periods)

Prevention of Epidemics/Pandemics Diseases: Preventing Measures (Quarantine, Sanitization, Personal Protective measures such as Hand washing and use of protective devices, Vaccination); Control Measures (Surveillance, Isolation, Contact Tracing) (03 Periods)

Life Style management (Diet, Physical Exercise, Yoga and sleeping habit) (02 periods)

Role of Different Sectors in Managing Health Disaster: Role of Government (Centre and State), Community, Civil Society, Student mass, NGOs (01 period)

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08/10/2021
(M 'Jan)

8-10-21

Sridhar
08/10/2021

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8.10.21

Books Recommended:

1. Asthana DK and Asthana M: A Text Book of Environmental Studies, S. Chand, New Delhi
2. Bharucha E: A Text Book of Environmental Studies, New Delhi: UGC
3. Dash MC and Mishra PC: Man and Environment, McMillan, London
4. Disaster Management and Mitigation Plan, 2013 of Dept. of Health & Family Welfare, Govt. of Odisha*
5. Mishra DD: *Fundamental Concepts in Environmental Studies*, S. Chand, New Delhi
6. National Policy on Disaster Management, 2009*
7. National Disaster Management Plan, 2019*
8. Odum EP: *Fundamentals of Ecology*, Natraj Publications
9. State Disaster Management Plan, 2019 of Government of Odisha*
10. Standard Operating Procedure (SOP) issued by Govt. of India and Govt. Of Odisha on Public Health Managements in the websites: www.mohfw.gov.in and health.odisha.gov.in*
11. The Disaster Management Act, 2005 of Government of India*

[Note: Star (*) marked References, published by the State as well as Central Government are available in the open sources]

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Library

SUGGESTED CURRICULUM FOR THE PROPOSED COURSE

Ethics and Values

(Consisting of six modules of 1 credit each: 15 lectures per credit)

ODISHA STATE HIGHER EDUCATION COUNCIL

A-11, 2nd Floor, PUSTAK BHAVAN
SUKA BIHAR, BHOI NAGAR-751022
BHUBANESWAR, ODISHA

OBJECTIVES/LEARNING GOALS OF THE COURSE

- Development of a good human being and a responsible citizen.
- Developing a sense of right and wrong leading to ethically correct behavior.
- Inculcating a positive attitude and a healthy work culture.

SEMESTER-I

Unit-1

Title: - Issues Relating to Women

Total no. of Periods-15

Full mark-25

Credit point -1

1.0 Aims of the Unit:

- The module aims to generate a sensitivity among the students towards women
- Enable them to value the contributions of women, from family to the larger society
- To generate among them a distinct urge to respect women
- To appreciate that women should have equal status and equal entitlements as member of the society

Learning Objectives:

After going through the contents of the module and the classroom transactions on the contents, the students are expected to

- Have changes in their perceptions and practices towards women
- Develop proper attitude towards women and value their work and contribution
- Come forward to challenge unethical treatments against women
- End gender based hierarchy and hegemony, remove the feeling that women are counter to men and bring about a complementarity among the hitherto existing gender binary
- Allow women to realize their self worth and contribute their best for betterment of the society
- Pioneer in creating a gender equal society where the well being, happiness and security of the women will be well protected ; contributing towards a better and happier society

Teaching Hours

1.1 Introduction:

General introduction on Ethics and Values, Gender equality as an essential precursor to social progress, the present scenario, Desirable gender related values.

1-2-3

1.2 Women and Family

Pre-natal sex selection, Gendered practices in the family, Gender based division of labour in the family, Marriage and women, Marriage and women's consent, Child marriage, Practice of dowry, Women and family violence.

4-5-6-7

1.3 Women and Work

Women's work: The Invisible hands, Exploitation of women at work, Gender Stereotyping at work, Glass ceiling, Women and pay gap, Sexual Harassment of women at work, Working women and role conflict.

8-9-10-11

1.4 Women, Community and Society

Violence against women in public spaces, Gender sensitive language and communication, Gendered language, Sexist Language, Gender neutral language, Women and property Rights, Women's property Rights in Indian Laws. The functionality of Women's Property Rights

12-13-14-15

Copy

SEMESTER-II

Unit-2

Title: - Values and Good Citizenship

Total no. of Periods-15

Full mark-25

Credit point -1

2.0 Aim of the Unit:

- Introducing the Salient features of Indian Constitution to students and to inculcate the sense of patriotism in them
- Encouraging them to Volunteer for social work
- Instilling appropriate work ethics in them

Learning Objectives:

- Understanding Basic Values of Indian Constitution
- Inculcating Volunteerism for Social change
- Helping students to become good human being and citizen

Teaching Hours

2.1 Indian Constitution

Salient Values of Preamble: Sovereign, Socialist, Secular, Democratic, Republic, Justice, Liberty, Equality and Fraternity.

1-2-3

2.2 Patriotism

Patriotic Value and Ingredients of nation building, Concept of Good citizenship, Emotional connection with the country, Duties of citizens and Qualities of good citizens

4-5-6-7

2.3 Volunteerism

Concept and facets of Volunteerism and Leadership, Building a better society through Volunteerism, Blood Donation, Social Work, Helping the Aged, Environmental Protection

8-9-10-11

2.4 Work Ethics

Punctuality, Cleanliness, Law abidingness, Rational Thinking and Scientific Temper

12-13-14-15

SEMESTER-III

Unit-3

Title: - Issues of Drug, Tobacco and Alcohol Addiction

Total no. of Periods-15

Full mark-25

Credit point -1

3.0 Aims of the Unit:

- Creating awareness about health and Societal hazards of drugs, tobacco and alcohol addiction
- Sensitizing students about professional support system for treatment and rehabilitation

Learning Objectives:

- The students become aware of the grave danger of consuming alcohol, tobacco and drugs
- Students would encourage their friends to remain away from tobacco ,alcohol , drugs and seek professional help when needed

Teaching Hours

3.1 Extent of the Problem

Extent of Drug and Tobacco addiction and alcoholism in India, Myths associated with them, Health hazards associated with them and how they have become silent killers

1-2-3-4

3.2 Socio- economic impact

Socio- economic impact of Drug and Tobacco addiction and alcoholism:

Loss of physical and mental strength, Loss of character, Loss of family ties and relationship, Loss of earning and livelihood potentials, Loss of societal respect and dignity etc

5-6-7-8

3.3 Laws to Address this Problem

Silent features of social legislation such as NDPS Act, 1985 and COTPA Act , 2003 , Mechanism and Government Schemes for prevention , de-addiction and rehabilitation

9-10-11-12

3.4 Role of Stake - holders

Provision of Tobacco free campus and role of students, Role of students in their family and immediate surroundings, Role of NGOs and other agencies

13-14-15

SEMESTER-IV

Unit-4

Title: - Ethical Values for Student Life

Total no. of Periods-15

Full mark-25

Credit point -1

4.0 Aims of the Unit:

- To familiarize the students with core values of Academics and Goals of Education
- To create an awareness about Unethical practices in the academics

Learning Objectives:

- The students will learn to behave ethically in the campus
- Exhibit respectful treatment to others in an organizational context
- Contribute to develop a positive social environment through active participation and cooperation with others

Teaching Hours

4.1 Meaning and Objective of Education:

Knowledge is power and quest for knowledge is the real meaning of education, not quest for Degree and qualifications; Real education builds character: Difference between Academic Qualification and Ability, Academic failure could be failure within the classroom, but not outside (i.e. Failed in exam, passed in life!)

1-2-3

4.2 Challenges for Ethical Practices in Institutions of Higher Education:

Ragging, Suicide and Need for Educational Counseling, Violence vs. Peaceful Protest, Conflict resolution, Plagiarism and Violation of Intellectual property Rights, Cheating in Examination and other Fraudulent Practices

4-5-6-7

4.3 Inter personal Relation and Community Life in HEI:

Green Preacher and conservation of Energy, Community Life in Campus including Hostels, Local Common area, Inter personal relations (Students-Teacher, Students-Student and Man-Woman, Positive Friendship).

8-9-10-11

4.4 Ethical Leadership in Academic Institution:

Concept and Traits of Leadership to provide solution, everyone has Leadership Role (not limited to position), Concept of Ethical leadership, Scope of Leadership in college and Universities for Students, Teachers and Administrators, Importance of co-curricular and extra – curricular activities.

12-13-14-15

SEMESTER-V

Unit-5

Title: -Vulnerable Sections of Society: Understanding their Issues

Total no. of Periods-15

Full mark-25

Credit point -1

5.0 Aims of the Unit:

To create an awareness amongst students about the need for ensuring dignity and equality for the vulnerable sections of the society.

Learning Objectives:

- Students would be able to appreciate values and ethics relating to vulnerable sections of the society.
- Students would learn to practice equality, diversity and social justice.
- Students would become more empathetic and compassionate towards vulnerable sections of the society.

Teaching Hours

5.1 Issues Relating to Children:

Nutrition and health, Child Exploitation: Child labour, trafficking, Sexual exploitation

1-2-3-4

5.2 Issues Relating to Elderly Persons:

Abuse of Elders, Financial Insecurity, Loneliness and Social Insecurity, Health Care Issues, Needs for a Happy and Dignified Ageing

5-6-7-8

5.3 Issues Relating to Persons with disability:

Rights of PWD, affirmative action, Prevention of discrimination, providing equal opportunity, various scheme for empowering PWD and social justice for PWD

9-10-11-12

5.4 Issues Relating to Third Gender:

Understanding the Third Gender, Social justice for them, Removal of discrimination, Affirmative action and Acceptance of diversity of gender.

13-14-15

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SEMESTER-VI

Unit-6

Title: - Environmental & Techno Ethics

Total no. of Periods-15

Full mark-25

Credit point -1

Aims of the Unit:

- To develop awareness and sensitize students about the importance of environment for a sustainable earth and to bring Green Technology into action
- To focus their attention towards cleanliness, preservation of biodiversity and practice of conservation of natural resources
- To make them understand the judicious use of modern technology strictly on need basis
- To use science and technology for preservation of environment and its sustainable development but not for destruction.

Learning Objectives:

- Develop an understanding of environmental ethics and work towards sustainable development
- Commitment to Green Technology for sustainable future
- Understand ethical issues relating to use of digital medium

Teaching Hours

6.1 Environmental Ethics:

Types of Ecological Values, Environmental Values & Valuing Nature, Equitable use of Resources, Role of Individual in the conservation of resources for future generation, Bio-Ethics-Genetic manipulation in plants and animals for benefit of society and cruelty against animal.

1-2-3

6.2 Promotion of Green Technology:

Goal of Green Technology: Reduce recycling, Renew (removal of chemicals), Refuse and Responsibility.
Green Technology in relation to: -Energy and Construction.

4-5-6-7

6.3 Ethics and Technology with reference to Science, gadget, machine etc. and interaction with each other;
Agricultural, Industrial, Digital, Globalized Age etc

8-9-10-11

6.4 Judicious Use of Technology:

Judicious use of Mobile Phones, Electrical machines, Plastics, Television, Computers and their harmful effects
Ethics and Use of Digital Technology: Cyber ethics- Crimes and Ethical hacking, Ethics of social media: WhatsApp, Facebook, Twitter and others.

12-13-14-15

Guideline for the Newly Introduced "Ethics and Values" Compulsory Course

The new course "Ethics and Values" has been designed to be taught among the +3 under graduate degree course from the session 2021-2022 under AECC (i.e. Ability Enhancement Compulsory Course) which is as follows:

- Course Name Ethics and Values
- Total No. of Units - 6 Units (One unit per Semester)
- No. of credit to be awarded- 1 credit per semester (total 6 credits)
- No. of lectures per unit per semester- 15 classes of 45 minutes duration
- Marks - 25 marks per unit per semester
Grand total 150 marks for six semesters
- Total No. of subunits per unit- 4 subunits
- Course material available on- e-Books will be available on OSHEC website and e-Lectures on www.viputkal.odisha.gov.in
- Teaching assignment - Classes can be assigned to teachers of any subject by the Principal.
- Question Paper Setter & Evaluator of Answer paper - Board of Studies (BOS) of State Public University and Autonomous colleges (Govt. /Govt. aided) Odisha will prepare the panel of question Paper Setter and Evaluator of Answer paper. Question setter may be instructed to prepare question papers as per CBCS model regulation 2018-19. Further, question setter will have to mandatorily supply the Scheme of Valuation along with question paper for evaluation.

Implementation:

All State Public Universities of Odisha (i.e. coming under HED) will implement the course "Ethics and Values" under AECC from the session 2021-2022.

Se

Ability Enhancement Courses in CBCS in Odisha:

Ability Enhancement Compulsory Courses (AECC)

1. Environmental Studies and Disaster Management- 4 credits
2. English/Hindi/MIL communication - 4 credits
3. Ethics and Values (EV) - 6 credits (1 credit per Unit/Semester)

B.A. / B. Com. / B. Sc. (Honors and Pass) Course

Course	Credit
Semester I	
AECC-I	04
AECC-(EV-I)	01
Semester II	
AECC-II	04
AECC-(EV-II)	01
Semester III	
AECC-(EV-III)	01
Semester IV	
AECC-(EV-IV)	01
Semester V	
AECC-(EV-V)	01
Semester VI	
AECC-(EV-VI)	01

Examination Question Pattern

- Duration of examination of each semester -1 hour
- There will be no mid-term examination (for 'Ethics and Value' Course)
- The question paper will be in bilingual format
- The question paper shall be divided into 3 parts

Part-I will carry 5 numbers of questions each carrying one mark [5 X 1]
Part-II will carry 5 numbers of questions each carrying two marks (within 50 words) [5 X 2]
Part-III will carry 2 numbers of questions each carrying five marks [2 X 5]
(Within 250 words)

The SGPA and CGPA will be calculated accordingly for awarding grades to the students.

SKILL ENHANCEMENT COURSES (SEC)

As per the CBCS regulation, the student registered under Honours course in any subject has to opt for two SEC courses and a student registered under Pass stream has to opt for four SEC courses. In this context, Some options are provided here. Syllabus of individual subjects also have listed additional skill based papers at the end. In addition, the combined board and Project OHEPEE has also formulated two skill papers in great detail keeping requirements of spoken English and quantitative as well as logical thinking abilities in mind. These two Special SEC papers are available as separate Model Syllabi.

Optional for SEC paper

Total Marks- 100

Skill Enhancement Courses (SEC Option-I)

ENGLISH COMMUNICATION

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

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

UNIT 1: Introduction

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

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

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

UNIT 3: Grammatical and Composition Skills

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

UNIT 4: Exercises in Written Communication

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

Reference Books:

- *Ways of Reading: Advanced reading Skills for Students of English Literature.* Martin Montgomery et al. London: Routledge, 2007.

- *Applying Communication Theory for Professional Life: A Practical Introduction.* Dainton and Zelle, <http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmljYXRpb25fVGh3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563>
- *Literature and the art of Communication*, Cambridge University Press.
- *Vistas and Visions*. Orient Black Swan (writing and grammar exercises at the end of lessons are recommended) From *Remapping An Anthology for Degree Classes*, ('Writing Skills'), Orient Black Swan.
- *Indian English through Newspapers* (Chapter 4,5 and 6), Concept, New Delhi,2008.
- *Contemporary Communicative English*, S Chand
- *Technical Communication: A Reader Centred Approach*. P.V. Anderson. Wadsworth, Cengage.

SEC- II (Quantitative and Logical Thinking)

QUANTITATIVE APTITUDE & DATA INTERPRETATION

Unit-1: Whole numbers, Integers, Rational and irrational numbers, Fractions, Square roots and Cube roots, Surds and Indices, Problems on Numbers, Divisibility, Steps of Long Division Method for Finding Square Roots

Unit -2: Basic concepts, Different formulae of Percentage, Profit and Loss, Discount, Simple interest, Ratio and Proportion, Mixture.

Unit-3: Time and Work, Pipes and Cisterns, Basic concepts of Time, Distance and Speed; relationship among them.

Unit-4: Concept of Angles, Different Polygons like triangles, rectangle, square, right angled triangle, Pythagorean Theorem, Perimeter and Area of Triangles, Rectangles, Circles.

Unit -5: Raw and Grouped Data, Bar Graphs, Pie charts. Mean, Median and Mode, Events and Sample Space, Probability

LOGICAL REASONING

Unit-1: Analogy basing on kinds of relationships, Simple Analogy, Pattern and Series of Numbers, Letters, Figures. Coding-Decoding of Numbers, Letters, Symbols (Figures), Blood relations.

UNIT-2 Logical Statements-Two premise argument, More than two premise argument using connectives.

UNIT -3: Venn Diagrams, Mirror Images, Problems on Cubes and Dices.

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

2016-19

Approved by

The Board of Studies in Economics on 20.9.16



**BERHAMPUR UNIVERSITY, BHANJA BIHAR ,
BERHAMPUR 760007;ODISHA, INDIA**

A. SYLLABUS FOR B.A. (HONORS) ECONOMICS UNDER CHOICE BASED CREDIT SYSTEM OF BERHAMPUR UNIVERSITY, BERHAMPUR

Course Structure for B.A. (Honours) Economics

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

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

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

Course Structure for B.A. (Honours) Economics

Semester I (20 credit)

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

Semester III(26 credit)

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

Semester II(20 credit)

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

Semester IV(26 credit)

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

Semester V(24 credits)

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

Group I

1. Odisha Economy
2. Agricultural Economics
3. Data Analysis and Computer Application in Economics

Generic Elective Paper:

Indian Economy-I
Indian Economy-II

Skill Enhancement Courses

1. Data Analysis and Computer Application
2. Financial Economics

Semester VI(24 Credit)

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

Group II

1. Dissertation / Project
2. Political Economy of Thought
3. International Economics

Syllabus for BA(Regular)
Core and Discipline Specific Electives (DSE) Courses in Economics

Semester I

Core Economics I:
Principles of Microeconomics I

Semester III

Core Economics III:
Principles of Macroeconomics I

Semester V

Discipline Specific Electives I
One of the following:

1. **DSE 1:** Economic Development and Policy in India-I
2. **DSE 2:** Money and Banking

Semester II

Core Economics II:
Principles of Microeconomics II

Semester IV

Core Economics IV:
Principles of Macroeconomics II

Semester VI

Discipline Specific Electives II
One of the following:

1. **DSE-3** Economic Development and Policy in India-II
2. **DSE 4:** Odisha Economy

Core Economics Course 1: INTRODUCTORY MICROECONOMICS

Course Description

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

Module I: Exploring the Subject Matter of Economics

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

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

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

Module III: The Firm and Market Structures

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

Module IV: Input Markets

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

Readings

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

Core Economics Course 2: MATHEMATICAL METHODS FOR ECONOMICS I

Course Description

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

Module I: Preliminaries

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

Module II: Derivative and integration of a function

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

Module III: Functions of two or more independent variables

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

Module IV: Matrices and Determinants

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

Readings:

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

Core Economics Course 3: INTRODUCTORY MACROECONOMICS

Course Description

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

Module I: Basic Concepts and Measurement of Macroeconomic Variables

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

Module II: Money

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

Module III: Inflation, Deflation, Depression and Stagflation

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

Module IV: Determination of National Income

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

Readings:

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

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

Course Description

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

Module I: Linear models:

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

Module II: Second and higher order derivatives:

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

Module III: Single and multivariable optimisation:

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

Module IV: Optimisation with Equality Constraints:

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

Readings:

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

Core Economics Course 5: MICROECONOMICS I

Course Description

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

Module I: Consumer Theory I

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

Module II: Consumer Theory II

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

Module III: Production Theory

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

Module IV: Profit Maximization

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

Readings:

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

Core Economics Course 6: MACROECONOMICS I

Course Description

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

Module I: Consumption and Investment Functions

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

Module II: Demand for and Supply of Money

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

Module III: Aggregate Demand and Aggregate Supply

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

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

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

Readings:

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

Core Economics Course 7: STATISTICAL METHODS FOR ECONOMICS

Course Description

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

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

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

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

Module II: Correlation and Regression Analysis

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

Module III: Time Series and Index Number

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

Module IV: Probability and Theoretical Distribution

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

Recommended books:

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

Core Economics Course 8: MICROECONOMICS II

Course Description

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

Module I: The Partial Equilibrium Competitive Model

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

Module II: General Equilibrium and Welfare

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

Module III: Monopoly and Imperfect Competition

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

Module IV: Labour Markets

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

Readings:

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

Core Economics Course 9: MACROECONOMICS II

Course Description

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

Module I: Financial Markets and Reforms

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

Module II: Open Economy Macroeconomics

Balance of payments- Concept, Equilibrium and Disequilibrium, Measures to Correct Disequilibrium, Determination of Foreign Exchange Rate- the PPP Theory and its Implications,

Fixed vs. Flexible Exchange Rates, The Short-run open economy Model, the basic Mundell-Fleming Model. International Financial Markets ;The Basic Harrod- Domar Model, Joan Robinson and the Golden Rule of Capital Accumulation, The Basic Solow Model, Theory of Endogenous Growth – the Rudimentary A-K Model

Module III: Macroeconomic Policy

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

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

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

Readings:

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

Core Economics Course 10: PUBLIC ECONOMICS

Course Description

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

Module I: Introduction to Public Finance

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

Module II: Public Expenditure

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

Module III: Public Revenue

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

Module IV: Public Budget and Public Debt

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

Readings:

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

Core Economics Course 11: INDIAN ECONOMY I

Course Description

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

Module I: Introduction to Indian Economy

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

Module II: Population, Human Development and National Income

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

Module III: Economic Planning in India

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

Module IV: Current Challenges

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

Readings:

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

Core Economics Course 12: DEVELOPMENT ECONOMICS I

Course Description

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

Module I: Conceptions of Development

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

Module II: Theories of Economic Development & Growth

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

Module III Poverty and Inequality: Definitions, Measures and Mechanisms

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

Module IV: Political Institutions and the Functioning of the State

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

Readings:

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

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

Course Description

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

Model I: Agricultural Development in India

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

Module II: Industrial Development in India

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

Module III: Tertiary Sector and HRD

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

Module IV: External Sector

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

Readings:

1. U. Kapila (2010): *Indian economy since Independence*. Academic Foundation, New Delhi

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

Core Economics Course 14: DEVELOPMENT ECONOMICS II

Course Description

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

Module I: Demography and Development

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

Module II: Land, Labour and Credit Markets

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

Module III: Individuals, Communities and Collective Outcomes

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

Module IV: Environment, Sustainable Development and Globalisation

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

Readings

1. Debraj Ray (2009): *Development Economics*, Oxford University Press.
2. Partha Dasgupta (2007): *Economics, A Very Short Introduction*, Oxford University Press.
3. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee (2006): *Understanding Poverty*, Oxford University Press.

4. Thomas Schelling (1978): *Micromotives and Macrobehavior*, W. W. Norton.
5. Albert O. Hirschman (1970): *Exit, Voice and Loyalty: Responses to Decline in Firms, Organizations and States*, Harvard University Press.
6. Elinor Ostrom (1990): *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press.
7. Dani Rodrik (2011): *The Globalization Paradox: Why Global Markets, States and Democracy Can't Coexist*, Oxford University Press.
8. Michael D. Bordo, Alan M. Taylor and Jeffrey G. Williamson (ed.) (2003): *Globalization in Historical Perspective*, University of Chicago Press.

Discipline Specific Electives (DSE) :

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

1. ODISHA ECONOMY

Module-I: Basics of Odisha Economy:

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

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

Module-II: Agriculture

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

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

Module-III: Industry

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

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

Module-IV : Planning in Odisha

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

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

Readings

1. Government of Odisha – Five year Plans
2. Odisha Economic Survey - 2014-15

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

2. AGRICULTURAL ECONOMICS

Course Objective

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

Module-I: Introduction

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

Module-II: Production Function Analysis

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

Module-III: Transformation of Agriculture

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

Module-IV: Agricultural Credit and Agriculture Price Policy

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

Readings:

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

3. DATA ANALYSIS AND COMPUTER APPLICATION IN ECONOMICS

Course objective

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

Module I: Basic of Computer

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

Module II: Use of computer Office Automation:

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

Module III: Data Analysis and Trend forecasting:

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

Module-IV: Random variables and probability distributions. Binomial and normal distributions. Estimation of population parameters from sample data. Unbiased estimators for population mean and variance. Basics of index numbers

Readings

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

Discipline Specific Elective (DSE) :

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

1. DISSERTATION/ PROJECT

The students are required to work on a topic of their interest under the guidance of their faculty member and submit the same for evaluation at the university level. The work must be original and analytical. The teachers are required to teach the art of analysing economic data and derive meaningful conclusions from the proposed work. Several Flagship schemes of the central and state government can be examined under this paper. The teachers must inform the students that all expenses related to data collection, tabulation, analysis, typing and binding will be borne by the candidate. The college/university is in no way related to preparation of the dissertation and submission of the same to the institution.

2. POLITICAL ECONOMY OF THOUGHT

Module I: Early Period

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

Module II: Classical and Marginalists

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

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

Module III: Keynesian Ideas

The aggregate economy; liquidity preference theory and liquidity trap, marginal Efficiency of capital and Marginal Efficiency of Investment, wage rigidities, under-employment equilibrium, role

of fiscal policy; deficit spending and public works; multiplier principle, cyclical behavior of the economy, uncertainty and role of expectations, impetus to economic modeling.

Module IV: Indian Economic thought

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

Readings

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

3. INTERNATIONAL ECONOMICS

Course Description

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

Module I: Introduction

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

Module II: Trade Policy

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

Module III: International Macroeconomic Policy

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

Module IV: Balance Of Payment

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

Readings:

1. Paul Krugman, Maurice Obstfeld, and Marc Melitz, *International Economics: Theory and Policy*, Addison-Wesley (Pearson Education Indian Edition), 9th edition, 2012.
2. Dominick Salvatore, *International Economics: Trade and Finance*, John Wiley International Student Edition, 10th edition, 2011.
3. C.P. Kindleberger „International Economics“.
4. Bo Soderstein and Geoffrey Reed „International Economics“ MacMillan.
5. Francis Cherumilam - „International Economics“
6. Mannur, H.G. „International Economics“, Vikas Publishing House.
7. RBI bulletin, Various issues.

Syllabus for B.A.(Regular)
Core and Discipline Specific Elective (DSE) Courses in Economics

Semester I	Semester II
Core Economics I: Principles of Microeconomics–I	Core Economics II: Principles of Microeconomics–II
Semester III	Semester IV
Core Economics III: Principles of Macroeconomics–I	Core Economics IV: Principles of Macroeconomics–II
Semester V	Semester VI
Discipline Specific Elective I One of the following: DSE 1: Economic Development and Policy in India–I DSE 2: Money and Banking	Discipline Specific Elective II One of the following: DSE 3: Economic Development and Policy in India–II DSE 4: Odisha Economy

Core Economics I: Principles of Microeconomics–I

Course Description

This course intends to expose the student to the basic principles in Microeconomic Theory and illustrate with applications.

Course Outline

Module I: Introduction

Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems. Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium. Applications of demand and supply: price rationing, price floors, consumer surplus, producer surplus. Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other elasticities.

Module II: Consumer Theory

Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint.

Module III: Production and Costs

Production: behaviour of profit maximising firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibrium condition. Costs: costs in the short run, costs in the long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments.

Module IV: Perfect Competition

Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant cost industries. Welfare: allocative efficiency under perfect competition.

Readings:

Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.

Core Economics II: Principles of Microeconomics–II

Course Description

This is a sequel to Principles of Microeconomics–I covered in the first semester. The objective of the course is the same as in Principles of Microeconomics I.

Module I: Market Structures

Theory of a Monopoly Firm: Concept of imperfect competition; short run and long run price and output decisions of a monopoly firm; concept of a supply curve under monopoly; comparison of perfect competition and monopoly, social cost of monopoly, price discrimination; remedies for monopoly: Antitrust laws, natural monopoly.

Imperfect Competition: Monopolistic competition: Assumptions, SR & LR price and output determinations under monopolistic competition, economic efficiency and resource allocation; oligopoly: assumptions, oligopoly models, game theory, contestable markets, role of government.

Module II: Consumer and Producer Theory

Consumer and Producer Theory in Action; Externalities, marginal cost pricing, internalising externalities, public goods; imperfect information: adverse selection, moral hazard, social choice, government inefficiency.

Markets and Market Failure; Market adjustment to changes in demand, efficiency of perfect competition; sources of market failure: imperfect markets, public goods, externalities, imperfect information; evaluating the market mechanism.

Module III: Income Distribution and Factor pricing

Input markets: demand for inputs; labour markets, land markets, profit maximization condition in input markets, input demand curves, distribution of Income.

Module IV: International Trade

Absolute advantage, comparative advantage, terms of trade, sources of comparative advantage, trade barriers, free trade/ protectionism.

Readings:

Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.

Core Economics III: Principles of Macroeconomics–I

Course Description

This course introduces students to the basic concepts in Macroeconomics. Macroeconomics deals with the aggregate economy. In this course the students are introduced to the definition, measurement of the macroeconomic variables like GDP, consumption, savings, investment and balance of payments. The course also discusses various theories of determining GDP in the short run.

Module I: Introduction and National Income Accounting

What is macroeconomics? Macroeconomic issues in an economy. Concepts of GDP and National Income; measurement of national income and related aggregates; nominal and real income; limitations of the GDP concept.

Module II: Determination of GDP

Actual and potential GDP; aggregate expenditure; consumption function; investment function; equilibrium GDP; concepts of MPS, APS, MPC, APC; autonomous expenditure; Concept of multiplier.

Module III: National Income Determination in an Open Economy with Government

Fiscal Policy: impact of changes in government expenditure and taxes; net exports function; net exports and equilibrium national income.

Module IV: Money in a Modern Economy

Concept of money in a modern economy; monetary aggregates; demand for money; quantity theory of money; liquidity preference and rate of interest; money supply and credit creation; monetary policy.

Readings:

1. Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.
2. Sikdar, Shoumyen, *Principles of Macroeconomics*, 2nd Edition, Oxford University Press, India

Core Economics IV: Principles of Macroeconomics–II

Course Description

This is a sequel to Principles of Macroeconomics–I. It analyses various theories of determination of National Income in greater detail. It also introduces students to concept of inflation, its relationship with unemployment and some basic concepts in an open economy.

Course Outline

Module I: IS-LM Analysis

Derivations of the IS and LM functions; IS-LM and aggregate demand; shifts in the AD curve.

Module II: GDP and Price Level in Short Run and Long Run

Aggregate demand and aggregate supply; multiplier Analysis with AD curve and changes in price levels; aggregate supply in the SR and LR.

Module III: Inflation and Unemployment

Concept of inflation; determinants of inflation; relationship between inflation and unemployment: Phillips Curve in short run and long run.

Module-IV: Balance of Payments and Exchange Rate

Balance of payments: current account and capital account; market for foreign exchange; determination of exchange rate.

Readings:

1. Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.
2. Sikdar, Shoumyen, *Principles of Macroeconomics*, 2nd Edition, Oxford University Press, India

**Discipline Specific Elective:
Group-I(One of the following):**

DSE 1: ECONOMIC DEVELOPMENT AND POLICY IN INDIA-I

Course Description

This course reviews major trends in aggregate economic indicators in India and places these against the backdrop of major policy debates in India in the post- Independence period.

Module I: Issues in Growth, Development and Sustainability

Module II: Factors in Development

Capital formation (Physical and Human); technology;institutions.

Module III: Population and Economic Development; Employment

Demographic trends; urbanisation.Occupational structure in the organised and the unorganised sectors; open-, underanddisguised unemployment (rural and urban); employment schemes and their impact.

Module IV: Indian Development Experience

Critical evaluation of growth, inequality, poverty and competitiveness, pre and postreforms era; savings and investment; mobilisation of internal and external finance; monetary and fiscal policies; centre-state financial relations.

Readings:

1. Michael P Todaro and Stephen Smith. *Economic Development*, Pearson, 11th edition (2011).
2. Uma Kapila, *Indian Economy since Independence*, Academic Foundation, 19th edition (2009).
3. United Nations Development Programme, *Human Development Report 2010*, Palgrave Macmillan (2010).
4. Government of India, *Economic Survey* (latest)
5. Government of India, *Five Year Plan* (latest)
6. Government of India, *Finance Commission Report* (latest)

DSE 2: MONEY AND BANKING

Course Description

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

Module 1: Money

Concept, functions, measurement; theories of money supply determination.

Module 2: Financial Institutions, Markets, Instruments and Financial Innovations ; Interest Rates

Role of financial markets and institutions; problem of asymmetric information – adverse selection and moral hazard; financial crises. Money and capital markets: organization, structure and reforms in India; role of financial derivatives and other innovations .Determination; sources of interest rate differentials; theories of term structure of interest rates; interest rates in India.

Module 3: Banking System

Balance sheet and portfolio management. Indian banking system: Changing role and structure; banking sector reforms.

Module 4: Central Banking and Monetary Policy

Functions, balance sheet; goals, targets, indicators and instruments of monetary control; monetary management in an open economy; current monetary policy of India.

Readings

1. F. S. Mishkin and S. G. Eakins, *Financial Markets and Institutions*, Pearson Education, 6th edition, 2009.
2. F. J. Fabozzi, F. Modigliani, F. J. Jones, M. G. Ferri, *Foundations of Financial Markets and Institutions*, Pearson Education, 3rd edition, 2009.
3. L. M. Bhole and J. Mahukud, *Financial Institutions and Markets*, Tata McGraw Hill, 5th edition, 2011.
4. M. Y. Khan, *Indian Financial System*, Tata McGraw Hill, 7th edition, 2011.
5. Various latest issues of R.B.I. Bulletins, Annual Reports, Reports on Currency and Finance and Reports of the Working Group, IMF Staff Papers.

Discipline Specific Elective: Group- II (One of the following)

DSE 3: ECONOMIC DEVELOPMENT AND POLICY IN INDIA-II

Course Description

Building on the more aggregative analysis of trends in the Indian Economy offered in Economic Development and Policy-I, this course examines sector-specific trends in key indicators and their implications in the post-Independence period.

Course Outline

Module I: Agriculture: Policies and Performance

Production and productivity; credit; labour; markets and pricing; land reforms; regional variations.

Module II: Industry: Policies and Performance

Production trends; small scale industries; public sector; foreign investment.

Module III: Foreign Trade: Trends and Policies

Balance of trade and balance of payments; India and the World Trade Organisation.

Module IV: Tertiary sector

Banking, Insurance , Information Technology

Readings:

1. Uma Kapila, *Indian Economy since Independence*, Academic Foundation, 19th edition (2009).
2. Government of India, *Economic Survey* (latest)
3. Government of India, *Five Year Plan* (latest)

DSE-4.

ODISHA ECONOMY

Module-I: Basics of Odisha Economy:

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

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

Module-II: Agriculture

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

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

Module-III: Industry

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

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

Module-IV : Planning in Odisha

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

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

Readings

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

Generic Elective Papers

INDIAN ECONOMY:PAPER - I

Module- I

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

Module- II

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

Module- III

Planning process in India:

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

Module- IV

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

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

Readings :

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

INDIAN ECONOMY:PAPER - II

Module- I

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

Module- II

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

Module- III

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

Module- IV

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

Readings :

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

Skill Enhancement Courses (SEC)

Proposed by the Board of Studies Economics

Skill Enhancement Course (SEC) I: FINANCIAL ECONOMICS

Course Description

This course introduces students to the economics of finance. The course does not require any prior knowledge of economics. This course should be accessible to anyone with an exposure to elementary mathematics. The course is designed to impart the essential aspects of financial asset valuation. The students will be introduced to numerical techniques in finance using spreadsheet programmes such as Microsoft Excel. The course will impart skills that will be useful in a variety of business settings including investment banks, asset management companies and in the field of financial and business journalism.

Module-I: Introduction to Banking systems, Role of RBI, Non-Banking financial companies. Investment principles.

Module II: Deterministic cash-flow streams

Basic theory of interest; discounting and present value; internal rate of return; evaluation criteria; fixed-income securities; bond prices and yields; interest rate sensitivity and duration; immunisation; the term structure of interest rates; yield curves; spot rates and forward rates.

Module III: Single-period random cash flows

Random asset returns; portfolios of assets; portfolio mean and variance; feasible combinations of mean and variance; mean-variance portfolio analysis: the Markowitz model and the two-fund theorem; risk-free assets and the one-fund theorem.

Module IV: Capital Asset Pricing Model (CAPM)

The capital market line; the capital asset pricing model; the beta of an asset and of a portfolio; security market line; use of the CAPM model in investment analysis and as a pricing formula.

Readings

1. David G. Luenberger, *Investment Science*, Oxford University Press, USA, 1997.
2. Richard A. Brealey and Stewart C. Myers, *Principles of Corporate Finance*, McGraw-Hill, 7th edition, 2002.
3. Burton G. Malkiel, *A Random Walk Down Wall Street*, W.W. Norton & Company, 2003.
4. Simon Benninga, *Financial Modeling*, MIT Press, USA, 1997.

Skill Enhancement Course (SEC) II: DATA ANALYSIS COMPUTER APPLICATION

Course Description:

This course introduces the student to collection and presentation of data. It also discusses how data can be summarized and analysed for drawing statistical inferences. The students will be introduced to important data sources that are available and will also be trained in the use of free statistical software to analyse data.

Module I :Basic Statistics:

Basic statistical functions and analysis – mean, median, mode standard deviation, correlation, regression methods & techniques, estimation Linear trend and growth rate: Sources of data. Population census versus sample surveys. Random sampling. Univariate frequency distributions. Measures of central tendency: mean, median and mode; arithmetic, geometric and harmonic mean. Measures of dispersion, skewness and kurtosis. Bivariate frequency distribution. Correlation and regression. Rank correlation.

Module II: Data Analysis and Trend forecasting

Introduction to probability theory. Notions of random experiment, sample space, event, probability of an event. Conditional probability. Independence of events. Random variables and probability distributions. Binomial and normal distributions. Estimation of population parameters from sample data. Unbiased estimators for population mean and variance. Basics of index numbers: price and quantity index numbers.:

Module III: Basic of Computer

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

Module-IV :Use of computer Office Automation:

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

Readings

1. Kerny(1993) – Essential of Microsoft, Words Excel, Prentice Hall of India, New India
2. Rajaraman, V. (1996) – Fundamentals of Computers, Prentice Hall (India) New Delhi
3. Schied, F(1983)- Theory and Problems of Computer and Programming, Schaum"s outline series, McGraw Hill, New Dehil
4. Ron Mansfield(1994) – Compact guide to Microsoft office, BPH publication, New Delhi
5. B. Ram(1994)- Computer Fundamentals, New Age international New Delhi
6. V.P.Jagi & S Jain (1996) – Computer for Beginners, Academic publisher, New Delhi
7. Suresh. K. Basandra (1993) - Computer to-day, Galgotia Books
8. P.H. Karmel and M. Polasek (1978), *Applied Statistics for Economists*, 4th edition;Pitman.
9. M.R. Spiegel (2003), *Theory and Problems of Probability and Statistics* (Schaum Series).

BERHAMPUR UNIVERSITY

UG Course of Studies

SUBJECT: ENGLISH

(SEMESTER PATTERN)

Under the

CHOICE BASED CREDIT SYSTEM

For

Honours and Regular



Semester I & II Examination: 2016-17

Semester III & IV Examination: 2017-18

Semester V & VI Examination: 2018-19

Published by:

BERHAMPUR UNIVERSITY

BHANJA BIHAR

BERHAMPUR-760007(GANJAM) ORISSA

Course Contents of ALL Components in English

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2	English Hons. DSE 1-4	23-28
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5	ENGLISH: DISCIPLINE SPECIFIC CORE (1-4) FOR B.A (REGULAR) STUDENTS	38-44
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CBCS BA Honours Syllabus in English 2016

Abstract

Credit add-up

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

Total:		140 credits
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Marks add-up

▶	Core courses:	1400 marks
▶	Discipline Specific Elective:	400 marks
▶	Generic Elective:	400 marks
▶	Ability Enhancement Compulsory Course*	100 (50X2) marks
▶	Skill Enhancement Course:	100 (50X2) marks

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

English (Honours) Core Course-Syllabus

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

(1) Core Course 14 papers: 1400 marks

(06 credits per paper)

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

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

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

Core 3: British Literature: 18th Century

Core 4: Indian Writing in English

Core 5: Indian Classical Literature

Core 6: European Classical Literature

Core 7: American Literature

Core 8: Popular Literature

Core 9: British Romantic Literature

Core 10: British Literature: 19th Century

Core 11: Women's Writing

Core 12: British Literature: Early 20th Century

Core 13: Modern European Drama

Core 14: Postcolonial Literature

**ENGLISH
FIRST SEMESTER
Core Paper 1**

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

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

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

Unit 1: A historical overview:

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

Unit 2:

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

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

Edmund Waller: “Go, lovely Rose”

Ben Jonson: “Song: To Celia”

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

“When to the seasons of sweet silent thought”,

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

Unit 3: William Shakespeare: *King Lear*

Unit 4: Marlowe: *The Jew of Malta*

Suggested Readings:

Weller Series (OBS): *King Lear*

Edward Albert: *A History of English Literature.*

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

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

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)
 Group-A (short questions) 20 marks (10 questions of 2 marks each)
 Group-B (Annotation) 15 marks (7.5 X 2).Two questions (one annotation out of two from drama & one annotation out of two from poetry).
 Group-C (Long answers) 45 marks
 (3 questions out of 6 will be answered, carrying 15 marks each).

ENGLISH
FIRST SEMESTER
Core Paper 2

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

Full Mark – 100(80+20) Time: 3 hours

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

Unit1

A historical overview:

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

Unit 2

John Milton: *Lycidas*

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

Andrew Marvell: “To His Coy Mistress”

Unit 3

Pope: “Ode on Solitude,”

“The Dying Christian to his Soul”

Robert Burns: “A Red Red Rose”

“A Fond Kiss”

Unit 4

Dryden: *All for Love*

Suggested readings:

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

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from drama & one annotation out of two from poetry).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, carrying 15 marks each).

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

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

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

Unit -1: A historical overview:

Restoration, Glorious Revolution, Neo-classicism, Enlightenment.

Unit-2 Daniel Defoe: *Robinson Crusoe*

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

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

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

Suggested Readings:

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

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)
Group-A (short questions) 20 marks (10 questions of 2 marks each)
Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from prose & one annotation out of two from poetry).
Group-C (Long answers) 45 marks
(3 questions out of 6 will be answered, carrying 15 marks each).

ENGLISH
SECOND SEMESTER
Core Paper IV
Indian Writing in English

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

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

Unit – 1

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

Unit 2

Mulk Raj Anand, *Untouchable*

Unit 3

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

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

Unit 4

Raja Rao: *The Serpent and the Rope*

Suggested Readings:

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

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from Novel & one annotation out of two from poetry).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, carrying 15 marks each).

ENGLISH
THIRD SEMESTER
Core Paper V
Indian Classical literature

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

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

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

Suggested Topics for background reading:-

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

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from drama & one annotation out of two from poetry).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, carrying 15 marks each).

THIRD SEMESTER
Core Paper VI
European Classical Literature

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

(100 marks) 80+ 20 Time- 3 hours

Unit- 1. Background Reading

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

Unit- 2. Homer: *The Iliad*

Unit- 3. Euripides: *Hippolytus*

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

Suggested Readings

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

Web Resources:

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

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from drama & one annotation out of two from poetry).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, carrying 15 marks each).

ENGLISH
THIRD SEMESTER
Core Paper VII
American Literature

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

(100 marks) 80+ 20 Time- 3 hours

Unit-1 Back ground Reading

(a) The American Dream

(b) Social Realism and the American Novel

(c) Folklore and the American Novel

Unit-2

Arthur Miller: *All My Sons*

Unit-3

Ernest Hemingway: *The Old Man and the Sea*

Unit-4

Walt Whitman Selections from "Leaves of Grass"

(a) "O Captain, My Captain"

(b) "Passage to India (Lines 1-68)"

Suggested Reading

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

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from Novel & drama taken together & one annotation out of two from poetry).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, carrying 15 marks each).

**ENGLISH
FOURTH SEMESTER
Core Paper VIII**

Popular Literature

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

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

Unit-1 Background Reading.

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

Unit-2

Lewis Carroll : *Alice in Wonderland*

Unit-3

Arthur Conan Doyle : *A Study in Scarlet*

Unit-4

Yann Martel: *Life of Pi*

Suggested Readings

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

Web Resources:

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

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Long answers) 60 marks

(4 questions out of 8 will be answered, carrying 15 marks each).

ENGLISH
FOURTH SEMESTER
Core Paper IX
British Romantic Literature

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

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

Unit-1 Background Reading

(a) Literature and Revolution

(b) Reason and Imagination

(c) Concept of Nature

(d) The Gothic

(e) The Romantic Lyric

Unit-2: William Blake: ‘The Lamb’, ‘The Tyger’

Unit-3: Wordsworth: ‘Tintern Abbey’

Coleridge: “Kubla Khan”

Unit-4: Shelly “Ode to West Wind”

Keats: “La Belle Dame sans Mercy”

Suggested Readings

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

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). (Two annotation out of Four).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, carrying 15 marks each).

ENGLISH FOURTH SEMESTER

Core Paper X

British Literature: 19th Century

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

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

Unit-1 Background Reading

(a) Utilitarianism

(b) The 19th Century Novel

(c) Marriage and Sexuality

(d) The Writer and Society

(e) Faith and Doubt

(f) The Dramatic Monologue

Unit-2

Charlotte Bronte: *Wuthering Heights*

Unit-3

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

Unit -4

George Eliot: *Silas Marner*

Suggested Readings:

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

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from Novel & one annotation out of two from poetry).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, carrying 15 marks each).

ENGLISH FIFTH SEMESTER Core Paper XI

Women’s Writing

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

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

Unit-1 Background Reading.

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

Unit-2:

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

Unit-3:

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

Unit-4:

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

Web Resources:

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

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

- Simone de Beauvoir *The Second Sex*

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

Suggested Readings:

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

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from Novel & one annotation out of two from poetry).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, carrying 15 marks each).

**ENGLISH
FIFTH SEMESTER
Core Paper XII**

British Literature: Early Twentieth Century

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

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

Unit-1

Background reading:

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

Unit-2. Joseph Conrad: *Nostramo*

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

Unit-4.

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

Suggested Readings

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

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from Novel & one annotation out of two from poetry).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, each carrying 15 marks).

**ENGLISH
SIXTH SEMESTER**

Core Paper XIII

Modern European Drama

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

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

Unit-1

Background Reading

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

Unit-2

Henrik Ibsen: *Pillars of Society*

Unit-3

Samuel Beckett: *End Game*

Unit-4

Bertolt Brecht: *The Caucasian Chalk Circle*

Suggested Readings

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

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two annotations out of four.

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, carrying 15 marks each).

ENGLISH SIXTH SEMESTER Core Paper XIV

Postcolonial Literature

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

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

Unit-1

Background Reading

- (a) Decolonization, Globalization and literature
- (b) Literature and Identity Politics
- (c) Region, Race and Gender

(d) Postcolonial literatures and Questions of Form

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

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

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

Web Resources

- Achebe, Chinua “An image of Africa: Racism in Joseph Conrad's Heart of Darkness,” *Research in African Literatures, Vol. 9, No.1, Special Issue on Literary Criticism. (Spring, 1978), pp. 1-15.*
<http://english.gradstudies.yorku.ca/files/2013/06/achebe-chinua.pdf>
- Achebe, Chinua: “English and the African Writer”
<https://mrvenglish.wikispaces.com/file/view/English+and+the+African+Writer.pdf>
- Thiong'o, Ngugi Wa. “The Quest for Relevance” from *Decolonising the Mind: The Politics of Language in African Literature*
https://www.humanities.uci.edu/critical/pdf/Wellek_Readings_Ngugi_Quest_for_Relevance.pdf
- Ashcroft, Bill, Gareth Griffiths, Helen Tiffin. *Post-Colonial Studies: The Key Concepts*. New York: Routledge. 2007.
<http://staff.uny.ac.id/sites/default/files/pendidikan/else-liliani-ssmhum/postcolonialstudiesthekeyconceptsrouledgekeyguides.pdf>

Suggested Readings:

1. Franz Fanon: *Black Skin, White Mask*. translated Charles Lam Markmann (London: Pluto Press)
2. Ngugi WaThiongo, *Decolonizing the Mind, The Language of African Literature*, London: James Curry, 1986, Chapter 1, Section 4-6

4. Gabriel Garcia Marquez, The Nobel Prize Acceptance Speech in *Gabriel Garcia Marques: New Reading*, ed. Bernard McGurik and Richard Cardwell (Cambridge University Press, 1987)

Patte rn of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Long answers) 60 marks

(4 questions out of 8 will be answered, carrying 15 marks each).

English Hons. DSE 1-4

English Hons. DSE 1-4

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

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

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

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

**ENGLISH
Discipline Specific Elective (DSE -1)
FIFTH SEMESTER**

Literary Theory

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

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

Unit -1. Background Reading

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

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

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

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

Unit 3- Feminism.

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

Unit-4. Postcolonial studies

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

Suggested Readings:-

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

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B)

Group-A (10 short questions of 2 marks each covering all units) : 2x10 =20

Group-B (Long answers) 60 marks

(4 questions out of 8 covering all the units will be answered, carrying 15 marks each).

ENGLISH
FIFTH SEMESTER
Discipline Specific Elective (DSE -2)

Literary Criticism

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

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

Unit-1

Wordsworth: Preface to Lyrical Ballads.

Unit-2

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

Unit 3

Matthew Arnold: "The Study of Poetry."

Unit- 4

Cleanth Brooks: "The Language of Paradox."

Suggested Readings:

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

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B)

Group-A (10 short questions of 2 marks each covering all units) : $2 \times 10 = 20$

Group-B (Long answers) 60 marks

(4 questions out of 8 covering all the units will be answered, carrying 15 marks each).

ENGLISH
SIXTH SEMESTER
Discipline Specific Elective (DSE -3)

Autobiography

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

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

Unit-1: Background Reading

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

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

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

Unit -4:

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

Suggested Readings

1. James Olney, "A Theory of Autobiography" in *Metaphors of self: the meaning of autobiography* (Princeton: Princeton University Press, 1972) pp 3-50.

2. Linda Anderson, 'Introduction' in *Autobiography*, (London: Routledge, 2001)
3. Mary G. Mason, "The Other Voice": *Autobiographies of Women Writers in Life/ Lines: Theorizing Women's Autobiography*. ed. Bella Brodzki and Celeste Schenk. Ithaca: Cornell University Press, 1988) pp. 19-44.
4. Paramahansa Yogananda. *Autobiography of a Yogi*. New York: The Philosophical library. 1946.

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Long answers) 60 marks

(4 questions out of 8 will be answered, carrying 15 marks each).

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

Project

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

ENGLISH: GENERIC ELECTIVES
(for other Hons. Students)

ENGLISH: GENERIC ELECTIVES
(for other Hons. Students)

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

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

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

Language, Literature, and Culture

Full Mark – 100(80+20) Time: 3 hours

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

Unit1: British and American Poetry:

William Shakespeare: “All the World’s a Stage”

William Wordsworth: “The Solitary Reaper”

W.B. Yeats: “The Second Coming”

Walt Whitman: “O Captain, My Captain”

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

Unit 2: Indian Poetry

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

Nissim Ezekiel: “Night of the Scorpion”

Kamala Das: “Punishment in Kindergarten”

A.K. Ramanujan: “A River”

Unit 3: Non-fictional Prose

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

Mahatma Gandhi: “Speech on Indian Civilization”

Unit 4: Short story

Saadat Hasan Manto: “The Dog of Titwal”

R.K. Narayan: “A Snake in the Grass”

Texts prescribed:

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

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from prose & one annotation out of two from poetry).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, each carrying 15 marks).

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

Generic Elective 2

English-Paper 2

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

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

Full Mark – 100(80+20) Time: 3 hours

No. of credits: 06

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

Unit-1

The students will write an essay on a current topic of National/International/global socio-political significance such as terrorism, globalization, ecology, women's rights, human rights, religious/racial intolerance. (Three topics will be given for the students to choose any one) (1 X 10= 10)

Unit 2

The students will write a publication-worthy feature on a place of national/international tourist attraction of their choice or a national/internal celebrity of their choice. (1 X 10= 10)

Unit -3

The students will write an essay on a topic of literary significance (Three topics, related to the themes stated below, will be given out of which the students will choose any one) (1 X 10= 10)

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

Unit -4

The students will attempt critical appreciation of any one of the following:
(1 X 10= 10)

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

Suggested Reading:

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

Pattern of Examination: As above

N.B.: Teaching of all the units shall involve (i) giving the students useful tips towards writing features, essays, and critical appreciation of pieces noted under Unit IV and (ii) engage them in practicing writing the same.

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

Ability Enhancement Course: AEC
MIL/Communication (ENGLISH)
SECOND SEMESTER
(B.Sc Hons., B.A. Hons., B.Com. Hons.& B.Sc Regular)

Paper code: Sem II-AEC-ENG

Marks: 50 (40+10)
Credits: 02

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

Unit 1:

Prose

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

Poetry

1. The Village Schoolmaster - Oliver Goldsmith

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

Unit-2. Writing

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

Unit 3:

Grammar and Usage

1. Simple and Compound Sentences
2. Complex Sentences
3. Noun Clause
4. Adjective Clause
5. Adverb Clause
6. The Conditionals in English
7. The Second Conditional
8. The Third Conditional
9. Words and their features
10. Phrasal Verbs
11. Collocation
12. Using Modals

13. Use of Passives
14. Use of Prepositions
15. Subject-verb Agreement
16. Sentence as a system
17. Common Errors in English Usage

Examination pattern

Midterm test [10 marks]

Final Semester Examination 40 marks

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

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

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

Total 40 marks

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

Prescribed Texts

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

ENGLISH: CORE FOR B.A (REGULAR) STUDENTS-DSC

Paper code	Paper title	No of credits
SEM I-REG- C-ENG-P-1	TECHNICAL WRITING: ESSAY, FEATURE, AND CRITICAL APPRECIATION	06
SEM II-REG- C-ENG-P-2	Language , Literature, and Culture	06
SEM III-REG- C-ENG-P-3	DRAMA	06
SEM IV-REG- C-ENG-P-4	NOVEL	06

ENGLISH
FIRST SEMESTER
(For the students of Regular B.A. courses)

Regular-Core English
English-Paper 1

Paper Code: SEM I-REG- C--ENG-P-1

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

Full Mark – 100(80+20) Time: 3 hours

No. of credits: 06

Objective: The Regular/Pass students of Arts subjects will benefit immensely from their engagement with various aspects of technical writing.

Unit-1

The students will write an essay on a current topic of National/International/global socio-political significance such as terrorism, globalization, ecology, women's rights, human rights, religious/racial intolerance. (Three topics will be given for the students to choose any one) (1 X 10= 10)

Unit 2

The students will write a publication-worthy feature on a place of national/international tourist attraction of their choice or a national/internal celebrity of their choice. (1 X 10= 10)

Unit -3

The students will write an essay on a topic of literary significance (Three topics, related to the themes stated below, will be given out of which the students will choose any one) (1 X 10= 10)

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

Unit -4

The students will attempt critical appreciation of any one of the following:
(1 X 10= 10)

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

Suggested Reading:

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

Pattern of Examination: As above

N.B.: Teaching of all the units shall involve (i) giving the students useful tips towards writing features, essays, and critical appreciation of pieces noted under Unit IV and (ii) engage them in practicing writing the same.

ENGLISH
SECOND SEMESTER
(For the students of Regular B.A. courses)
Regular Core English 2
English-Paper 2

Paper Code: SEM II-REG- C--ENG-P-2

Language, Literature, and Culture

Full Mark – 100(80+20) Time: 3 hours

Objective: The Regular/Pass students of Arts subjects will benefit immensely from the topics selected from prose and poetry catering to thrust on language, literature and culture. That will help them develop their linguistic competence and socio-cultural awareness.

Unit1: British and American Poetry:

William Shakespeare: “All the World’s a Stage”

William Wordsworth: “The Solitary Reaper”

W.B. Yeats: “The Second Coming”

Walt Whitman: “O Captain, My Captain”

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

Unit 2: Indian Poetry

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

Nissim Ezekiel: “Night of the Scorpion”

Kamala Das: “Punishment in Kindergarten”

A.K. Ramanujan: “A River”

Unit 3: Non-fictional Prose

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

Mahatma Gandhi: “Speech on Indian Civilization”

Unit 4: Short story

SaadatHasanManto: “The Dog of Titwal”

R.K. Narayan: “A Snake in the Grass”

Texts prescribed:

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

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from prose & one annotation out of two from poetry).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, each carrying 15 marks).

ENGLISH
THIRD SEMESTER
(For the students of Regular B.A. courses)
Regular-Core English
English-Paper 3

Paper Code: SEM III-REG- C--ENG-P-3

DRAMA

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

Objective: The Regular/Pass students of Arts subjects will benefit immensely from close reading of the plays prescribed for them illustrating various dimensions of dramatic discourse. That will help them develop their linguistic competence and apart from sensitizing them to issues of socio-cultural and moral significance.

Unit1: British Drama: Tragedy

Shakespeare: *Julius Caesar*

Unit 2: British Drama: Comedy

Shakespeare: *As You Like It*

Unit 3: American Drama

Tennessee Williams: *Glass Menagerie*

Unit 4: Modern Indian Drama

Girish Karnad: *Hayavadana*

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (Two annotations out of four selected plays).

Group-C (Long answers) 45 marks

(3 questions out of 6 covering all units will be answered, each carrying 15 marks).

ENGLISH
FOURTH SEMESTER
(For the students of Regular B.A. courses)
Regular-Core English
English-Paper 4

Paper Code: SEM IV-REG- C--ENG-P-4

NOVEL

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

Objective: The Regular/Pass students of Arts subjects will benefit immensely from close reading of the novels prescribed for them illustrating various dimensions of fictional discourse. That will help them develop their linguistic competence apart from sensitizing them to issues of socio-cultural and moral significance.

Unit1: British Novel:

Thomas Hardy: *Far from the Madding Crowd*

Unit 2: American Novel

Ernest Hemingway: *The Old Man and the Sea*

Unit 3: Indian English Novel

R.K. Narayan: *Guide*

Unit 4: World novel in English translation:

Khuswant Singh: *Train to Pakistan*

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (Two short annotations out of four selected novels).

Group-C (Long answers) 45 marks

(3 questions out of 6 covering all units will be answered, each carrying 15 marks).

ENGLISH 1 & ENGLISH 2**(For Arts and Commerce regular Students)**

Paper code	Paper title	No of credits
SEM I-REG(A&C)-Comp-ENG 1	Drama and One Act Play	06
SEM III-REG(A&C)-Comp-ENG 2	Fiction and Non-fictional Prose	06

ENGLISH 1 & ENGLISH 2

(For Arts and Commerce regular Students)

Paper code	Paper title	No of credits
SEM I-REG(A&C)-Comp-ENG 1	Drama and One Act Play	06
SEM III-REG(A&C)-Comp-ENG 2	Fiction and Non-fictional Prose	06

FIRST SEMESTER ENGLISH 1

(For Arts and Commerce Regular Students)

English- 1 **Drama and One Act Play**

SEM I-REG(A&C)-Comp-ENG 1

This paper seeks to introduce the students of Arts and Commerce to the discourses used in Drama and One-Act Plays. Thus, certain important plays from British, American and Indian drama have been chosen apart from two one-acters from the contemporary period by way of helping the student understand the knowhow of the theatre and develop his linguistic competence as well as cultural awareness.

Full Mark – 100(80+20) Time: 3 hours

Unit1: British Drama

William Shakespeare: *Merchant of Venice*

Unit II: Indian English Drama

Girish Karnad: *Nagamandala*

Unit III: American Drama

Arthur Miller: *All My Sons*

Unit IV: One-Act Plays

- i. Cedric Mount: “The Never-never Nest”
- ii. Anton Chekov: “The Swansong”

Texts prescribed:

1. *The Widening Gyre: An Anthology of Prose, Poetry and One-Act Plays.* (Ed.) Ram Narayan Panda and Shruti Das. New Delhi: Oxford UP, 2016.[for the One Act Plays]
2. Any standard edition of the other plays prescribed.

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B)

Group-A (short questions) 20 marks (4 questions of 5 marks each out 8 asked covering all units)

Group-B (4 long questions out of 8 asked will be answered, each carrying 15 marks, covering all units).

THIRD SEMESTER ENGLISH 2

(For Arts and Commerce regular Students)

English- 2

Fiction and Non-fictional Prose

SEM I-REG (A&C)-Comp-ENG 2

Full Mark – 100(80+20) Time: 3 hours

This paper seeks to introduce the students of Arts and Commerce to the discourses used in fiction and non-fictional prose. Thus, certain important texts of fiction and

non-fictional prose have been chosen to be taught by way of helping the student understand the technicalities of fiction and non-fictional prose and develop his linguistic competence as well as cultural awareness.

No. of credits: 06

Unit I:

Charles Dickens: *David Copperfield*

Unit II:

Kamala Markandeya: *A Handful of Rice*

Unit III:

Abdul Kalam: *The Wings of Fire*

Unit IV:

S. Radhakrishnan: *Religion, Science, & Culture* . [Orient Paperbacks, 2005.]

Texts prescribed:

1. Any standard edition of the original texts prescribed.

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B)

Group-A (short questions) 20 marks (4 questions of 5 marks each out of 8 asked covering all units)

Group-B (4 long questions out of 8 asked will be answered, each carrying 15 marks, covering all units).

**English Generic Elective 1 & 2
(for Arts-Regular)**

English Generic Elective 1 & 2 (for Arts-Regular)

ENGLISH Generic Elective 1 FIFTH SEMESTER

Paper Code: SEM V-Arts-R- ENG-GE 1

Popular Literature

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

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

Unit-1 Background Reading.

- i. The Canonical and the Popular
- ii. Caste, Gender and Identity
- iii. Ethics and Education in Children’s Literature
- iv. Sense and Nonsense

Unit-2

Lewis Carroll : *Alice in Wonderland*

Unit-3

Arthur Conan Doyle : *A Study in Scarlet*

Unit-4

Yann Martel: *Life of Pi*

Suggested Readings

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

Web Resources:

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

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Long answers) 60 marks

(4 questions out of 8 will be answered, carrying 15 marks each).

ENGLISH
Generic Elective 2
SIXTH SEMESTER

Paper Code: SEM VI-Arts-R- ENG-GE 2

Women’s Writing

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

The course aims to acquaint the students with the complex and multifaceted literature by women of the world, reflecting the diversity of women’s experiences and their varied cultural moorings. It embraces different forms of literature: poetry,

fiction, short fiction, and critical writings. In certain respects, it interlocks concerns of women's literary history, women's studies and feminist criticism.

Unit-1 Background Reading.

- i. The Confessional Mode in Women's writing
- ii. Social Reforms and Women's Rights
- iii. Sexual Politics
- iv. Race, Caste and Gender

Unit-2:

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

Unit-3:

6. Emily Dickinson, 'I cannot live with you', 'I am wife'.
7. Sylvia Plath: 'Daddy', 'Lady Lazarus'
8. Kamla Das: "Mirror"
9. Sujata Bhatt: "Voice of the Unwanted Girl"
10. Shruti Das: "A New Dawn", "To My Mother"

Unit-4:

3. Katherine Mansfield , 'Bliss'.
4. Mahaswetha Devi ' Draupadi' , Tr. GyatriChakravortySpivak (Calcutta , Seagull, 2002)

Web Resources:

- Mary Wollstonecraft, *A Vindication of the Rights of Women*: Introduction
<http://pinkmonkey.com/dl/library1/vindicat.pdf>
- https://www2.warwick.ac.uk/fac/arts/english/currentstudents/pg/masters/modules/femlit/gayatri_spivak_-_draupadi_by_mahasveta_devi.pdf
- Sylvia Plath's Collected Poems
https://monoskop.org/images/2/27/Plath_Sylvia_The_Collected_Poems_1981.pdf

- Simone de Beauvoir *The Second Sex*
<http://burawoy.berkeley.edu/Reader.102/Beauvoir.I.pdf>
- Shruti Das: “A New Dawn”, “To My Mother”
<http://www.poemhunter.com/shruti-das/>

Suggested Readings:

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

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from Novel & one annotation out of two from poetry).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, carrying 15 marks each).

English for Regular/Pass students

DSE 1-2

DSE -1. Literary Criticism: [Paper Code: ENG-REG-DSE-1] – 06 credits

DSE -2. Autobiography: [Paper Code: ENG-REG-DSE-2] – 06 credits

English for Regular/Pass students

DSE 1-2

DSE -1. Literary Criticism: [Paper Code: ENG-REG-DSE-1] – 06 credits

DSE -2. Autobiography: [Paper Code: ENG-REG-DSE-2] – 06 credits

**REGULAR B.A. STUDENTS
DSE ENGLISH
Discipline Specific Elective (DSE -1)
FIFTH SEMESTER**

**[Paper Code: ENG-REG-DSE-1]
Literary Criticism**

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

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

Unit-1

Wordsworth: Preface to Lyrical Ballads.

Unit-2

T.S. Eliot: “Hamlet and His Problems.”

Unit 3

Matthew Arnold: “The Study of Poetry.”

Unit- 4

Cleanth Brooks: “The Language of Paradox.”

Suggested Readings:

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

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B)

Group-A (10 short questions of 2 marks each covering all units) : 2x10 =20

Group-B (Long answers) 60 marks

(4 questions out of 8 covering all the units will be answered, carrying 15 marks each).

**ENGLISH
SIXTH SEMESTER
Discipline Specific Elective (DSE -2)**

[Paper Code: ENG-REG-DSE-2]

Autobiography

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

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

Unit-1: Background Reading

- iv. Self and society
- v. Role of memory in writing autobiography

vi. Autobiography as rewriting history

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

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

Unit -4:

- iii. .“The Science of Kriya Yoga,”*Autobiography of a Yogi*, Paramahansa Yogananda. Ch. -26.
- iv. “Babaji, the Yogi- Christ of Modern India.” *Autobiography of a Yogi*, Paramahansa Yogananda. Ch. 33.

Suggested Readings

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

Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Long answers) 60 marks

(4 questions out of 8 will be answered, carrying 15 marks each).

THIRD SEMESTER

ENGLISH

For the students of

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

AEEC/Skill Enhancement Course –I

No. of credits: 02

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

COMMUNICATIVE ENGLISH

Preamble:

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

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

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

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

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

Prescribed Text Books:

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

Pattern of Examination:

Group A:

20 short questions (each carrying 02 marks) covering all the 04 units will be asked out of which the candidates will answer any TEN. (10 x 1= 10)

Group B:

The candidates will be asked 6 long answer-type questions (each carrying 10 marks) covering all the 04 units out of which the candidates will answer any THREE. (10x 3= 30)

SIXTH SEMESTER

For the students of

[only B.A. Regular]

AEEC/Skill Enhancement Course –IV

No. of credits: 02

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

SOFT SKILL DEVELOPMENT

Preamble:

The purpose of this course is to introduce students to the necessity, fundamentals and tools of soft skills which should be integral to personal, social and professional interactions. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the development of soft skills is automatically mandated.

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

The questions in the examination will be aimed towards assessing the skills learnt by the students through and beyond the textual content of the recommended book.

Unit I:

- i. What are soft skills**
- ii. Kinds of personality**
- iii. Personality Development**

Unit II:

- i. Emotional Intelligence and adaptability**
- ii. Cultural Communication**
- iii. Varieties of English: Standard English, American English, Indian English**

Unit III.

- i. Team Work and leadership**
- ii. Meetings**
- iii. Problem solving and Negotiation**

Unit IV

- i. Interview**
- ii. Curriculum Vitae**
- iii. Making a presentation (PowerPoint and otherwise)**

Prescribed Text Books:

4. *Contemporary Communicative English.* by Dr Shruti Das. S. Chand Co, 2014
5. *Form and Finesse: Business Communication and Soft Skills.* by Dr Shruti Das. Blackswan, 2016.

Pattern of Examination:**Group A:**

20 short questions (each carrying 02 marks) covering all the 04 units will be asked out of which the candidates will answer any TEN. (10 x 1= 10)

Group B:

The candidates will be asked 6 long answer-type questions (each carrying 10 marks) covering all the 04 units out of which the candidates will answer any THREE. (10 x 3= 30)

**SYLLABUS FOR THE HISTORY STUDENT'S
(AS PER C.B.C.S. STRUCTURE)**

(2016-2017)



**BERHAMPUR UNIVERSITY
BERHAMPUR – 760007
GANJAM, ODISHA**

(NAAC ACCREDITED GRADE-A)

**DETAIL SYLLABUS FOR THE HISTORY HONOURS
STUDENT'S
AS PER C.B.C.S. STRUCTURE**

(2016-2017)

1. Core Course—14 Courses(Papers)-06 Credits Each
2. Generic Elective-02 Courses (Papers)-06 Credits Each
3. Discipline Specific Elective-04 Courses (Papers)-06 Credits Each
4. Skill Enhancement Course-02 Courses-02 Credits Each



**BERHAMPUR UNIVERSITY
BERHAMPUR – 760007
GANJAM, ODISHA**

(NAAC ACCREDITED GRADE-A)

SEMESTER WISE
C.B.C.S. COURSE STRUCTURE: B.A (HISTORY HONOURS)
Berhampur University
2016 – 2017

Semester	Name of the course	Title of the course (paper)	Credits
1	2	3	4
1 st Semester	C.C – 1	History of India-I	6
	C.C – 2	Social Formations and Cultural Patterns of the Ancient World	6
	G.E.-Subject-I--P.I (Subject to be chosen by the student)	Refer Syllabus of the selected subject	6
	AECC – 1	Environmental Studies	2
-	-	Total	20
2 nd Semester	C.C – 3	History of India—II	6
	C.C – 4	Social Formations & Cultural Patterns of Odisha	6
	G.E.-Subject-I-P –II	Refer Syllabus of the selected subject	6
	AECC – 2	MIL Communication	2
-	-	Total	20
3 rd Semester	C.C – 5	History of India-III (C.750-1206)	6
	C.C – 6	Rise of Modern West-I	6
	C.C – 7	History of India-IV (1206-1550)	6
	G.E-Subject-2-P.I (Subject to be chosen by the student)	Refer Syllabus of the selected subject	6
	SEC – 1	English Communication	2
-	-	Total	26
4 th Semester	C.C – 8	Rise of Modern West-II History of India-V (C.1550-1605)	6
	C.C – 9	History of India-VI (1605-1750)	6
	C.C – 10	Refer Syllabus of the selected subject	6
	G.E-Subject-2-P.II	Any one from Pool of subjects	2
	SEC – 2		
-	-	-	26
5 th Semester	C.C – 11	History of Modern Europe (1780-1939)	6
	C.C – 12	History of India-VII (1750-1857)	6
	DSC – 1	Refer History Syllabus	6
	DCS – 2	Refer History Syllabus	6

-	-	Total	24
6 th Semester	C.C – 13 C.C – 14 DSC – 3 DCS – 4	History of India-VIII (1857-1950) Understanding Social-Economic and Cultural Life: Study on Odisha Understanding Regional Popular Culture & Heritage: Study on Odisha Project report	6 6 6 6
-	-	Total	24
		Total Credits 1 st Semester = 20 2 nd Semester = 20 3 rd Semester = 26 4 th Semester = 26 5 th Semester = 24 6 th Semester = 24 Total = 140	

DETAIL SYLLABUS OF HISTORY HONOURS

Paper—I	:	History of India—I
Paper—II	:	Social Formations and Cultural Patterns of the Ancient World
Paper—III	:	History of India—II
Paper—IV	:	Social Formations & Cultural Patterns of Odisha
Paper—V	:	History of India-III (C.750-1206)
Paper—VI	:	Rise of Modern West-I
Paper—VII	:	History of India-IV (1206-1550)
Paper—VIII:		Rise of Modern West-II
Paper----IX	:	History of India-V (C.1550-1605)
Paper-----X	:	History of India-VI (1605-1750)
Paper-----XI	:	History of Modern Europe (1780-1939)
Paper----XII	:	History of India-VII (1750-1857)
Paper---XIII	:	History of India-VIII (1857-1950)
Paper---XIV	:	Understanding Social-Economic and Cultural Life : Study on Odisha

DETAIL SYLLABUS OF THE GENERIC ELECTIVE (HISTORY)

Paper--I : UNDERSTANDING THE INDIAN CULTURE--I

Paper—II : UNDERSTANDING THE INDIAN CULTURE--II

**DETAIL SYLLABUS OF DISCIPLINE SPECIFIC ELECTIVE
FOR
HISTORY HONOURS STUDENTS**

Paper-I : History of United States of America

Paper-II : History of United States of America

or

Paper-I : History of U.S.S.R.

Paper-II : History of U.S.S.R.

or

Paper-I : History of South-East Asia

Paper-II : History of South-East Asia

Paper-III : Understanding Regional Popular Culture and Heritage :
Study on Odisha

Paper-IV : **Project Report**

DETAIL SYLLABUS OF HISTORY HONOURS

PAPER-I : HISTORY OF INDIA –I

UNIT –I : **Reconstructing Ancient Indian History**

- (a) Sources and Tools of Historical Reconstruction
- (b) Palaeolithic cultures Store Industries and other Technological Development
- (c) Mesolithic cultures: New Developments in Technology and Economy, Rock Art

Unit –2 : **The Advent of Food Production**

- (a) Neolithic Culture
- (b) Chalcolithic Cultures

Unit-- 3: **The Harappan Civilization**

- (a) Origin, settlement patterns and Town planning.
- (b) Social and political organization, Religious Belief.
- (c) Craft, Production, Trade, Art and the problem of Urban Decline

Unit--4 : **Culture in Transition**

- (a) Aryan Problems – Advent and Dating
- (b) Social Stratification and Economic Development
- (c) Religion & Philosophy

Essential Readings:

- R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007
- R.S. Sharma, Material Culture and Social Formations in Ancient India, 1983
- R.S. Sharma, Looking for the Aryas, Delhi, Orient Longman Publishers, 11995
- D.P. Agrawal, The Archaeology of India, 1985
- Bridget & F. Raymond Allchin, The Rise of Civilization of India and Pakistan, 1983.
- A.L. Basham, The Wonder that was India, 1971.
- D.K. Chakrabarti, The Archaeology of Ancient India Cities, 1997, Paperback.
- D.K. CHakrabarti, The Oxford Companion to Indian Archaeology, New Delhi, 2006.
- H.C. Ray Chaudhuri, Political History of Ancient India, Rev. Ed. With Commentary by B.N. Mukherjee, 1996
- K.A.N. Sastri, ed., History of South India, OUP, 1966.
- Upinder Singh, A History of Ancient and Early Medieval India, 2008.

- Romila Thapar, Early India from the Beginnings to 1300, London, 2002.
- Irfan Habib, A People's History – Vol. – 1, Pre History, 2001.. Vol-2, Indus Civilization : Including other Copper Age Cultures and the History of Language change till 155 B.C., 2002

SUGGESTED READINGS

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

PAPER--II : SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD

Unit –I : Evolution of Human Kind

- (a) Palaeolithic Culture
- (b) Mesolithic Culture
- (c) Beginning of Agriculture.

Unit -2 : Bronze Age Civilization (Any one of the followings)

- (a) Egypt (Old kingdom)
- (b) Mesopotamia (up to the Akkadian Empire)
- (c) China (Chang)

Unit-3 : Slave Society in Ancient Greece

- (a) Agrarian Economy
- (b) Urbanization
- (c) Trade and commerce

Unit -4 : Politics in Ancient Greece

- (a) Athens
- (b) Sparta
- (c) Greek culture

Essential Readings :

- Burns and Ralph. World Civilizations
 Cambridge History of Africa, Vol. I
 V.Gordon Chide, What Happened in History.
 G. Clark, World Prehistory : A New Perspective.
 B. Fagan, People of the Earth.

Amar Farooqui, Early Social Formations.
 M.I. Finley, The Ancient Economy.
 Jacquetta Hawkes, First Civilizations.
 G.Roux, Ancient Iraq.
 Bai Shaoyi, An Outline History of China.
 H.W.F. Saggs, The Greatness that was Babylon
 B. Trigger, Ancient Egypt : A Social History.
 UNESCO Series : History of Mankind, Vols. I – III.
 R.J. Wenke, Patterns in Prehistory

SUGGESTED READINGS

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

Paper -III : HISTORY OF INDIA—II

Unit – I : Economy and Society (c. 300 B.C. to C.E. 300)

- (a) Expansion of Agrarian Economy, production relations and urban growth.
- (b) Social stratification – class, Varna, Jati, untouchability,
Gender, marriage system and property Relations
- (c) Trade, Trade Routes and coinage.

Unit—2 : Changing Political Formations (c.300 to CE.300)

- (a) The Mauryan Empire – Chandragupta Maurya and Ashoka.
- (b) The Kushana—Kaniska
- (c) The Satavahanas.

Unit – 3 : Towards Early Medieval India (C. 4th Century to C. 750)

- (a) The process of urban decline , pattern of trades currency and urban settlements
- (b) The nature of polities: The Gupta Empire.
- (c) Post Gupta Polities : Pallavas, Chalukyas and Vardhanas

Unit -4 : Religion Philosophy and Society (C. 300 B.C E 750)

- (a) Consolidation of Brahminical Tradition Dharma, Varnashram, Purusharthas and Samskaras
- (b) Beginning of Tantrism, Tantric Cults, (C. 2nd century B.C), Mahayan and the Puranic Tradition
- (c) Art and Architecture, its forms and patronage- Mauryan, post. Mauryan, Gupta and post Gupta period

Essential Readings :

- B.D. Chattopadhyaya, The Making of Early Medieval India, 1994.
 D.P. Chattopadhyaya, History of Science and Technology in Ancient India, 1986.
 D.D. Kosambi, An Introduction to the Study of Indian History, 1975.
 S.K. Maity, Economic Life in Northern India in the Gupta Period, 1970.
 B.P. Sahu (ed), Land System and Rural Society in Early India, 1977.
 K.A.N. Sastri, A History of South India.
 R.S. Sharma, Indian Feudalism, 1980.
 R.S. Sharma, Urban Decay in India, C. 300 – C 1000 Delhi, Munshiram Manohar Lal
 Romila Thapar, Asoka and the Decline of the Mauryas, 1997.
 Susan Huntington, The Art of Ancient India : Buddhist, Hindu, and Jain, New York, 1985

SUGGESTED READINGS

- N.N. Bhattacharya, Ancient India Rituals and their social Contents, 2nd ed., 1996
 J.C. Harle, The Art and Architecture of the Indian Subcontinent, 1987
 P.L. Gupta, Coins, 4th ed., 1996
 Kesavan Veluthat, The Early Medieval in South India, New Delhi, 2009.
 H.P. Ray Winds of Change, 1994
 Romila Thapar, Early India : From the Origins to 1300, 2002

PAPER-IV: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF ODISHA

Unit 1: Social & political Life of Early and Medieval Odisha.

- (a) Kalinga War (261 B.C.) & its significance
- (b) Mahameghavahana Kharavela : His time & Achievements
- (c) Social, Economic, Cultural Life & Polity under the Bhaumakaras and Somavamsis

Unit-2: Religion, Art. Architecture and Culture of Early and Medieval Odisha

- (a) Religious Tradition-Buddhism, Jainism & Vaishnavism
- (b) Art, Architecture & Painting-Temple Sculpture, Buddhist Sculpture

& Jaina Sculpture

- (c) Evolution and Growth of Odia Literature-Sarala Mahabharat

Unit- 3: Political & Economic Structure in Medieval Odisha

- (a) Mughal Administration
 (b) Maratha Administration
 (c) Impact on Odisha's Socio-Economic Condition

Unit-4 : Colonialism in Odisha

- (a) The Early British Administration-Its Socio-Economic Impact.
 (b) Development of Modern Education
 (c) Freedom Struggle in Odisha
 (d) Language Movement & Formation of Odisha Province.

Essential Readings: :

1. A.C.Mittal, An Earle History of Orissa Varanasi,1961
2. A.K.Panda, 400years of Orissa- A Glorious epoch, Calcutta,1987
3. A.K.Pattanayak, Religious policy of the Imperial Gangas, New Delhi, 1988
4. A.C.Pradhan, A Study of History of Odisha, Bhubaneswar, 1985
5. A.P.Saha, Life in Medieval Orissa, Varanasi, 1976
6. B.P.Panda, The History of the Imperial Gangas of Orissa, BBSR, 2005
7. B.P.Panda, Orissa History, BBSR, 2005
8. B.Das, Bhaumakaras, Buddhist kings of Orissa and Their times, New Delhi, 1978
9. B.B.Jena, Orissa-People Culture and Quality, New Delhi, 1981
10. B.C.Majumdar, Orissa in the making, Calcutta, 1925
11. B.Mishra, Orissa under the Bhauma kings, Calcutta, 1934
12. B.Mishra, Dynasties of Medieval Orissa, Calcutta, 1936
13. B.K.Rath, Cultural History of Orissa,Delhi, 1983
14. B.K Sarma, Samobhamsi Kings of Orissa, Calcutta, 1983
15. Bhaban Sahu, Folk Life and Culture of Odisha, Kaveri Books, New Delhi
16. Bhagaban Sahu, Cultural History of Orissa,Anmol Publications New Delhi
17. C.L. Febri, History of Art of Orissa, New Delhi, 1974
18. C.V.R. Rao, Medieval Andhra Administration and Society under the Eastern gangas and Suryabhamsis Gajapatis, Nellore, 1976
19. D.N.Das, Early History of Kaling, Calcutta,1977
20. D.K.Ganguli, Historical Geography and Dynastic History of Orissa, Calcutta, 1975
21. D. Mitra, Konark, NewDelhi,1968
22. H.C.Das, Cultural Development in Orissa, Calcutta,1985
23. H.K.Mahatab, History of Orissa, Vol.I & II, Cuttack
24. K.C.Panigrahy, Archeological Remains of Bhubaneswar, Bombay, 1958

25. K.C.Panigrahy, History of Orissa, Cuttack,1988
26. L.K.Panda, Saivism in Orissa, New Delhi, 1985
- 27.
28. Pyari Mohan Acharya, Odisha Itihasa,Cuttack
29. P.Benerli, The Folk dance of India, Allhabad
30. A. Thomas & S. Barbara, Folklore-An Encyclopedia of Belief, Custom, Tales, Music & Art, California
31. Acharya Banambara, Bharata Natya Sastra, Bhubaneswar
32. K.C.Behera, Odisara Yatra o Paramparika Natya Dhara, Cuttack
33. Durga Bhagavat, An Outline of Indian Folklore, Bombay
34. N.N.Bhattacharya, History of Tantric Religion, New Delhi
35. Hemango Biswas, Ed., Folk Music 7 Folklore,: An Anthology, Calcutta
36. N.K.Bose, Culture & Society in India, Calcutta
37. S.K.Chatterji, the People, Language and Culture of Orissa, Bhubaneswar
38. H.C.Das, Folk Music and Dance, Cuttack
39. C.R.Das, Folk Culture and Literature, Vol.I, Cuttack
40. Dhiren Das, Dandanata, Bhubaneswar
41. H.K.Das, Odiya Natakara Bikas Dhara, Part-II, Cuttack
42. K.B.Das, Folklore of Odisha, New Delhi
43. Premal;ata Das, Odisara Osa Brata Katha, Cuttack
44. Jasleen Dhamila, Indian Folk Art and Crafts, New Delhi
45. Sisir Kumar panda, Political and Cultural History of Orissa,New Age International (P0Ltd. Publisher, New Delhi
46. M.N.Padhy, Tribal Society and Culture: Change and Continuity, Omsri SaivaniSecure Print(P0Ltd, Hyderabad

PAPER- V : HISTORY OF INDIA –III (C. 750 -- 1206)

Unit –I: Studying Early Medieval India

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

Unit –II : Political Structure.

- (a) Evolution of political structure, Rastrakutas, Palas and Cholas
- (b) Legitimization of kingship, Brahmanas and Temples.

- (c) Arab conquest of Sindh and its impact, Early Turkish invasions—
Causes and Consequences

Unit III : Trade and Commerce

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

Unit-IV : Religious and Cultural Developments

- (a) Bhaktism, Tantrism, Puranic Tradition
- (b) Buddhism & Jainism
- (c) Growth and Development of Regional Language, Literature and
Evolution of Regional styles of Art and Architecture

Essential Readings :

Perry Anderson, Passages from Antiquity to Feudalism,
 Marc Bloch, Feudal Society, 2 Vols.
 Cambridge History of Islam, 2 Vols
 Georges Duby, The Early Growth of the European Economy.
 Fontana, Economic History of Europe, Vol. I (relevant chapters).
 P.K. Hitt, History of the Arabs.
 P. Garnsey and Saller, The Roman Empire.

SUGGESTED READINGS

S. Ameer Ali, The Spirit of Islam
 J. Barrowclough, The Medieval Papacy.
 Encyclopedia of Islam, (ed.), 4 Vols.
 M.G.S Hodgson, The Venture of Islam.
 R.S. Sharma, Indian Feudalism (Circa 300-1200
 B.D. Chattopadhyaya, The Making of Early Medieval India.
 R.S. Sharma and K.M. Shrimali, eds, Comprehensive History of India, Vol. IV (A& B)
 Mohammad Habib and K.A. Nizami, (ed,) Comprehensive History of India, Vol. V, The Delhi
 Sultanate
 Harmann Kulke, ed., The State in India (AD 1000 – AD- 1700)
 N. Karashima, South Indian History and Society (Studies from Inscriptions, AD 850 – 1800)
 Derryl N. Maclean, Religion and Society in Arab Sindh.
 Irfan Habib, Medieval India : The study of a Civilizations.
 Richard Davis Lives of India Images

Romila Thapar, Somanatha : The Many Voices of a History.

John S. Deyell, Living without Silver : The Monetary History of Early Medieval North India.

Vijaya Ramaswamy, Walking Naked : Women, Society and Spirituality in South India.

Burton Stein, Peasant State and Society in Medieval South India

R. Champakalakshmi, Trade, Ideology and Urbanization : South India,

300 BC to 1300 AD

Al. Beruni's India, NBT Edition

Ali Hujwiri, Kashful Mahjoob, (tr). R.Nicholson.

S.C. Mishra, Rise of Muslim Communities in Gujrat

J.Schwartzberg, Historical Atlas of South Asia

PAPER--VI : RISE OF MODERN WEST—I

Unit I : Early Colonial Expansion

- (a) Motives Voyages and Explorations
- (b) Conquest of America, & beginning of colonization

Unit –II : Renaissance

- (a) Social Roots Renaissance and city-states of Italy.
- (b) Spread of Humanism in Europe
- (c) Development of Art.

Unit III : European Reformation in the 16th century.

- (a) Nature, Meaning & Causes
- (b) Course of Reformation
- (c) Results v & Significance

Unit –IV : Economic Developments of 16th century

- (a) Green Revolution
- (b) Commercial Revolution
- (c) Expansion of Industries.

Essential Readings :

T.S. Aston and C.H.E. Philpin (eds.), The Brenner Debate

H. Butterfield, The Origins of Modern Science.

Carlo M. Cipolla, Fontana Economic History of Europe, Vols II and III

Carlo M. Cipolla, Before the Industrial Revolution, European Society and Economy, 1000-1700. 3rd ed. (1993)

D.C. Coleman (ed.), Revisions in Mercantilism

Raph Davis, *The Rise of the Atlantic Economics*.
 Maurice Dobb, *Studies in the Development of Capitalism*.
 J.R. Hale, *Renaissance Europe*.
 R.Hall, *From Galileo to Newton*
 Christopher Hill, *A Century of Revolutions*.
 Rodney Hilton, *Transition from Feudalism to Capitalism*.
 H.G. Koenigsberger and G. L. Mosse, *Europe in the Sixteenth Century*.
 Stephen J. Lee, *Aspects of European History, 1494 – 1789*.
 G. Parker, *Europe in Crisis, 1598- 1648*
 G. Parker and L.M. Smith, *General Crisis of the Seventeenth Century*.
 J.H. Parry, *The Age of Reconnaissance*.
 Meenaxi Phukan, *Rise of the Modern West : Social and Economic History of Early Modern Europe*.
 V. Poliensiky, *War and Society in Europe, 1618 – 48*.
 Theodore K. Rabb, *The Struggle for stability in Early Modern Europe*
 V. Scammeli, *The First Imperial Age : European Overseas Expansion, 1400 – 1715*.
 Jan de Vries, *Economy of Europe in an Age of Crisis 1600 & 1750*

SUGGESTED READINGS

M.S. Anderson, *Europe in the Eighteenth Century*.
 Perry Anderson, *The Lineages of the Absolutist State*.
 Sturat Andrews, *Eighteenth Century Europe*,
 B.H. Slicher Von Bath, *The Agrarian History of Western Europe, AD 500-1850*
The Cambridge Economic History of Europe, Vol – I – VI
 James B. Collins, *The State in Early Modern France : New Approaches to European History*.
 G.R. Elton, *Reformation Europe, 1517 – 1559*.
 M.P. Gilmore, *the World of Humanism, 1453 – 1517*.
 Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*
 J. Lynch, *Spain under the Hapsburgs*.
 Peter Mathias, *First Industrial revolutions*.
 Harry Miskimin, *The Economy of Later Renaissance Europe : 1460 – 1600*.
 Charles A. Nauert, *Humanism and the Culture of the Renaissance (1996)*
The New Cambridge Modern History of Europe, Vols I – VII
 L.W. Owie, *Seventeenth Century Europe*
 F.Rice, *The Foundations of Early Modern Europe*.

PAPER – VII : HISTORY OF INDIA-IV (1206--1550)

Unit – I : Interpreting Delhi Sultanate

- (a) Sources- Literary, Turkish Tradition, vernacular Historians & Epigraphy.
- (b) Foundation, Consolidation and Expansion of the Sultanate of Delhi—
Allaudin Khiliji & Mahammad bin Tughluq

Unit- II : The Lodis

- (a) Bahlul Lodi, Sikandar Lodi
- (b) Ibrahim Lodi & Battle of Panipath
- (c) Development of Art, Architecture & Literature

Unit –III : Society and Economy

- (a) Revenue free grants and Agricultural Production.
- (b) Changes in Rural Society & Revenue System, Market Regulations.
- (c) Trade & Commerce and Oceanic Trade

Unit- IV : Religion Society and Culture

- (a) Bhakti Movement and Monotheistic Tradition in India
- (b) Nathapanthis, Kabir, Nanak and the Sant Tradition
- (c) Sub: Movement

Essential Readings :

Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol. V, The Delhi Sultanate.

Satish Chandra, Medieval India I.

Peter Jackson, The Delhi Sultanate.

Catherine Asher and Cynthia Talbot, India Before Europe.

Tapan Ray Chaudhuri and Irfan Habib, Eds, Cambridge Economic History of India, Vol. I

K.A. Nizami, Religion and Politics in the Thirteenth Century.

W.H. McLeob, Karine Scholmer, Et al, Eds, The Sants

S.A.A. Rizvi, A History of Sufism in India, Vol. I.

Mohibul Hasan, Historians of Medieval India

SUGGESTED READINGS

Cynthia Talbot, Pre-Colonial India in Practice.

Simon Digby, War Horses and Elephants in the Delhi Sultanate.

I.H. Siddiqui, Afghan Despotism.

Burton Stein, New Cambridge History of India : Vijayanagara.

Riachard M. Eaton, Ed., Indai's Islamic Traditions

Vijaya Ramaswamy, *Walking Naked : Women, Society and Spirituality in South India.*

Sheldon Pollock, *Languages of the Gods in the World of Men.*

Pushpa Prasad, *Sanskrit Inscriptions of the Delhi Sultanate.*

Andre Wink, *Al-Hind, Vols. I - III*

Paper – VIII : RISE OF THE MODERN WEST – II

Unit- I : 17th Century European Crisis

- (a) Economic
- (b) Social
- (c) Political

Unit – II : Western Revolution Major Issues

- (a) Glorious Revolution
- (b) American Revolution-- Major Issues.
- (c) Industrial Revolution

Unit – III : Renaissance, Mercantilism and European Economy in 17th and 18th century

Unit – IV : European Politics in the 18th century : Parliamentary Monarchy

- (a) Robert Walpole
- (b) Pitt the Elder
- (c) Pitt, the younger.

Essential Readings :

T.S. Aston and C.H.E. Philpin (eds.), *The Brenner Debate*

H. Butterfield, *The Origins of Modern Science.*

Carlo M. Cipolla, *Fontana Economic History of Europe, Vols II and III*

Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy, 1000- 1700. 3rd ed. (1993)*

D.C. Coleman (ed.), *Revisions in Mercantilism*

Raph Davis, *The Rise of the Atlantic Economics.*

Maurice Dobb, *Studies in the Development of Capitalism.*

J.R. Hale, *Renaissance Europe.*

R.Hall, *From Galileo to Newton*

Christonpher Hill, *A Century of Revolutions.*

Rodney Hilton, *Transition from Feudalism to Capitalism.*

H.G. Koenigsberger and G. L. Mosse, *Europe in the Sixteenth Century.*

- Stephen J. Lee, Aspects of European History, 1494 – 1789.
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- G. Parker and L.M. Smith, General Crisis of the Seventeenth Century.
- J.H. Parry, The Age of Reconnaissance.
- Meenaxi Phukan, Rise of the Modern West : Social and Economic History of Early Modern Europe.
- V. Poliensiky, War and Society in Europe, 1618 – 48.
- Theodore K. Rabb, The Struggle for stability in Early Modern Europe
- V. Scammeli, The First Imperial Age : European Overseas Expansion, 1400 – 1715.
- Jan de Vries, Economy of Europe in an Age of Crisis 1600 & 1750

SUGGESTED READINGS

- M.S. Anderson, Europe in the Eighteenth Century.
- Perry Anderson, The Lineages of the Absolutist State.
- Sturat Andrews, Eighteenth Century Europe,
- B.H. Slicher Von Bath, The Agrarian History of Western Europe, AD 500-1850
- The Cambridge Economic History of Europe, Vol. I – VI
- James B. Collins, The State in Early Modern France : New Approaches to European History.
- G.R. Elton, Reformation Europe, 1517 – 1559.
- M.P. Gilmore, the World of Humanism, 1453 – 1517.
- Peter Kriedte, Peasants, Landlords and Merchant Capitalists
- J. Lynch, Spain under the Hapsburgs.
- Peter Mathias, First Industrial Revolution
- Harry Miskimin, The Economy of Later Renaissance Europe : 1460 – 1600.
- Charles A. Nauert, Humanism and the Culture of the Renaissance (1996)
- The New Cambridge Modern History of Europe, Vols I – VII
- L.W. Owie, Seventeenth Century Europe
- F.Rice, The Foundations of Early Modern Europe.

PAPER--IX : HISTORY OF INDIA-V (C.1550 --1605)

Unit – I : Study of Sources

- (a) Persian Literature
- (b) Translations
- (c) Vernacular Literature
- (d) Traditions and Modern Interpretations

Unit – II : Establishment of Mughal Rule

- (a) India on the eve of Babar's--invasion, issue of fire arms, Military Technology and Warfare
- (b) Humayun's struggle for Empire
- (c) Shershah- Administration and Revenue Reforms

Unit-III : Consolidation of Mughal Rule

- (a) Akbar's campaign and conquests
- (b) Evolution of Administration under Akbar.
- (c) Akbar's policy towards Rajputs, Deccan and North-west frontier.

Unit- IV : Rural Society, Economy and Religious Ideas

- (a) Land Revenue system, Extension of Agriculture
- (b) Internal trade and commerce, overseas Trade.
- (c) Akbar's Policy of Religious Toleration – Sufi mystical and intellectual Interventions and role of Ulema

Essential Readings:

- M.Habib & K.A.Nizami, A Comprehensive History of India
 T.R.Chaudhury & Irfan Habib, (Ed) A Comprehensive History of India
 Peter Jackson, Delhi Sultanate : A Political and Military History
 Tara Chand, Influence of Islam on Indian Culture
 Satis Chandra, A History of Medieval India
 Percy Brown, Islamic Architecture
 Irfan Habib, The Agrarian System of Mughal India(1556-1707)
 M. Athar Ali, Mughal Nobility under Aurangzeb
 Shireen Moosvi, The Economy of the Mughal Empire
 R.P.Tripathy, The Rise and Fall of the Mughal Empire, Vol.I & Vol.II
 P.J.Marshall, The Eighteenth Century in Indian History
 Stewart Gordon, The Marathas, 1600-1818
 Percy Brown, Islamic Architecture
 Irfan Habib, The Agrarian System of Mughal India (1556-1707)
 M. Athar Ali, Mughal Nobility under Aurangzeb
 Shireen Moosvi, The Economy of the Mughal Empire
 R.P.Tripathy, The Rise and Fall of the Mughal Empire, Vol.I & Vol.II
 P.J.Marshall, The Eighteenth Century in Indian History
 Stewart Gordon, The Marathas, 1600-1818
 Percy Brown, Islamic Architecture

PAPER–X : HISTORY OF INDIA (c. 1605 – 1750)

Unit – I : Change of Political Culture

- (a) Mughal Polity under Jahangir
- (b).Role of Nurjahan

Unit- II : Political Culture under Shah Jahan

- (a) Extension of Mughal Rule
- (b) Changes in Imperial Culture
- (c) Development of Art, Architecture and Literature

Unit III : Mughal Empire under Aurangzeb

- (a) Issue of war of succession
- (b) Policy towards Religion and Religious institutions
- (c) Conquests and its impact

Unit – IV : Regional Politics of Aurangzeb

- (a) Relation with Rajputs and Deccan kingdoms.
- (b) Emergence of Shivaji and Aurangzeb's Relation with the Marathas
- (c) Decline of the Mughals

Essential Readings :

C.A. Bayly, Indian Society and the Making of the British Empire, New Cambridge, History of India.

Bipan Chandra, Rise and Growth of Economic Nationalism in India

Suhash Chakravarty, The Raj Syndrome : A study in Imperial Perceptions, 1989.

J.S. Grewal, The Sikhs of the Punjab, New Cambridge History of India.

Ranajit Guha, ed. A Subaltern Studies

Dharma Kumar and Tapan Raychaudhuri, Eds. The Cambridge Economic History of India, Vol-II

P.J. Marshall, Bengal : The British Bridgehead, New Cambridge History of India.

R.C. Majumdar, ed., History and culture of Indian People, Vols –IX and X. British Paramountcy and Indian Renaissance.

Rajat K. Ray, ed., Entrepreneurship and Industry in India, 1800 – 1947, Oxford in India Readings

Eric Stokes, English Utilitarian and India

Ram Lakshan Shukla, ed. Adhunik Bharat Ka Itihas

SUGGESTED READINGS

David Arnold and Ramchandra Guha, eds, Nature, Culture and Imperialism.

Amiya Bagchi, Private Investment in India.

Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's Struggles for Independence

A.R. Desai, Peasant Struggles in India.

R.P. Dutt, India today

M.J.Fisher, ed. Politics of Annexation (Oxford in India Readings)

Ranajit Guha, Elementary Aspects of Peasant Insurgency in Colonial India (11983)

P.C. Joshi, Rebellion 1857 : A Symposium.

J.Krishnamurti, Women in Colonial India

Dadabhai Naroji, Poverty and Un-British Rule in India

PAPER-- XI : HISTORY OF MODERN EUROPE (1780-1939)**Unit – I: The French Revolution (1789)**

- (a) Crisis of Ancient Regime
- (b) Intellectual Currents
- (c) Role of Social Class and Economic Currents, France between 1789-1799
- (d) Napoleonic Consolidation, Reforms, Napoleonic Empire and Fall

Unit- II : The Removing of States in the 19th and 20th centuries.

- (a) Formation of National identities in Germany
- (b) Formation of National Identity in Italy
- (c) Political and Administrative reorganization and birth of Italy and Germany

Unit III : Liberal Democracy, Working Class Movements and socialism in the 19th and 20th centuries

- (a) Crisis of Feudalism in Russia, Emancipation of Serfs,
- (b) Revolution of 1905, Bolshevik Revolution of 1912
- (c) Growth of Militarism, Power Blocks and War of 1914-1918

Unit – IV : Imperialistic War and Crisis

- (a) Growth of Militarism, Power Blocks and Alliances.
- (b) Rise of fascism and Nazism
- (c) Spanish Civil war

(d) Second World War

Essential Readings:

Gerald Brennan : The Spanish Labyrinth : An Account of the Social and Political Background of the Civil War.

C.M. Cipolla : Fontana Economic History of Europe, Vol. III : The Industrial Revolution.

Norman Davies, Europe.

J.Evans : The Foundations of a Modern State in 19th Century Europe.

T.S. Hamerow : Restoration, Revolution and Reaction : Economics and Politics in Germany 1815-1871

E.J. Hobsbawn : The Age of Revolution.

Lynn Hunt : Politics, Culture and Class in the French Revolution.

James Joll, Europe Since 1870,

David Landes : Prometheus Unbound.

George Lefebvre, Coming of the French Revolution

George Lichtheim : A short History of Socialism.

Peter Mathias, First Industrial Revolution.

Alec Nove : An Economic History of the USSR.

Andrew Porter, European Imperialism, 18760 – 1914.

Anthony Wood, History of Europe, 1815 – 1960 (1983)

Stuart Woolf : History of Italy, 1700 – 1860

SUGGESTED READINGS

G. Barrowclough, An Introduction to Contemporary History.

Fernand Braudel, History and the Social Science

M. Aymard and H. Mukhia Ed. French Studies in History, Vol – I (1989)

Maurice Dobb : Soviet Economic Development since 1917.

M. Perrot and G. Duby (eds.) : A History of Women in the West, Volumes IV and V

H.J. Hanham; Nineteenth Century Constitution, 1815 – 1914.

E.J. Hobsbawm, Nations and Nationalism

Charles and Barbara Jelavich : Establishment of the Balkan National States, 1840 – 1920

James Joll, Origins of the First World War (1989).

Jaon B. Landes : Women and the Public Sphere in the Age of the French Revolutions.

David lowenthal, The Past is a Foreign Country.

Colin Lucas : The French Revolution and the making of modern political culture, volume

Nicholas Mansergh : The Irish Questions, 1840 – 1921

K.O. Morgan: German Social Democracy and the First International.

N.V. Riasanovsky : A History of Russia.

J.M. Robert, Europe 1880 – 1985.

J.J. Roth (ed.) World War I : A Turning Point in Modern History.

Albert Soboul: History of the French Revolution (in two volumes). Lawrence Stone, History and the social science in the Twentieth Century The Past and the Present (1981)

Dorothy Thompson : Chartists : Popular Politics in the Industrial Revolution.

E.P. Thompson : Making of the English Working Class.

Michel Vovelle, fall of the French Monarchy (1984).

H. Seton Watson : The Russian Empire

Raymond Williams : Culture and Society..

PAPER--XII : HISTORY OF INDIA – VI (C. 1750- 1857)

Unit- I India in the mid 18th century

- (a) Society, Economy and Polity
- (b) Mercantilism, Foreign trade
- (c) Expansion of Foreign Trading Companies

Unit – II : Rural Economy and Society

- (a) Land Revenue system
- (b) Rural Society—Change and Continuity
- (c) Famines

Unit III: Trade and Industry

- (a) De Industrialization
- (b) Trade and Fiscal Policy
- (c) Drain of Wealth

Unit IV : Popular Resistance

- (a) Santala Uprising (1857)
- (b) Deccan Riots (1857)
- (c) Uprising of 1857

Essential Readings:

- M. Athar Ali, *The Mughal Nobility under Aurangzeb*.
- Muzaffar Alam and Sanjay Subramanian, Eds. *The Mughal State, 1526-1750*.
- J.F. Richards, *The Mughal Empire*.
- Satish Chandra, *Essays on Medieval Indian History*.
- Irfan Habib, *Agrarian System of Mughal India, 1526 to 1707*
- Ashin Dasgupta, *Indian Merchants and the Decline of Surat, 1700-1750*.
- Stewart Gordon, *The Marathas 1600 – 1818*.
- Ebba Koch, *Mughal Art and Imperial Ideology*.
- S.A.A. Rizvi, *Muslim Revivalist Movements in Northern India*.
- K.R. Qanungo, *Dara Shikoh*

SUGGESTED READINGS

- S. Nurul Hasan, *Religions, State, and Society in Medieval India*
- S. Arsartnam, *Maritime India in the Seventeenth Century*.
- Muzaffar Alam, *The Crisis of Empire in Mughal North India*.
- Catherine Asher, *Architecture of Mughal India*.
- Milo Beach, *Mughal and Rajput Paintings*
- Satish Chandra, *Parties and Politics at the Mughal Court*
- Andre Wink, *Land and Sovereignty in India*
- Harbans Mukhia, *The Mughals of India*.
- J.F. Richards, *Mughal Administration in Golconda*.
- Z.U. Malik, *The Reign of Muhammad Shah*.

PAPER-- XIII : HISTORY OF INDIA (c. 1857--1950)

Unit-I : Cultural Changes and Religious Reforms.

- (a) Brahma Samaj
- (b) Prathana Samaj
- (c) Ramakrishna and Vivekananda

Unit –II : Social Changes

- (a) Arya Samaj
- (b) Caste System
- (c) Sanskritization and anti Brahminical Trends

Unit –III: Nationalism: Trends up to 1919

- (a) Formation of INC- Ideology, organization, objectives and plan of action.
- (b) Moderates and Extremists
- (c) Swadashi Movement

Unit IV : Gandhian Nationalism

- (a) Mahatma Gandhi's ideas and methods, Rowlett Satyagraha and Jallianwalabagh Tragedy
- (b) Non-Cooperation, Civil Disobedience Movement
- (c) Quit Indian Movement, I.N.A. & Subas Chandra Bose

Essential Readings.

Judith Brown, Gandhi's rise to power, 1915 – 22

Paul Brass, The Politics of India Since Independence, OUP, 1990

Bipan Chandra, Nationalism and Colonialism in Modern India, 1979

Bipan Chandra, Rise and Growth of Economic Nationalism in India

Mohandas K. Gandhi, An Autobiography or the Story of My Experiments with Truth.

Ranajit Guha, Ed., A Subaltern Studies Reader.

Peter Hardy, Muslims of British India.

Mushirul Hassan, Ed. India's Partition, Oxford in India Readings.

D.A. Low, ed., Congress and the Raj.

John R. McLance, Indian Nationalism and the Early Congress

Jawaharlal Nehru, An Autobiography

Gyandendra Pandey, The Construction of Communalism in colonial north India

Sumit Sarker, Modern India, 1885 – 1947.

Anil Seal, Emergence of India Nationalism.

Eleanor Zelliot, From Untouchable to Dalit : Essays on the Ambedkar Movement.

SUGGESTED READINGS

Judith Brown, Gandhi : (etal) A prisoner of Hope.

Bipan Chandra, Communalism in Modern India, 2 nd ed. 1987.

Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aity

Mukherjee, India's Struggles for Independence

A.R. Desai, Social Background of Indian Nationalism.

A.R. Desai, Peasant Struggles in India.

Francine Frankel, India's Political Economy, 1947 – 77

Ranajit Guha, and G.C. Spivak, eds. Select subaltern studies.

Charles Heimsath, Indian Nationalism and Hindu Social Reform

F. Hutchins, Illusion of permanence.

F. Hutchins, Spontaneous Revolution.

V.C. Joshi (ed.) Rammohan Roy and the process of Modernization In India.

J.Krishnamurti, Women in Colonial India

PAPER – XIV : UNDERSTANDING SOCIAL, ECONOMIC AND CULTURAL LIFE : A STUDY ON ODISHA

Unit- I : Understanding Regional History

- (a) Sources : Classical Literature, Foreign accounts, Art and Architecture, Epigraphy, Coins & Folk literature
- (b) Jaina Literature- Impact of Jainism and Kharavela
- (c) Buddhist Literature- Impact of Buddhism and Asokan Theory of Dhamma

Unit- II: Social & Cultural Pattern

- (a) Under the Sailodbhava and Bhauma Rule
- (b) Under the Somavamsi Rule
- (c) Under the Ganga and Gujarati Rule

Unit III : Evolution of Regional Literature

- (a) Language & Literature of Odisha from Earliest Time up to 10th Century
- (b) Growth and Development of Odia Literature during Ganga and Gajapati Rule
- (c) Contribution of Folk Literature for the Development of Odia Literature

Unit- IV ; Economic Consolidation and Development of Regional Art and Architecture.

- (a) Military Expansion and Physical Strength
- (b) Contribution Agricultural , Trade and Commerce
- (c) Inland and Oceanic Trade
- (d) Growth and Development of Kalingan Art and Architecture

Essential Readings: :

1. A.C.Mittal, An Earle History of Orissa Varanasi,1961
2. A.K.Panda, 400years of Orissa- A Glorious epoch, Cacutta,1987
3. A.K.Pattanayak, Religious policy of the Imperial Gangas, New Delhi, 1988
4. A.C.Pradhan, A Study of History of Odisha, Bhubaneswar, 1985
5. A.P.Saha, Life in Medieval Orissa, Varanasi, 1976
6. B.P.Panda, The History of the Imperial Gangas of Orissa, BBSR, 2005
7. B.P.Panda, Orissa History, BBSR, 2005
8. B.Das, Bhaumakaras, Buddhist kings of Orissa and Their times, New Delhi, 1978
9. B.B.Jena, Orissa-People Culture and Quality, New Delhi, 1981
10. B.C.Majumdar, Orissa in the making, Calcutta, 1925
11. B.Mishra, Orissa under the Bhauma kings, Calcutta, 1934
12. B.Mishra, Dynasties of Medieval Orissa, Calcutta, 1936
13. B.K.Rath, Cultural History of Orissa,Delhi, 1983
14. B.K Sarma, Samobhamsi Kings of Orissa, Calcutta, 1983
15. Bhaban Sahu, Folk Life and Culture of Odisha, Kaveri Books, New Delhi
16. Bhagaban Sahu, Cultural History of Orissa,Anmol Publications New Delhi
17. C.L. Febri, History of Art of Orissa, New Delhi, 1974
18. C.V.R. Rao, Medieval Andhra Administration and Society under the Eastern gangas and Suryabhamsis Gajapatis, Nellore, 1976
19. D.N.Das, Early History of Kaling, Calcutta,1977
20. D.K.Ganguli, Historical Geography and Dynastic History of Orissa, Calcutta, 1975
21. D. Mitra, Konark, NewDelhi,1968
22. H.C.Das, Cultural Development in Orissa, Calcutta,1985
23. H.K.Mahatab, History of Orissa, Vol.I & II, Cuttack
24. K.C.Panigrahy, Archeological Remains of Bhubaneswar, Bombay, 1958
25. K.C.Panigrahy, History of Orissa, Cuttack,1988
26. L.K.Panda, Saivism in Orissa, New Delhi, 1985
27. Pyari Mohan Acharya, Odisha Itihasa,Cuttack
28. P.Benerli, The Folk dance of India, Allhabad
29. A. Thomas & S. Barbara, Folklore-An Encyclopedia of Belief, Custom, Tales, Music & Art, California
30. Acharya Banambara, Bharata Natya Sastra, Bhubaneswar
31. K.C.Behera, Odisara Yatra o Paramparika Natya Dhara, Cuttack
32. Durga Bhagavat, An Outline of Indian Folklore, Bombay
33. N.N.Bhattacharya, History of Tantric Religion, New Delhi
34. Hemango Biswas, Ed., Folk Music 7 Folklore,: An Anthology, Calcutta
35. N.K.Bose, Culture & Society in India, Calcutta

36. S.K.Chatterji, the People, Language and Culture of Orissa, Bhubaneswar
37. H.C.Das, Folk Music and Dance, Cuttack
38. C.R.Das, Folk Culture and Literature, Vol.I, Cuttack
39. Dhiren Das, Dandanata, Bhubaneswar
40. H.K.Das, Odiya Natakara Bikas Dhara, Part-II, Cuttack
41. K.B.Das, Folklore of Odisha, New Delhi
42. Premal;ata Das, Odisara Osa Brata Katha, Cuttack
43. Jasleen Dhamila, Indian Folk Art and Crafts, New Delhi
44. Sisir Kumar panda, Political and Cultural History of Orissa, New Age International (P0Ltd. Publisher, New Delhi
45. M.N.Padhy, Tribal Society and Culture: Change and Continuity, Omsri Saivani Secure Print(P0Ltd, Hyderabad

Bhaban Sahu, Folk Life and Culture of Odisha, Kaveri Books, New Delhi

Cultural History of Orissa, Anmol Publications New Delhi

Pyari Mohan Acharya, Odisha Itihasa, Cuttack

H.K.Mahatab, History of Orissa, Vol.I & II, Cuttack

P.Benerli, The Folk dance of India, Allahabad

A. Thomas & S. Barbara, Folklore-An Encyclopaedia of Belief, Custom, Tales, Music & Art, California

Acharya Banambara, Bharata Natya Sastra, Bhubaneswar

K.C.Behera, Odisara Yatra o Paramparika Natya Dhara, Cuttack

Durga Bhagavat, An Outline of Indian Foljlore, Bombay

N.N.Bhattacharya, History of Tankrit Religion, New Delhi

Hemango Biswas, Ed., Folk Music 7 Folklore,: An Anthology, Calcutta

N.K.Bose, Culture & Society in India, Cacutta

S.K.Chatterji, the People, Language and Culture of Orissa, Bhubaneswar

H.C.Das, Folk Music and Dance, Cuttack

C.R.Das, Folk Culture and Literature, Vol.I, Cuttack

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H.K.Das, Odiya Natakara Bikas Dhara, Part-II, Cuttack

K.B.Das, Folklore of Odisha, New Delhi

Premal;ata Das, Odisara Osa Brata Katha, Cuttack

Jasleen Dhamila, Indian Folk Art and Crafts, New Delhi

Upendra Duttagupta, Folk Tales of Orissa, Calcutta

Eberhard Faischer, Folk Tales of Odisha, Calcutta

Om Prakash Joshi, Painted Folklore, Folklore Painters, New Delhi

- M.Krasa, Odisha Folk Painting
 Sunil Kumar Patnaik, Buddhist Heritage of Odisha, Mayur Publication, Bhubaneswar
 B.C.Mahankud, Village Culture of Orissa under the British,
 Panti Pustak Calcutta
 Sunil Kumar Patnaik, Studies in Maritime Heritage of Odisha,
 Odisha Institute of Maritime and South-East Asian Studies, Bhubaneswar
 Sisir Kumar panda, Political and Cultural History of Orissa, New Age
 International (P.Ltd.) Publisher, New Delhi
 M.N.Padhy, Tribal Society and Culture: Change and Continuity, Omsri Saivani Secure Print
 (P0Ltd, Hyderabad
 S.C.Patra, Formation of the Province of Orissa
 P.Mukharjee, History of Orissa
 B.C.Ray, Mughal Rule in Orissa
 Foundation of British Orissa, Cuttack
 Foundation of Maratha Rule in Orissa, Cuttack
 K.C.Panigrahy, History of Orissa, Cuttack
 S.N.Rajguru, Odisara Itihasa
 S.Ch. Bhola, British Economic Policy in Orissa, Discovery Publishing House, Delhi
 B.K.Sarma, Orissa's Struggle for Freedom, Calcutta Book and Print, Kolkata
 B.K.Sarma, Somavamsi Rule in Orissa, Panti Pustak, Calcutta

DETAILED SYLLABUS OF GENERAL ELECTIVE (HISTORY) FOR HONOURS STUDENTS

UNDERSTANDING THE INDIAN CULTURE

PAPER-I :

Unit –I : Roots of Indian Culture

- (a) From Food Gathering Culture to Urban Culture
- (b) Naming of this Land, Unity in Diversity- An Unique Feature of Indian culture

Unit II : Changes in Religious Beliefs and Traditions

- (a) Harappan Religious Tradition
- (b) Early Vedic and later Vedic Religious Belief and Tradition

Unit- III : Protestant Religious Reformation movements in India

- (a) Buddhism

(b) Jainism

Unit- IV: Religious and Cultural Revival in India

- (a) Contribution of the Kushanas
- (b) Contribution of the Guptas

PAPER- II :

Unit-I : Cultural Expansion

Overseas Trade and Commerce and its impact on South-East Asia- Economic Factor, Religious Factor Art and Architecture—Social Factor, Impact of Tradition

Unit- II : External impact in Indian Culture

- (a) Hellenistic impact on Art and Architecture
- (b) Islamic impact on Indian Life
- (c) Bhakti Movement

Unit- III : Social- Religious Reform Movements

- (a) Brahma samaja
- (b) Prathana Samaja
- (c) Arya Samaja

Unit—IV : Nationalism in India

- (a) Role of Moderates and Extremists
- (b) Nationalist Literature-Its Impact on Freedom Struggle
- (c) Role of Mahatma Gandhi
- (d) I.N.A. & Subas Chandra Bose

**Detail Syllabus of the
Discipline Specific Elective For History Honours Students
(Any One Group Paper-I & II)**

Paper-I :HISTORY OF THE UNITED STATES OF AMERICA (c.1776-1945)

Unit – I – The Background and II Making of the Republic

- [a]The land and indigenous people: settlement and colonization by Europeans; early colonial society and politics; indentured labour- White and Black
- [b] Revolution Sources of conflict: Revolutionary groups, Ideology: The War of Independence and its historical interpretations
- [c] Processes and Features of Constitution making: Debates, Historical interpretations

Unit – II – Evolution of American Democracy

- [a] Federalists: Jeffersonianism: Jacksonianism, Rise of political

- Parties-1840-1960; judiciary-role of the Supreme Court
- [b] Expansion of Frontier: Turner's Thesis; Marginalization, Displacement and decimation of native Americans; Case histories of Tecumseh; Shawnee Prophet.
- [c] Limits of democracy: Blacks and women

Unit – III – Early Capitalism And Agriculture

- [a] Beginnings of Industrialization.
- [b] Immigrants and changing composition of Labour; Early Labour Movements
- [c] Plantation economy.
- [d] Slave Society and Culture: Slave resistance.

Unit – IV – Civil War

- [a] Abolitionism and Sectionalism.
- [b] Issues and interpretations, and
- [c] Rise of Republicanism, Emancipation and Lincoln

PAPER-II HISTORY OF THE UNITED STATES OF AMERICA(c.1776-1945)

Unit –I : Industrial America And Resistance and Reform

- [a] Growth of Capitalism and Big Business.
- [b] Business cycles; Depression.
- [c] Labour movements and Unionization.
- [d] Agrarian crises and populism. Urban corruption and Progressivism

Unit – II : American Imperialism

- [a] Spanish-American War
- [b] Expansion in the Far East and Latin America
- [c] World War I and Fourteen Points
- [d] Americans in World War II: Bombing of Hiroshima and Nagasaki

Unit – III - American Movements:

- (a) Black Movements
- [b] Abolitionists and Women's rights movement
- [c] Afro-American Women Movements

Unit –IV Religious, Cultural and Intellectual Trends:

- [a] Religious movements; Early Revivalism; Puritans, Quakers; Mormons Temperance.
- [b] Mass culture (circa 1900 - 1945)
- [c] Major literary trends (circa 1900 - 1945).

ESSENTIAL READINGS:

Bernard Bailyn, The Great Republic.

Bernard Bailyn, The Ideological Origins of the American Revolution.

Charles Beard, An Economic Interpretation of the American Constitution.

Dee 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*.
 Robert Fogel, *Railroads and American Economic Growth*.
 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 Randail, *The Civil War and Reconstruction*.
 J. G. Randall and David Donald, *The Civil War and Reconstruction*.
 Kenneth Stamp, *The Peculiar Institution, Slavery in the Antebellum South*.
 Frederick Jackson Turner, *The Frontier in American History*.
 Robert Wiebe, *The Search for Order*

SUGGESTED READINGS

Lee Benson, *The Concept of Jackson Democracy*.
 Ray A. Billington, *Westward Expansion*.
 Paul Boyer, Harvard Sitkoff, Nancy Woloch, *The Enduring Vision: A History of the American People*, Vols. Land 2.
 Thomas Cochran, *The Inner Revolution*.
 A. O. Craven, *The Growth of Southern Nationalism, 1848 - 1861*.
 Lance E. Davis (ed.), *American Economic Growth*.
 Carl N. Degler, *At Odds: Women and Family in America from the Revolution to the Present*.
 Fogel and Engerman, *Time on the Cross*
 Lewis L. Gould (ed.), *The Progressive Era*.
 John D. Hicks, *The Federal Union: A History of USA Since 1865*.
 R.P. Kaushik, *Significant Themes in American History*.
 David M. Kennedy, Thomas Bailey and Mel Piehl, *The Brief American Pageant*
 Irving Kristol, Gordon Wood and others, *America's continuing Revolution*.
 Richard W. Leopold, *The Growth of American Foreign Policy*.
 Perry Miller, *From Colony to Province*.
 Gary Nash (ed.), *Retracing the Past*.
 Henry Pelling, *American Labor*.

Edward Pessen, Jacksonian Panorama.

Charles Sellers, Henry May and Neil McMillen, A Synopsis of American History; 2 Vols.

Donald Shiham, The Making of American History: The Emergence of the Nation, Vols. II & I.

Dwijendra Tripathy and S.C. Tiwari, Themes and Perspectives in American History.

James Weinstein, The Corporate Ideal in the Liberal state

OR

PAPER – I : HISTORY OF THE U.S.S.R. (c. 1917-1964)

Unit—I : The Russia Revolutions of February and October 1917

- (a) Dual Power
- (b) Provisional Government & the establishment of Soviet Power
- (c) Nationalities question

II. Civil War and War Communism 1918-1921

- (a) The first eight months
- (b) Red and White Economic Policies

III. The New Economic Policy

- (a) Political Debates; Trade Unions
- (b) Gender Relations
- (c) Foreign Policy; the Comintern; Formation of the U.S.S.R.

IV. The Great Debate of Soviet Industrialization and Collectivization of Soviet Agriculture

PAPER –II : HISTORY OF THE USSR (c. 1917-1964s)

I. Planned Industrialization 1928-1941

II. Political, Social and Cultural Changes 1928-45:

Demography, Working Class and gender relations

III. Soviet History: 1945-56, Industrial and Agricultural Reconstruction;

Moves towards Market Socialism

IV. The Khrushchev Era: Desalinization; industrial and Agricultural Policies

V. Soviet Foreign Policy, Cominterns and the Second World War, 1929-45

ESSENTIAL READINGS :

E.H. Carr: A History of Soviet Russia, 4 Volumes (1952).

Stephen F. Cohen: Bukharin and the Bolshevik Revolution: A Political Biography, 1888 to 1938 (1973).

- Isaac Deutscher: Stalin (1949).
- Maurice Dobb: Soviet Economic Development Since 1917 (1972).
- Marc Ferro: The Russian Revolution of February 1917 (1972).
- Sheila Fitzpatrick: Cultural Revolution in Soviet Russia (1978).
- Arch Getty: The Origins of the Great Purges (1985).
- Graeme Gill: Peasants and Government in the Russian Revolution (1979).
- John Keep: The Last of the Empires: A History of the Soviet Union, 1945 - 1991 (1995).
- John Keep: The Russian Revolution: A Study in Mass Mobilization(1976).
- A. Kollontai: Selected Writings
- Moshe Levin: The Making of the Soviet System (1985).
- Roy & Zhores Medvedev: Khrushchev: The Years in Power (1977).
- Alec Nove: An Economic History of the USSR (1993).
- Richard Pipes: Russia of the Old Regime.
- L. Szamuely : First Models of Socialist Economic Systems.
- Trotsky: The History of the Russian Revolution (translated by Max Eastman) (1959)
- A.B. Ulam: Expansion and Coexistence: A History of Soviet Foreign Policy, 1917 - 67 (1968)
- K. Vaidyanathan: The Formation of the Soviet Control Asian Nationalities

OR

PAPER - I : HISTORY OF SOUTH-EAST ASIA -THE 19th CENTURY

Unit-I : Pre-Colonial Structures of Power and authority c. 1800

Unit-II : Economy and Society in early 19th c.

- [a] Patterns of Production in Agriculture and the Crafts.
- [b] Organization of Trade and Banking.
- [c] Cultural Expressions: Folk and Classical
- [d] Islam and Popular Culture

Unit-III : Colonization and Colonial Transformations:

- [a] Processes of colonial control and the Informal Empire in Thailand.
- [b] Peasant society and agrarian transformations, plantations, Forests, mining.
- [c] Urbanization: Colonial cities in Plural Societies.

Unit-IV: Culture

- (a) Colonial Discourses and the Creation of National Culture

- (b) Oral traditions, literacy and the case of Malay Hikayats.
- (c) Creation of Perfect Natives.
- (d) Education

PAPER - II : HISTORY OF SOUTH-EAST ASIA - THE 20th CENTURY

Unit-I. : Migration: Indian and Chinese Labour and Capital

Unit-II : Movements of Resistance and the making of new identities

- [a] Peasant resistance.
- [b] Radicalism and the Origins of the Vietnamese Revolution, 1920-1946

Unit-III : Emergence of Modern Nations and States

- [a] Indonesian Revolution, 1945-1949
- [b] The Union of Burma (Myanmar), 1948-1962

Unit-IV : [a] Indonesia, the Sukarno Era, 1949-1965.

- [b] Cambodia under Norodom Sihanouk, 1955-1970

ESSENTIAL READING:

- B. Anderson, Imagined Communities
- H. Benda, The Crescent and the Rising Sun
- Furnivall, Colonialism and the Plural Society
- G. Hart, ed., Agrarian Transformations: Local Processes and the State in South- East Asia
- J. Kemp ed., Peasants and Cities, Cities and Peasants: Rethinking South-East. Asian Models
- Milton Osborne, South East Asia: An Introductory History.
- Nicholas Tarling, ed., Cambridge History of South-east Asia, Vol. I

SUGGESTED READINGS :

- B. Anderson, Mythology and the Tolerance of the Javanese.
- C. Van Dijk, Trousers, Sarongs and Jubbahs
- C. Dobbin, Islamic Revivalism in a Changes Peasant Economy, 1784-1847
- Charles F. Keys: The Golden Peninsula.
- Daniel S. Lev and Ruth T. McVey eds., Making Indonesia û Essays on Modern Indonesia.
- Victor Purcell, The Chinese in Southeast Asia

PAPER—III : UNDERSTANDING REGIONAL POPULAR CULTURE & HERITAGE: A STUDY ON ODISHA

UNIT—I : Introduction of Popular Culture

- (a) Meaning and Definition of Popular Culture
- (b) Its Historical Understanding

UNIT—II : Visual and Performing Expression

- (a) Folk Art & Folk Dance
 (b) Folk Tales, Songs and Nautanki
- UNIT—III : Fairs, Festivals and Rituals**
- (a) Disentangling Mythological Stories
 (b) Religious Variations--Public Festival & Private Festivals, Osas and Bratas
 (c) Impact on Society
- UNIT—IV : Evolution of Heritage, Dynamics & Challenges**
- (a) Meaning of Heritage and its Evolution
 (b) Challenges and Issues—Development of Heritage Sites and Antiquity Smuggling
 (c) Popular Heritage Sites :
 1. Harisankar, Nrusihanath
 2. Lalitagiri, Ratnagiri and Udayagiri
 3. Jaugada and Gopalpur on sea
 4. Sun Temple at Konark

Essential Readings:

- :
1. A.C.Mittal, An Earle History of Orissa Varanasi, 1961
 2. A.K.Panda, 400years of Orissa- A Glorious epoch, Calcutta, 1987
 3. A.K.Pattanayak, Religious policy of the Imperial Gangas, New Delhi, 1988
 4. A.C.Pradhan, A Study of History of Odisha, Bhubaneswar, 1985
 5. A.P.Saha, Life in Medieval Orissa, Varanasi, 1976
 6. B.P.Panda, The History of the Imperial Gangas of Orissa, BBSR, 2005
 7. B.P.Panda, Orissa History, BBSR, 2005
 8. B.Das, Bhaumakaras, Buddhist kings of Orissa and Their times, New Delhi, 1978
 9. B.B.Jena, Orissa-People Culture and Quality, New Delhi, 1981
 10. B.C.Majumdar, Orissa in the making, Calcutta, 1925
 11. B.Mishra, Orissa under the Bhauma kings, Calcutta, 1934
 12. B.Mishra, Dynasties of Medieval Orissa, Calcutta, 1936
 13. B.K.Rath, Cultural History of Orissa, Delhi, 1983
 14. B.K Sarma, Samobhamsi Kings of Orissa, Calcutta, 1983
 15. Bhaban Sahu, Folk Life and Culture of Odisha, Kaveri Books, New Delhi
 16. Bhagaban Sahu, Cultural History of Orissa, Anmol Publications New Delhi
 17. C.L. Febri, History of Art of Orissa, New Delhi, 1974
 18. C.V.R. Rao, Medieval Andhra Administration and Society under the Eastern gangas and Suryabhamsis Gajapatis, Nellore, 1976
 19. D.N.Das, Early History of Kaling, Calcutta, 1977
 20. D.K.Ganguli, Historical Geography and Dynastic History of Orissa, Calcutta, 1975
 21. D. Mitra, Konark, New Delhi, 1968
 22. H.C.Das, Cultural Development in Orissa, Calcutta, 1985

23. H.K.Mahatab, History of Orissa, Vol.I & II, Cuttack
24. K.C.Panigrahy, Archeological Remains of Bhubaneswar, Bombay, 1958
25. K.C.Panigrahy, History of Orissa, Cuttack,1988
26. L.K.Panda, Saivism in Orissa, New Delhi, 1985
27. Pyari Mohan Acharya, Odisha Itihasa,Cuttack
28. P.Benerli, The Folk dance of India, Allhabad
29. A. Thomas & S. Barbara, Folklore-An Encyclopedia of Belief, Custom, Tales, Music & Art, California
30. Acharya Banambara, Bharata Natya Sastra, Bhubaneswar
31. K.C.Behera, Odisara Yatra o Paramparika Natya Dhara, Cuttack
32. Durga Bhagavat, An Outline of Indian Folklore, Bombay
33. N.N.Bhattacharya, History of Tantric Religion, New Delhi
34. Hemango Biswas, Ed., Folk Music 7 Folklore,: An Anthology, Calcutta
35. N.K.Bose, Culture & Society in India, Calcutta
36. S.K.Chatterji, the People, Language and Culture of Orissa, Bhubaneswar
37. H.C.Das, Folk Music and Dance, Cuttack
38. C.R.Das, Folk Culture and Literature, Vol.I, Cuttack
39. Dhiren Das, Dandanata, Bhubaneswar
40. H.K.Das, Odiya Natakara Bikas Dhara, Part-II, Cuttack
41. K.B.Das, Folklore of Odisha, New Delhi
42. Premal;ata Das, Odisara Osa Brata Katha, Cuttack
43. Jasleen Dhamila, Indian Folk Art and Crafts, New Delhi
44. Sisir Kumar panda, Political and Cultural History of Orissa,New Age International (P0Ltd. Publisher, New Delhi
45. M.N.Padhy, Tribal Society and Culture: Change and Continuity, Omsri SaivaniSecure Print(P0Ltd, Hyderabad

PAPER—IV: PROJECT REPORT

Total number of Honours students shall be equally divided and allotted among the course teachers of the Department to act as the Guide/Supervisor. They shall give tasks to the students and each student shall have to submit two copies of his/her Project Report to the College duly signed by his/her Guide/Supervisor under whose guidance he/she has prepared the report. Project Reports shall be examined by an External Examiner to be assigned with the duty by the University. Project Report must have to be submitted before the concern End Semester.

**DETAIL SYLLABUS FOR THE HISTORY REGULAR
STUDENT'S
AS PER C.B.C.S. STRUCTURE
(2016-2017)**

1. Core Course—08 Courses (Papers)
(Subject-A+Subject-B)-06 Credits Each
2. Generic Elective-02 Courses (Papers)-06 Credits Each
3. Discipline Specific Elective-04 Courses (Papers)
(Subject-A+Subject-B)-06 Credits Each
4. Skill Enhancement Course-04 Courses-02 Credits Each



BERHAMPUR UNIVERSITY

BERHAMPUR – 760007

GANJAM, ODISHA

(NAAC ACCREDITED GRADE—A)

**SEMESTER WISE
COURSE STRUCTURE OF B.A (Regulars) HISTORY
UNDER C.B.C.S STRUCTURE**

2016 – 2017

Berhampur University Total Credit : 140

Semester	Semester Wise Subject Course Paper	Title of the course (Paper)	Credits
1	2	3	4
1 st Semester	C.C– A–P.1	Syllabus of the concern subjects is to be referred.	6
	C.C – B–P.1		6
	(Candidate is to Select)		6
	ENGLISH-1		2
	AECC – 1	Environmental studies	
-	-	-	20
2 nd Semester	C.C.-A – P. 2	Syllabus of the concern Subject is to be referred.	6
	C.C–B –P– 2		6
	(Candidate is to select)		6
	M.I.L-1		2
	AECC – 2	Science & Technology	
-	-	-	20
3 rd Semester	C.C-A-P. 3	Syllabus of the concerned subject is to be referred.	6
	C.C-B-P. 3		6
	(Student is to select)		6
	ENGLISH-2		2
	S.E.C – 1		
	(Student is to select from the pool of subjects)		
-	-	-	20
4 th Semester	C.C – A – P. 4	Syllabus of the concerned subject is to be referred.	6
	C.C – B – P. 4		6
	(Student is to select)		6
	M.I.L-2		2
	S.E.C – 2		
	(Student is to select from the pool of subjects)		
-	-	-	20
5 th Semester	D.S.C –Subject-A– P.I	Syllabus of the concerned subject is to be referred.	6
	D.S.C. Subject-B –P.1		6
	G.E. –P.1		6
	(Student is to select the subject)		2
	SEC – 3		
	(Student is to select from the pool of subjects)		

-	-	-	20
6 th Semester	D.S.C—Subject-A–P.2 D.S.C – Subject-B--P.2 Generic Elective-P-2 (Candidate is to select the subject) SEC - 4 Candidate is to Select the subject from the pool of the subjects	Syllabus of the concerned subject is to be referred.	6 6 6 2
-	-	-	20
		Semester wise total credit for B.A Regular Students Total Credits 1 st Semester = 20 2 nd Semester = 20 3 rd Semester = 20 4 th Semester = 20 5 th Semester = 20 6 th Semester = 20 120	

DETAIL SYLLABUS OF HISTORY (REGULAR)
UNDER C.B.C.S STRUCTURE
2016 – 2017
Berhampur University

Course No (Paper)	Title of the Course	Credit
Paper – 1	History of India from the Earliest time up to 300 CE	6
Paper – 2	History of India from C-300to 1206	6
Paper – 3	History of India from 1206 to 1707	6
Paper – 4	History of India from 1707 to 1950	6

Generic Elective in History (Regular)
For the Students other than History Regular

Paper--I : UNDERSTANDING THE INDIAN CULTURE—I—6 credits

Paper--II : UNDERSTANDING THE INDIAN CULTURE—II—6 Credits

DSE Course for History Regular Students

Course No (Paper)	Title of the Course	Credit
Paper – 1	Some Aspects of European History-I(1780 - 1939)	6 Credit
Paper – 2	Some Aspects of European History-II (1780- 1939)	6 Credit

PAPER—I: HISTORY OF INDIA FROM THE EARLIEST TIMES UPTO 300 C.E.

Unit-I: (a) Interpretation of sources- Literature, Archeology, Epigraphic, Coins
(b) Palaeolithic, Mesolithic and Neolithic Cultures

Unit-II : (a) Harappan Civilization-Origin, Extent, Features and Decline
(b) Vedic Period—polity, Society, Economy and Religion
(c) Territorial States—Rise of the Mahajanapadas

Unit-III : (a) Jainism (b) Buddhism

Unit—IV : Emergence and growth of Mauryan Empire

- (a) Chandra Gupta Maurya- Expansion and consolidation of Empire and Administration; Asoka—policy of Dhamma, Art and Architecture
- (b) The Sangam Age- Literature, Society and Tamil Language
- (c) The Age of Shakas and Kushanas—Polity, Society, Religion, Art, Craft, Coins, Trade and Commerce and Literature

Suggested Readings

1. D.P. Agarwal, The Archeology of India
2. A.L. Basham, The Wonder that was India
3. D.K. Chakrabarti, Archeology of Ancient Indian Cities
4. N. Subramaniam, Sangam Polity
5. Romila Thapar, History of Early India
6. F.R. Allchin, Origin of a Civilization-The Pre History and Early Archaeology of South Asia
7. D.N.Jha, Ancient India in Historical Outline
8. K.A.N.Sastri, A History of South India
9. R.S. Sharma, India's Ancient Past
10. D.D. Kosambi, Culture and Civilization of Ancient India
11. H.P.Ray, Monastery and Guild India in Historical Outline
12. Nihar Ranjan Ray, Maurya and Post Maurya Art
13. R.S.Sharma, Aspects of Political Ideas and Institutions in Ancient India
14. Romila Thapar, Ashoka and the Decline of the Mauryas
15. G. Yazdani, Early History of Deccan

PAPER—II : HISTORY OF INDIA FROM C.300 to 1206

UNIT-I : Rise and Growth of the Guptas

- (a) Administration
- (b) Society, Economy & Religion
- (c) Literature
- (d) Art, Architecture and Science and Technology

UNIT—II : Harshavardhana and His Times

- (a) Harsha's Kingdom
- (b) Administration
- (c) Buddhism and Nalanda

UNIT--III : Towards the Early Medieval Period

- (a) Evolution of Political Structures of Rastrakutas, Pala and Pratiharas
- (b) Change in Society, Polity, Economy and Culture

UNIT—IV : Emergence of the Rajput States in Northern India

- (a) Polity, Economy and Society
- (b) Arabs in Sindh—Polity, Religion and Society

Essential Readings

1. D.P. Agarwal, The Archaeology of India
2. A.L. Basham, The Wonder that was India
3. D.K. Chakrabarti, Archaeology of Ancient Indian Cities
4. N. Subramaniam, Sangam Polity
5. Romila Thapar, History of Early India
6. F.R. Allchin, Origin of a Civilization-The Pre History and Early Archaeology of South Asia
7. D.N.Jha, Ancient India in Historical Outline
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9. R.S. Sharma, India's Ancient Past
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11. H.P.Ray, Monastery and Guild India in Historical Outline
12. Nihar Ranjan Ray, Maurya and Post Mourya Art
13. R.S.Sharma, Aspects of Political Ideas and Institutions in Ancient India
14. Romila Thapper, Ashoka and the Decline of the Mauryas
15. G. Yazdani, Early History of Deccan

16. R.S.Sharma, Indian Feudalism
17. R.S.Sharma, India's Ancient Past
18. B.D.Chottapadhyaya, Making of Early Medieval India
19. N.M. Derryl, religion and Society in Arab Sindh
20. M.Habib & K.A.Nizami, A Comprehensive History of India
21. T.R.Chaudhury & Irfan Habib, (Ed) A Comprehensive History of India
22. Peter Jackson, Delhi Sultanate : A Political and Military History
23. Tara Chand, Influence of Islam on Indian Culture
24. Satis Chandra, A History of Medieval India
25. Percy Brown, Islamic Architecture

PAPER—III : HISTORY OF INDIA FROM 1206 to 1707

UNITY-I : Foundation, Expansion and Consolidation of the Delhi Sultanate

- (a) Muhamud Ghazni, Mohammad Ghori & Iltutmish
- (b) Military, Administrative & Economic Reforms of Allaudin Khilji and Muhammad bin Tughlaq

UNIT—II : Change in the Religious Out Look

- (a) Bhakti Movement- Chaitanya, Nanak & Kabir
- (b) Sufi Movement

UNIT—III : Emergence and Consolidation of Mughal States

- (a) Babur
- (b) Humayun

UNIT—IV : Society, Economy & Culture under Akbar and Aurangzeb, & Rise of the Marathas

- (a) Administration, State & Religion
- (b) Religious policy
- (c) Art, Architecture & Literature
- (d) Emergence of Maratha Power, & Shivaji- His Administration and Revenue Reforms

Essential Readings :

1. B.D.Chottapadhyaya, Making of Early Medieval India
2. N.M. Derryl, religion and Society in Arab Sindh
3. M.Habib & K.A.Nizami, A Comprehensive History of India
4. T.R.Chaudhury & Irfan Habib, (Ed) A Comprehensive History of India

5. Peter Jackson, Delhi Sultanate : A Political and Military History
6. Tara Chand, Influence of Islam on Indian Culture
7. Satis Chandra, A History of Medieval India
8. Percy Brown, Islamic Architecture
9. Irfan Habib, The Agrarian System of Mughal India(1556-1707)
10. M. Athar Ali, Mughal Nobility under Aurangzeb
11. Shireen Moosvi, The Economy of the Mughal Empire
12. R.P.Tripathy, The Rise and Fall of the Mughal Empire, Vol.I & Vol.II
13. P.J.Marshall, The Eighteenth Century in Indian History
14. Stewart Gordon, The Marathas, 1600-1818
15. Percy Brown, Islamic Architecture

PAPER—IV : HISTORY OF INDIA FROM 1707 to 1950

UNIT—I : Colonialism & India

- (a) Establishment of Colonial Power in India
- (b) Expansion and Consolidation of the Colonial Power upto 1857
- (c) Uprising of 1857—Its Nature, Causes and Aftermath

UNIT—II : Colonial Economy

- (a) Agriculture
- (b) Trade & Commerce
- (c) Industry

UNIT—III : Socio-Religious Movements in the 19th Century

- (a) Brahma Samaj
- (b) Ramakrishna & Vivekananda
- (c) Arya Samaj

UNIT—IV : Emergence and Growth of Nationalism

- (a) Gandhian Nationalism—Non-Cooperation Movement, Civil Disobedience Movement & Quit India Movement
- (b) Mountbatten Plan and Partition of India
- (c) I.N.A. & Subas Chandra Bose

Selected Readings :

- B.D.Chottapadhyya, Making of Early Medieval India
- N.M. Derryl, Religion and Society in Arab Sindh
- M.Habib & K.A.Nizami, A Comprehensive History of India
- T.R.Chaudhury & Irfan Habib, (Ed) A Comprehensive History of India
- Peter Jackson, Delhi Sultanate : A Political and Military History

Tara Chand, Influence of Islam on Indian Culture
 Satis Chandra, A History of Medieval India
 Percy Brown, Islamic Architecture
 Irfan Habib, The Agrarian System of Mughal India(1556-1707)
 M. Athar Ali, Mughal Nobility under Aurangzeb
 Shireen Moosvi, The Economy of the Mughal Empire
 R.P.Tripathy, The Rise and Fall of the Mughal Empire, Vol.I & Vol.II
 P.J.Marshall, The Eighteenth Century in Indian History
 Stewart Gordon, The Marathas, 1600-1818
 Percy Brown, Islamic Architecture
 Sugata Bose & Ayesha Jalal, Modern South Asia: History, Culture
 and Political Economy
 Sekhar Bandyopadhyay, From Plassey to Partition
 C.A.Bayly An Illustrated History of Modern India (1660-1947)
 Sumit Sarkar, Modern India(1885-1947)
 M.Hassan, John Company to the Republic : A Story of Modern India
 R.P.Dutta, India Today
 R.Jeffery & J.Masseloss, From Rebellion to the Republic
 Bipin handra, Nationalism and Colonialism
 Francine Frankel, India's Political Economy(1947-1977)
 Ramachandra Guha, The Fissured Land
 K.G.Subramanian, The Living Tradition : Perspective on Modern Indian Art

DETAIL SYLLABUS OF THE GENERIC ELECTIVE (HISTORY) FOR REGULAR STUDENTS UNDERSTANDING THE INDIAN CULTURE

PAPER-I :

Unit –I : Roots of Indian Culture

- (c) From Food Gathering Culture to Urban Culture
- (d) Naming of this Land, Unity in Diversity- An Unique Feature of Indian culture

Unit II : Changes in Religious Beliefs and Traditions

- (c) Harappan Religious Tradition
- (d) Early Vedic and later Vedic Religious Belief and Tradition

Unit- III : Protestant Religious Reformation movements in India

- (c) Buddhism
- (d) Jainism

Unit- IV: Religious and Cultural Revival in India

- (a) Contribution of the Kushanas
- (b) Contribution of the Guptas

PAPER- II :**Unit-I : Cultural Expansion**

Overseas Trade and Commerce and its impact on South-East Asia- Economic Factor, Religious Factor Art and Architecture—Social Factor, Impact of Tradition

Unit- II : External impact in Indian Culture

- (d) Hellenistic impact on Art and Architecture
- (e) Islamic impact on Indian Life
- (f) Bhakti Movement

Unit- III : Social- Religious Reform Movements

- (d) Brahma samaja
- (e) Prathana Samaja
- (f) Arya Samaja

Unit—IV : Nationalism in India

- (a) Role of Moderates and Extremists
- (b) Nationalist Literature-Its Impact on Freedom Struggle
- (c) Role of Mahatma Gandhi
- (d) I.N.A. & Subas Chandra Bose

DETAIL SYLLABUS OF D.S.E (HISTORY) FOR REGULAR STUDENTS

PAPER—I : Some Aspects of European History--I**UNIT—I : Era of Revolution**

- (a) The French Revolution of 1789—Nature & Consequences
- (b) Napoleonic Era- Reforms, Expansion of Empire, Fall

UNIT—II : Revolution of 1830 & 1848

- (a) Nature & Causes
- (b) Significance

UNIT—III : Nation in Making

- (a) Unification of Germany
- (b) Unification of Italy

UNIT—IV : Imperialistic Wars

- (a) Imperialistic Conflict—First World War
- (b) Rise of Fascism & Nazism
- (c) World War-II

PAPER—II : Some Aspects of European History-II(C.1780-1939)

- UNIT---I : (a) Feudalism
(b) European Renaissance

- UNIT—II : (a) Reformation Movement in Europe—
Genesis, Nature and Impact
(b) Era of Colonization—Motives and Mining

- UNIT—III : **Struggle for Constitutional Monarchy**
(a) Struggle between King and Parliament in England
(b) Glorious Revolution of England

- UNIT—IV : **Technological Advancement**
(a) Industrial Revolution
(b) Green Revolution
(c) Commercial Revolution

SELECTED READINGS :

- Habsbawn, The Age of Revolution
Lynn Hunt, Politics, Culture and Class in the French Revolution
Andrew Porter, European Imperialism
Carter V. Finley & John Rithey, twentieth Century World
G.R. Elton, Reformation Europe, 1517-1559
J.H.Plumb, The Pelican Book of the Renaissance
Arvind Sinha, Eorope in Transition
Rodney Hilton, The Transition from feudalism to Capitalism
C.D.Hazen, History of Modern Europe
Aravind Sinha, Europe in Transition
John Merriman, A History of Modern Europe
Jerry Muller, The Mind and the Market
Kari Polany, The Great transformation
Christopher Hill, From reformation to Industrial Revolution
J.D.Vries, The Industrial Revolution & The Industrious Revolution

DETAIL SYLLABUS OF THE SKILL ENHANCEMENT COURSE TOURISM AND TRAVEL MANAGEMENT

Paper—I : Defining Heritage

- (a) Art & Architecture in India: An Overview
- (b) Stupa Architecture
- (c) Temple Architecture
- (d) Indo-Persian Architecture, Forts, Palaces, Mosques
And Colonial Architecture

Paper—II : Cultural Heritage, Cultural Forms and Expression

- (a) Main Component
- (b) Built Heritage
- (c) Historical Tourism
- (d) Performing Art and Fairs and Festivals

Paper—III : Ethnographic Practices in India

- (a) Tradition of Embroidery
- (b) Tradition of Textile Making
- (c) Handicrafts
- (d) Knitting
- (e) Echo Tourism

Paper---IV : Oral Culture in India

- (b) Defining Orality
- (c) History and Tradition of Orality
- (d) Oral Life History
- (e) Process of Documentation & Preparation
of Field Visit
- (j) Understanding Tourists Ideology & Interest

Essential Readings :

Peter Howard –Heritage: Management, Interpretation and Identity

V.S. Agarwal-Indian Art, Prithivi Prakasdan, Varanasi, U.P.

Percy Brown-Indian Architecture D.B. Taraporevala Sons & Co

S.K. Bhowmik-Heritage Management, Care, Understanding and Appreciation of Cultural Heritage, Jeypur, 2004

James Harle, The Art and Architecture of Indian Subcontinent, Harmondsworth, Penguin, 1988

Indu Benga, (Ed) The City in Indian History; Urban Demography, Society and Polity Manohar Pub, Delhi

E. Koch, Mughal Art and Imperial Ideology

V. Vasudev, Fairs and Festivals Incredible India Series

Gayatri Sinha, (Ed) Art and Visual Culture in India



ବ୍ରହ୍ମପୁର ବିଶ୍ୱବିଦ୍ୟାଳୟ (BERHAMPUR UNIVERSITY)

CBCS: +3 2016-17

ପସନ୍ଦ ଓ ଆସ୍ଥାଭିତ୍ତିକ ପାଠ୍ୟସଂସ୍ପର୍ଶ : ସ୍ନାତକ ଓଡ଼ିଆ

HONOURS COURSES AT A GLANCE

DISCIPLINE SPECIFIC CORE (DSC) (14 PAPERS)

ଶୃଙ୍ଖଳାକେନ୍ଦ୍ରିକ ନିର୍ଦ୍ଦିଷ୍ଟ ପାଠ୍ୟ (ପଢ଼ି ସଂଖ୍ୟା-୧୪)

Number	Semester	Title of the Course	Credit	
			Theory	Tutorial
DSC-H-ODI-1	1st	ଓଡ଼ିଆ ଭାଷାର ଇତିହାସ	5	1
DSC-H-ODI-2		ଓଡ଼ିଆ ଭାଷାଚର୍ଚ୍ଚାର ପରମ୍ପରା	5	1
DSC-H-ODI-3	2nd	ବ୍ୟାବହାରିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ	5	1
DSC-H-ODI-4		ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଅନୁଶୀଳନ	5	1
DSC-H-ODI-5	3rd	ଓଡ଼ିଆ ଲୋକସାହିତ୍ୟ	5	1
DSC-H-ODI-6		ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ (ପ୍ରାଚୀନ ରୁ ମଧ୍ୟଯୁଗ)	5	1
DSC-H-ODI-7		ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ (ଆଧୁନିକ ଯୁଗ)	5	1
DSC-H-ODI-8	4th	ସାହିତ୍ୟର ଗଠନରୀତି	5	1
DSC-H-ODI-9		ସାହିତ୍ୟତତ୍ତ୍ୱ (ପ୍ରାଚ୍ୟ ଓ ପାଶ୍ଚାତ୍ୟ)	5	1
DSC-H-ODI-10		ଓଡ଼ିଆ କାବ୍ୟ କବିତା (ପ୍ରାଚୀନ ରୁ ଆଧୁନିକ)	5	1
DSC-H-ODI-11	5th	ଓଡ଼ିଆ କ୍ଷୁଦ୍ରଗଳ୍ପ ଓ ଉପନ୍ୟାସ	5	1
DSC-H-ODI-12		ଓଡ଼ିଆ ନାଟକ ଓ ଏକାଙ୍କିକା	5	1
DSC-H-ODI-13	6th	ଓଡ଼ିଆ ଜୀବନୀ, ଆତ୍ମଜୀବନୀ, ଭ୍ରମଣ କାହାଣୀ ଓ ଅନୁବାଦ	5	1
DSC-H-ODI-14		ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ଓ ସମାଲୋଚନା	5	1

DISCIPLINE SPECIFIC ELECTIVE (DSE) (4 PAPERS)

ଶୃଙ୍ଖଳାକେନ୍ଦ୍ରିକ ଇଚ୍ଛାଧୀନ ପାଠ (ପଢ଼ ସଂଖ୍ୟା-୪)

Number	Semester	Title of the Course	Credit	
			Theory	Tutorial
DSE-H-ODI-1	5th	ଗଣମାଧ୍ୟମ	5	1
DSE-H-ODI-2		ଯୋଗାଯୋଗର ଭଙ୍ଗୀ ଓ ମାଧ୍ୟମ	5	1
DSE-H-ODI-3	6th	ସାଧାରଣ ବ୍ୟାକରଣ	5	1
DSE-H-ODI-4		ପାଣ୍ଡୁଲିପି ଓ ଗ୍ରନ୍ଥ ସଂପାଦନା	5	1

GENERIC ELECTIVES (GE) (2 PAPERS)

ଆତ୍ମସମ୍ପର୍କମୂଳକ ଇଚ୍ଛାଧୀନ (ପଢ଼ ସଂଖ୍ୟା-୨)

Number	Semester	Title of the Course	Credit	
			Theory	Tutorial
GE-ODI-1	1st	ଯୋଗାଯୋଗର ଭଙ୍ଗୀ ଓ ସମ୍ବାଦ ପ୍ରସ୍ତୁତି	5	1
GE-ODI-2	2nd	ଓଡ଼ିଆ ଭାଷା, ବ୍ୟାକରଣ, ଅନୁବାଦ ଓ ସଂପାଦନା କଳା	1	1

ABILITY ENHANCEMENT COMPULSORY COURSES-II (AECC) (1 PAPER)

ଦକ୍ଷତାବର୍ଦ୍ଧକ ବାଧ୍ୟତାମୂଳକ ପାଠ୍ୟକ୍ରମ-୨ (ପଢ଼ ସଂଖ୍ୟା-୧)

Number	Semester	Title of the Course	Credit	
			Theory	Tutorial
AECC-ODI-1	2nd	ସମ୍ବାଦ, ଭାଷା ଓ ଭାଷଣକଳା	2	



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CBCS: +3 (Hons) 2016-17

ପସନ୍ଦ ଓ ଆସ୍ଥାଭିତ୍ତିକ ପାଠ୍ୟଖସଡ଼ା : ସ୍ନାତକ ଓଡ଼ିଆ ସମ୍ମାନ

Selective & Credits Syllabus: +3 Odia Hons

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ (Core Course)

ମୋଟ ପତ୍ର ସଂଖ୍ୟା-୧୪, ପ୍ରତ୍ୟେକ ପତ୍ରର ମୂଲ୍ୟାଙ୍କ-୧୦୦, ତନ୍ମଧ୍ୟରୁ ମହାବିଦ୍ୟାଳୟସ୍ତରୀୟ ଆନ୍ତଃପର୍ଯ୍ୟାୟ ପରୀକ୍ଷା-୨୦ ଏବଂ ବିଶ୍ୱବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ପରୀକ୍ଷା-୮୦, ଜଣେ ସ୍ନାତକ ସମ୍ମାନ ବିଦ୍ୟାର୍ଥୀ ସମୁଦାୟ ୧୪୦୦ ନମ୍ବରର ପରୀକ୍ଷା ଦେବେ ।

ପ୍ରଥମ ଶିକ୍ଷାବର୍ଷ-

ପ୍ରଥମ ପର୍ଯ୍ୟାୟ - ଦୁଇଟି ପତ୍ର ରହିବ (ପ୍ରଥମ ଓ ଦ୍ୱିତୀୟ)

ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ - ଦୁଇଟି ପତ୍ର ରହିବ (ତୃତୀୟ ଓ ଚତୁର୍ଥ)

ଦ୍ୱିତୀୟ ଶିକ୍ଷାବର୍ଷ -

ତୃତୀୟ ପର୍ଯ୍ୟାୟ - ତିନୋଟି ପତ୍ର ରହିବ (ପଞ୍ଚମ, ଷଷ୍ଠ ଓ ସପ୍ତମ)

ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟ - ତିନୋଟି ପତ୍ର ରହିବ (ଅଷ୍ଟମ, ନବମ ଓ ଦଶମ)

ତୃତୀୟ ଶିକ୍ଷାବର୍ଷ -

ପଞ୍ଚମ ପର୍ଯ୍ୟାୟ - ଦୁଇଟି ପତ୍ର ରହିବ (ଏକାଦଶ ଓ ଦ୍ୱାଦଶ)

ଷଷ୍ଠ ପର୍ଯ୍ୟାୟ - ଦୁଇଟି ପତ୍ର ରହିବ (ତ୍ରୟୋଦଶ ଓ ଚତୁର୍ଦ୍ଦଶ)

ଶିକ୍ଷା ଅବଧି - ତିନିବର୍ଷ (Three Year Course)

ପର୍ଯ୍ୟାୟ - ୬ଟି ପର୍ଯ୍ୟାୟ - ୬ଟି ପରୀକ୍ଷା (6 Semesters- 6 Examinations)

ପତ୍ର - ୧୪ଗୋଟି ପତ୍ର

ପରୀକ୍ଷାରେ ବିଦ୍ୟାର୍ଥୀମାନଙ୍କ ବୋଧଜ୍ଞାନ ପରୀକ୍ଷା ପାଇଁ ଦୀର୍ଘପ୍ରଶ୍ନ ଓ ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ଦିଆଯିବ ।

ପାଠ୍ୟଭୂମିକା:

ଜାତୀୟ ସ୍ତରରେ ଏକ ପ୍ରକାର ପାଠ୍ୟ ଖସଡ଼ା ପ୍ରଣୟନର ଲକ୍ଷ୍ୟରୁ ଏହି ପାଠ୍ୟଖସଡ଼ାଟି ପ୍ରସ୍ତୁତ କରାଯାଇଛି । ବିଶ୍ୱବିଦ୍ୟାଳୟ ଅନୁଦାନ ଆୟୋଗଙ୍କ ନିର୍ଦ୍ଦେଶିତ “ପସନ୍ଦ ଓ ଆସ୍ଥାଭିତ୍ତିକ ନୂତନ ପାଠ୍ୟ ବିନ୍ୟାସ” ପଦ୍ଧତିକୁ ଏଥିରେ ଗ୍ରହଣ କରାଯାଇଛି । ବିଦ୍ୟାର୍ଥୀଙ୍କ ଭାଷା, ସାହିତ୍ୟ ଓ ସାଂସ୍କୃତିକ ଜ୍ଞାନକୁ ଏହା ବିକଶିତ କରିପାରିବ । ବର୍ତ୍ତମାନ ସମୟର ଉପଯୋଗିତା ଓ ଆବଶ୍ୟକତାକୁ ଦୃଷ୍ଟିରେ ରଖି ଏହି ପାଠ୍ୟଖସଡ଼ାଟି ପ୍ରଣୟନ କରାଯାଇଥିବାରୁ ଜାତୀୟ ସ୍ତରର ବିଭିନ୍ନ ଜ୍ଞାନ-ବିଜ୍ଞାନ ପ୍ରତିଯୋଗିତା କ୍ଷେତ୍ରରେ ବିଦ୍ୟାର୍ଥୀମାନଙ୍କୁ ଏହା ସହାୟତା କରିପାରିବ । ଓଡ଼ିଆ ଭାଷା ଓ ସାହିତ୍ୟର ବିଭିନ୍ନ ଦିଗକୁ ଦୃଷ୍ଟିରେ ରଖି ପାଠ୍ୟଖସଡ଼ା ପ୍ରସ୍ତୁତ ହୋଇଥିବାରୁ ବିଦ୍ୟାର୍ଥୀଗଣ ଏ ସଂପର୍କରେ ସବିଶେଷ ଜ୍ଞାନ ଲାଭ କରିବାକୁ ସମର୍ଥ ହୋଇପାରିବେ । ଭାଷା ଓ ସାହିତ୍ୟର ବିଭିନ୍ନ ଧାରା ସହିତ ପରିଚିତ ହେବା ସଂଗେ ସଂଗେ ଏହାର ବ୍ୟାବହାରିକ ପ୍ରୟୋଜନୀୟତାକୁ ମଧ୍ୟ ଉପଲକ୍ଷ୍ୟ କରିପାରିବେ ।

DISCIPLINE SPECIFIC CORE (DSC) (14 Papers)

ଶୃଙ୍ଖଳାକେନ୍ଦ୍ରିକ ନିର୍ଦ୍ଦିଷ୍ଟ ପାଠ୍ୟ (ପତ୍ର ସଂଖ୍ୟା-୧୪)

ପତ୍ର-୧/ Paper-1: ଓଡ଼ିଆ ଭାଷାର ଇତିହାସ

- ୧ମ ଏକକ - ଓଡ଼ିଆ ଭାଷା ଓ ଲିପିର ଉନ୍ନେଷ ଓ ବିକାଶ
- ୨ୟ ଏକକ - (କ) ବୌଦ୍ଧତ୍ୟାପଦର ଭାଷା
(ଖ) ଓଡ଼ିଆ ନାଥ ସାହିତ୍ୟର ଭାଷା
(ଗ) ରୁଦ୍ରସୁଧାନିଧିର ଭାଷା
- ୩ୟ ଏକକ - (କ) ସାରଳା ସାହିତ୍ୟର ଭାଷା
(ଖ) ପଞ୍ଚସଖା ଯୁଗର ଭାଷା
(ଗ) ମାଦଳା ପାଞ୍ଜିର ଗଦ୍ୟଭାଷା
- ୪ର୍ଥ ଏକକ - ରୀତିଯୁଗୀୟ ଓଡ଼ିଆ ଭାଷା

ପତ୍ର-୨/ Paper-2: ଓଡ଼ିଆ ଭାଷାଚର୍ଚ୍ଚାର ପରମ୍ପରା

- ୧ମ ଏକକ - ଭାଷାର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ଭାରତୀୟ ଆର୍ଯ୍ୟଭାଷା
- ୨ୟ ଏକକ - ଧ୍ୱନିତତ୍ତ୍ୱ, ବାକ୍ୟସ୍ତ, ଓଡ଼ିଆ ସ୍ୱର ଓ ବ୍ୟଞ୍ଜନଧ୍ୱନି
- ୩ୟ ଏକକ - ଓଡ଼ିଆ ଭାଷା ଉପରେ କଂରାଜୀ ଓ ପର୍ତ୍ତୁଗୀଜ ଭାଷାର ପ୍ରଭାବ
- ୪ର୍ଥ ଏକକ - ଓଡ଼ିଆ ଭାଷା ଉପରେ ଦ୍ରାବିଡ଼ ଓ ଯାବନିକ ଭାଷାର ପ୍ରଭାବ

ପତ୍ର-୩/ Paper-3: ତୃତୀୟ ପତ୍ର- ବ୍ୟାବହାରିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ

- ୧ମ ଏକକ - ଓଡ଼ିଆ ଶବ୍ଦର ବ୍ୟୁତ୍ପତ୍ତି କ୍ରମ (ତତ୍ସମ, ତଦ୍ଭବ, ଦେଶଜ, ବୈଦେଶିକ)
- ୨ୟ ଏକକ - ଓଡ଼ିଆ ପଦ ବିଚାର (ବିଶେଷ୍ୟ, ବିଶେଷଣ, ସର୍ବନାମ, ଅବ୍ୟୟ, କ୍ରିୟା)
- ୩ୟ ଏକକ - କାରକ ଓ ବିଭକ୍ତି
- ୪ର୍ଥ ଏକକ - କୃଦନ୍ତ, ତତ୍ତ୍ୱ

ପତ୍ର-୪/ Paper-4: ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଅନୁଶୀଳନ

- ୧ମ ଏକକ - ସଂସ୍କୃତିର ପରିଭାଷା ଓ ବୈଶିଷ୍ଟ୍ୟ
୨ୟ ଏକକ - ଜଗନ୍ନାଥ ସଂସ୍କୃତି ଓ ଓଡ଼ିଆ ସାହିତ୍ୟ
୩ୟ ଏକକ - ଓଡ଼ିଶାର ଲୋକଧର୍ମ ଓ ପର୍ବପର୍ବାଣି
୪ର୍ଥ ଏକକ - ଓଡ଼ିଶାର ଲୋକାଚାର ଓ ଲୋକବିଶ୍ୱାସ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

(ପାଠ୍ୟାଂଶ ୧ ରୁ ୪ ପର୍ଯ୍ୟନ୍ତ)

୧. ଓଡ଼ିଆଭାଷାର ଉତ୍ପତ୍ତି ଓ କ୍ରମବିକାଶ- ବଂଶୀଧର ମହାନ୍ତି
୨. ଓଡ଼ିଆ ଭାଷା ବିଭବ- ବିଜୟ ପ୍ରସାଦ ମହାପାତ୍ର
୩. ଓଡ଼ିଆ ଭାଷାର ଉନ୍ନେଷ ଓ ବିକାଶ- ବାସୁଦେବ ସାହୁ
୪. ଓଡ଼ିଆ ଭାଷା ଓ ଲିପିର ବିକାଶ- କୁଞ୍ଜବିହାରୀ ତ୍ରିପାଠୀ
୫. ପ୍ରାଚୀନ ଗଦ୍ୟ ପଦ୍ୟାଦର୍ଶ- ସଂ. ଆର୍ତ୍ତବଲ୍ଲଭ ମହାନ୍ତି
୬. ଆଶ୍ଚର୍ଯ୍ୟ ଚର୍ଯ୍ୟାଚୟ- କରୁଣାକର କର
୭. ଚର୍ଯ୍ୟାଗାତିକା- ଖଗେଶ୍ୱର ମହାପାତ୍ର
୮. ପ୍ରାଚୀନ ସାହିତ୍ୟ- କୃଷ୍ଣଚରଣ ସାହୁ
୯. ରୁଦ୍ରସୁଧାନିଧି- ସଂ. କୃଷ୍ଣଚରଣ ସାହୁ
୧୦. ରୁଦ୍ରସୁଧାନିଧି- ସଂ. କରୁଣାକର କର
୧୧. ସାରଳା ମହାଭାରତ- ସଂ. ଆର୍ତ୍ତବଲ୍ଲଭ ମହାନ୍ତି
୧୨. ସାରଳା ଦାସ: ଏକ ଅଧ୍ୟୟନ- ସଚ୍ଚିଦାନନ୍ଦ ମିଶ୍ର
୧୩. ମାଟିର ମହାକବି ସାରଳା ଦାସ- ମାୟାଧର ମାନସିଂହ
୧୪. କୋଣାର୍କ- ପଞ୍ଚସଖା ବିଶେଷାଙ୍କ
୧୫. ସଖାହୀନ ପଞ୍ଚସଖା- ନଟବର ସାମନ୍ତରାୟ
୧୬. ପ୍ରାଚୀନ ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟର ସ୍ୱରୂପ- କୁମୁଦରଞ୍ଜନ ପାଣିଗ୍ରାହୀ
୧୭. ଭାଷାବିଜ୍ଞାନର ରୂପରେଖ- ବାସୁଦେବ ସାହୁ
୧୮. ଓଡ଼ିଆ ଧ୍ୱନିତତ୍ତ୍ୱ ଓ ଶବ୍ଦସମ୍ଭାର- ଧନେଶ୍ୱର ମହାପାତ୍ର
୧୯. ଧ୍ୱନି ତତ୍ତ୍ୱ- ଗୋଲୋକ ବିହାରୀ ଧଳ
୨୦. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା- ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରକାଶନ ସଂସ୍ଥା
୨୧. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା- ଅଜୟ ମିଶ୍ର

୨୧. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା- ସମ୍ବନ୍ଧ ମିଶ୍ର
୨୨. ସାରସ୍ୱତ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ- ବ୍ରଜକିଶୋର ହୋତା ଓ ଅନ୍ୟାନ୍ୟ
୨୩. ପ୍ରଚଳିତ ଓଡ଼ିଆ ଭାଷାର ବ୍ୟାକରଣ- ବିଜୟ ପ୍ରସାଦ ମହାପାତ୍ର
୨୪. ଓଡ଼ିଶାର ପର୍ବପର୍ବାଣି- ବ୍ରଜମୋହନ ମହାନ୍ତି
୨୫. ଲୋକସାହିତ୍ୟ ଓ ଲୋକସଂସ୍କୃତି- ଅଜୟ ମିଶ୍ର
୨୬. ଲୋକସାହିତ୍ୟ ଓ ଲୋକସଂସ୍କୃତି- କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ
୨୭. ଗଞ୍ଜାମର ଲୋକସାହିତ୍ୟ ଓ ଲୋକସଂସ୍କୃତି- ଲକ୍ଷ୍ମୀଦେବ ପାଣିଗ୍ରାହୀ
୨୮. ଉତ୍କଳୀୟ ଲୋକସଂସ୍କୃତ ଓ ଶ୍ରୀଜଗନ୍ନାଥ- ତୁଳସୀ ଓଝା
୨୯. ଓଡ଼ିଶାର ଲୋକସଂସ୍କୃତି- ଓଡ଼ିଆ କଲଚରାଲ୍ ଫୋରମ୍
୩୦. ଓଡ଼ିଆ ସାହିତ୍ୟର ସାଂସ୍କୃତିକ ବିକାଶଧାରା- ଚିତ୍ତରଞ୍ଜନ ଦାସ
୩୧. ଲୋକଧାରା, ଲୋକସଂସ୍କୃତି ଓ ଲୋକସାହିତ୍ୟ- କୁମୁଦ ରଞ୍ଜନ ପାଣିଗ୍ରାହୀ
୩୨. ଲୋକସଂସ୍କୃତି: ସିଦ୍ଧାନ୍ତ ଓ ପ୍ରୟୋଗ- ମହେନ୍ଦ୍ର କୁମାର ମିଶ୍ର
୩୩. ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ପରମ୍ପରା- ବ୍ରଜମୋହନ ମହାନ୍ତି
୩୪. ଓଡ଼ିଶାର ଦେବଦେବୀ- ବ୍ରଜମୋହନ ମହାନ୍ତି
୩୫. ଓଡ଼ିଆ ରୀତି ସାହିତ୍ୟ: ପରମ୍ପରା ଓ ପୁରୋଦୃଷ୍ଟି- କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ
୩୬. ଓଡ଼ିଆ କାବ୍ୟ କୌଶଳ- ସୁଦର୍ଶନ ଆଚାର୍ଯ୍ୟ
୩୭. ଭଞ୍ଜୀୟ କାବ୍ୟଭାବନା- ବେଣୀମାଧବ ପାଢ଼ୀ

ପତ୍ର-୫/ Paper-5: ଓଡ଼ିଆ ଲୋକସାହିତ୍ୟ

- ୧ମ ଏକକ - ଲୋକଗୀତ: ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ
- ୨ୟ ଏକକ - ଓଡ଼ିଆ ଲୋକକାହାଣୀ: ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ
- ୩ୟ ଏକକ - ଓଡ଼ିଆ ଲୋକନାଟକ: ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ
- ୪ର୍ଥ ଏକକ - ଓଡ଼ିଆ ଲୋକୋକ୍ତି: ପ୍ରକାରଭେଦ (ଜଗଜମାଳି, ପ୍ରବାଦ ପ୍ରବଚନ, ପ୍ରହେଳିକା), ସାମାଜିକ ଓ ସାଂସ୍କୃତିକ ଦିଗ

ପତ୍ର-୬/ Paper-6: ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ (ପ୍ରାଚୀନରୁ ମଧ୍ୟଯୁଗ)

- ୧ମ ଏକକ - ସାରଳା ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି: (ସାମାଜିକ, ରାଜନୈତିକ, ସାଂସ୍କୃତିକ, ଅର୍ଥନୈତିକ ଓ ସାହିତ୍ୟିକ)
- ୨ୟ ଏକକ - ପଞ୍ଚସଖା ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି ଓ ପରିବେଶ (ସାମାଜିକ, ରାଜନୈତିକ, ଧାର୍ମିକ, ସାହିତ୍ୟିକ ଓ ଭାଷାଗତ)

- ୩ୟ ଏକକ - (କ) ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟର ଆର୍ଜିତ ରୂପ:
(ଭାଷା, ସାଙ୍ଗୀତିକତା, ବର୍ଣ୍ଣନାଚାତୁରୀ, ରୀତିବୈଚିତ୍ର୍ୟ, ଚରିତ୍ର)
- (ଖ) ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟର ଆଦିକ ରୂପ:
(ଶୃଙ୍ଖାରିକତା, ରସଚେତନା, ପ୍ରେମଚେତନା, ବିଷୟବସ୍ତୁଗତ ବିବିଧତା, ବ୍ୟଞ୍ଜନାଧର୍ମିତା)
- ୪ର୍ଥ ଏକକ - ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟର ରୂପବିଭବ:
(ଚମ୍ପୂ, ଚଉପଦୀ, ଚଉତିଶା, ବୋଲି, ପୋଇ, ଭଜନ ଓ ଜଣାଣ)

ପତ୍ର-୭/ Paper-7: ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ (ଆଧୁନିକ ଯୁଗ)

- ୧ମ ଏକକ - ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି ଓ ଆଧୁନିକତାର ସୂତ୍ରଧର
- ୨ୟ ଏକକ - ଓଡ଼ିଆ ସାହିତ୍ୟରେ ସତ୍ୟବାଦୀ ଧାରା
- ୩ୟ ଏକକ - ଓଡ଼ିଆ ସାହିତ୍ୟରେ ସବୁଜ ଧାରା
- ୪ର୍ଥ ଏକକ - ଓଡ଼ିଆ ସାହିତ୍ୟରେ ପ୍ରଗତିବାଦୀ ଧାରା

ପତ୍ର-୮/ Paper-8: ସାହିତ୍ୟର ଗଠନରୀତି

- ୧ମ ଏକକ - କାବ୍ୟ ଓ କବିତା: ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ
- ୨ୟ ଏକକ - ଗଳ୍ପ ଓ ଉପନ୍ୟାସ: ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ
- ୩ୟ ଏକକ - ନାଟକ ଓ ଏକାଙ୍କିକା: ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ
- ୪ର୍ଥ ଏକକ - ପ୍ରବନ୍ଧ, ସମାଲୋଚନା, ଅନୁବାଦ: ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ

ପତ୍ର-୯/ Paper-9: ସାହିତ୍ୟତତ୍ତ୍ୱ (ପ୍ରାଚ୍ୟ ଓ ପାଶ୍ଚାତ୍ୟ)

- ୧ମ ଏକକ - ରସ ଓ ରୀତି
- ୨ୟ ଏକକ - ଧ୍ୱନି ଓ ଔଚିତ୍ୟ
- ୩ୟ ଏକକ - କ୍ଲୀରସିଦ୍ଧି ଓ ରୋମାଞ୍ଚସିଦ୍ଧି
- ୪ର୍ଥ ଏକକ - ଚିତ୍ରକଳ୍ପବାଦ ଓ ପ୍ରତୀକବାଦ

ପତ୍ର-୧୦/ Paper-10: ଓଡ଼ିଆ କାବ୍ୟ କବିତା (ପ୍ରାଚୀନରୁ ଆଧୁନିକ)

- ୧ମ ଏକକ - ଗଦା ପର୍ବ - ସାରଳା ଦାସ
୨ୟ ଏକକ - ଲକ୍ଷ୍ମୀପୁରାଣ- ବଳରାମ ଦାସ
୩ୟ ଏକକ - ବୈଦେହୀଶ ବିଳାସ (ନବମ ଓ ଦଶମ ଛାନ୍ଦ)- ଉପେନ୍ଦ୍ରଭଞ୍ଜ
୪ର୍ଥ ଏକକ - (କ) ପବନ - ରାଧାନାଥ ରାୟ
(ଖ) ଆସନ୍ତା କାଳି- ଗୋଦାବରୀଶ ମିଶ୍ର
(ଗ) ପାଦୁଶାଳା- ବୈକୁଣ୍ଠନାଥ ପଟ୍ଟନାୟକ
(ଘ) ବାରବାଟୀ- ମାୟାଧର ମାନସିଂହ
(ଙ) ଶବବାହକର ଗାନ- ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ
(ଚ) ଉଦ୍ୟାନ ରକ୍ଷକର ଗୀତ- ସୌଭାଗ୍ୟ କୁମାର ମିଶ୍ର
(ଛ) ଧନୀ ପ୍ରତି ଭୃତ୍ୟର ଉକ୍ତି- ରମାକାନ୍ତ ରଥ
(ଜ) କୋଇଲିକୁ... !- ଦିଲୀପ ଦାସ
(ଦ୍ରଷ୍ଟବ୍ୟ: ଶତାବ୍ଦୀର ସ୍ମରଣିପି- ସଂ.ଦେବୀପ୍ରସନ୍ନ ପଟ୍ଟନାୟକ)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

(ପାଠ୍ୟାଂଶ ୫ ରୁ ୧୦ ପର୍ଯ୍ୟନ୍ତ)

୧. ଲୋକନାଟ୍ୟ ପରମ୍ପରା ଓ କଣ୍ଠେଇ ନାଟ- ଗୌରାଙ୍ଗ ଚରଣ ଦାସ
୨. ଦଣ୍ଡନାଟ- ଧୀରେନ୍ ଦାସ
୩. ଓଡ଼ିଆ ଲୋକନାଟକ- ହେମନ୍ତ କୁମାର ଦାସ
୪. ଓଡ଼ିଆ ଲୋକଗୀତ ଓ କାହାଣୀ- କୁଞ୍ଜବିହାରୀ ଦାଶ
୫. ଲୋକବାଣୀ ସଞ୍ଚୟନ- କୁଞ୍ଜବିହାରୀ ଦାଶ
୬. ଓଡ଼ିଆ ଲୋକନାଟ୍ୟ- ସଂ.ରଜନୀକାନ୍ତ ଦାସ
୭. ଓଡ଼ିଶାରେ ଲୋକଧର୍ମର ପରମ୍ପରା- ଅରବିନ୍ଦ ପଟ୍ଟନାୟକ
୮. ଲୋକସାହିତ୍ୟ ଚର୍ଚ୍ଚା- କଳ୍ୟାଣ ପଟ୍ଟନାୟକ
୯. ଓଡ଼ିଆ ଲୋକକଥା : ବିନ୍ଦୁ ଓ ବିସ୍ମୃତି- ଅଶ୍ୱିନୀ କୁମାର ପଣ୍ଡା
୧୦. ଲୋକଧାରା, ଲୋକସଂସ୍କୃତି ଓ ଲୋକସାହିତ୍ୟ- କୁମୁଦରଞ୍ଜନ ପାଣିଗ୍ରାହୀ
୧୧. ଲୋକନୃତ୍ୟ ପରମ୍ପରାରେ ରାଧାପ୍ରେମଲୀଳା- ଲକ୍ଷ୍ମୀଦେବ ପାଣିଗ୍ରାହୀ
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୧୬. ଓଡ଼ିଆ ଲୋକସାହିତ୍ୟ ସମୀକ୍ଷା- ଶ୍ୟାମସୁନ୍ଦର ମହାପାତ୍ର
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୧୮. ଓଡ଼ିଶାର ଲୋକନାଟ୍ୟ ଧାରା- ସଂ. କାର୍ତ୍ତିକଚନ୍ଦ୍ର ରଥ
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୨୩. ସାରଳା ଦାସ : ଏକ ଅଧ୍ୟୟନ- ସଚ୍ଚିଦାନନ୍ଦ ମିଶ୍ର
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୩୦. ଓଡ଼ିଆ କାବ୍ୟକୌଶଳ- ସୁଦର୍ଶନ ଆଚାର୍ଯ୍ୟ
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୩୨. କହିତ ନୁହଁଇ ଭାରତୀରେ- ଅଶୋକ କୁମାର ଦାସ
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୩୭. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ (ଆଦିପର୍ବ ଓ ମଧ୍ୟପର୍ବ)- ସୁରେନ୍ଦ୍ର ମହାନ୍ତି
୩୮. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ- (ପ୍ରଥମ, ଦ୍ୱିତୀୟ, ତୃତୀୟ, ଚତୁର୍ଥ ଭାଗ)- ପଣ୍ଡିତ ସୂର୍ଯ୍ୟନାରାୟଣ ଦାସ
୩୯. ଓଡ଼ିଶାର ବିକାଶରେ ପତ୍ରପତ୍ରିକାର ପ୍ରଭାବ- ଗୋପାଳଚନ୍ଦ୍ର ମିଶ୍ର
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୪୧. କାବ୍ୟସମ୍ଭାବ- ଦାଶରଥ ଦାସ
୪୨. ସତୁରାରୁ ଶହସ୍ରାଙ୍କୀ- ନିତ୍ୟାନନ୍ଦ ଶତପଥୀ
୪୩. ଓଡ଼ିଆ ସାହିତ୍ୟରେ ପ୍ରଗତିବାଦୀ ଧାରା- ବିଜୟ କୁମାର ଶତପଥୀ
୪୪. ସବୁଜ ଯୁଗ- ମୁରାରୀ ମୋହନ ଜେନା
୪୫. ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ଭୂମି ଓ ଭୂମିକା- ସଂ. ବୈଷ୍ଣବଚରଣ ସାମଲ
୪୬. କାବ୍ୟ ଓ କଳାକାର- ଚିନ୍ତାମଣି ବେହେରା
୪୭. ଆଧୁନିକ କବିତାର କୂଳ ଓ ଶୀଳ- ଶରତ ଚନ୍ଦ୍ର ପ୍ରଧାନ
୪୮. ଓଡ଼ିଆ ସାହିତ୍ୟର କ୍ରମପରିଣାମ- ନୀଳକଣ୍ଠ ଦାସ

୪୯. ପଦ୍ୟ ଗୌରବ- ଆଦିକନ୍ଦ ସାହୁ
୫୦. ଆଧୁନିକ ଓଡ଼ିଆ ନାଟକ: ଏକ ତୁଳନାତ୍ମକ ଅଧ୍ୟୟନ- ରତ୍ନାକର ଚକ୍ରବର୍ତ୍ତୀ
୫୧. ଓଡ଼ିଆ ନାଟକର ବିକାଶଧାରା- ହେମନ୍ତ କୁମାର ଦାସ
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୫୪. ଏକାଙ୍କିକା ତତ୍ତ୍ୱ ଓ ପାଞ୍ଚାତ୍ୟ ନାଟ୍ୟ ତତ୍ତ୍ୱ- ହେମନ୍ତ କୁମାର ଦାସ
୫୫. ନାଟକ ଓ ନାଟ୍ୟକଳା- ସର୍ବେଶ୍ୱର ଦାସ
୫୬. ଓଡ଼ିଆ ନାଟ୍ୟକଳା- ସର୍ବେଶ୍ୱର ଦାସ
୫୭. ନାଟକ: ସୀମା ଓ ସମ୍ଭାବନା- ସଂଘମିତ୍ରା ମିଶ୍ର
୫୮. ଓଡ଼ିଆ ଏକାଙ୍କିକା: ଧରା ଓ ଧାରା- ଗିରୀଶଚନ୍ଦ୍ର ମିଶ୍ର
୫୯. ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ନାଟକ- ନାରାୟଣ ସାହୁ
୬୦. ନାଟକ ତତ୍ତ୍ୱବିଚାର- ନାରାୟଣ ସାହୁ
୬୧. ମଞ୍ଚ ଓ ନାଟକର କଳାକୌଶଳ- ନାରାୟଣ ସାହୁ
୬୨. ଓଡ଼ିଆ ଏକାଙ୍କିକା ସାହିତ୍ୟର ଦିଗ ଓ ଦିଗନ୍ତ- ନାରାୟଣ ସେଠୀ
୬୩. ମୋ ଦୃଷ୍ଟିରେ ସାଂପ୍ରତିକ ସାହିତ୍ୟ- ସଂ. ପରାକ୍ଷିତ ନନ୍ଦ
୬୪. ଗଦ୍ୟ ଗୌରବ- ଆଦିକନ୍ଦ ସାହୁ
୬୫. ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ଉପନ୍ୟାସ- ନୃସିଂହ ଚରଣ ସାହୁ
୬୬. ଆମ କଥାସାହିତ୍ୟର କଥା ଓ ରମ୍ୟରଚନା- ମହାପାତ୍ର ନୀଳମଣି ସାହୁ
୬୭. ଓଡ଼ିଆ ନାଟକରେ ଇତିହାସର ପ୍ରତିଧ୍ୱନି- ନୀଳାଦ୍ରିଭୂଷଣ ହରିଚନ୍ଦନ
୬୮. ଓଡ଼ିଆ ଗଦ୍ୟ: ରୂପ ଓ ରୂପାନ୍ତର- କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ
୬୯. ସାହିତ୍ୟର ରୂପରେଖ- ନୀଳାଦ୍ରି ଭୂଷଣ ହରିଚନ୍ଦନ
୭୦. ଆଧୁନିକ ନାଟକ: ବାସ୍ତବ ଓ ଉତ୍ତର ଚେତନା- ନୀଳାଦ୍ରିଭୂଷଣ ହରିଚନ୍ଦନ
୭୧. ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ସାହିତ୍ୟର ଇତିହାସ- ଅସିତ କବି
୭୨. ମୁକ୍ତଧାରାର ନାଟକ- ରମେଶ ପ୍ରସାଦ ପାଣିଗ୍ରାହୀ
୭୩. ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ଭୂମି ଓ ଭୂମିକା- ସଂ. ବୈଷ୍ଣବଚରଣ ସାମଲ
୭୪. କଥାସାହିତ୍ୟର କଥନିକା- ବିଷ୍ଣୁପ୍ରିୟା ଓତା
୭୫. ଓଡ଼ିଆ ଉପନ୍ୟାସ- କୃଷ୍ଣଚରଣ ବେହେରା
୭୬. ଓଡ଼ିଆ କ୍ଷୁଦ୍ରଗଳ୍ପ ସ୍ରଷ୍ଟାମାନସ- ବୈଷ୍ଣବଚରଣ ସାମଲ
୭୭. ଓଡ଼ିଆ ଗଳ୍ପ: ଉନ୍ନେଷ ଓ ଉତ୍ତରଣ- ବୈଷ୍ଣବଚରଣ ସାମଲ
୭୮. ଓଡ଼ିଆ ଉପନ୍ୟାସ ସାହିତ୍ୟର ପରିଚୟ- ସଂ. ପଠାଣି ପଟ୍ଟନାୟକ
୭୯. ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ଓ ସମାଲୋଚନା ସାହିତ୍ୟର ପରିଚୟ- ସଂ. ପଠାଣି ପଟ୍ଟନାୟକ
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୮୧. ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟଧାରା (ପ୍ରଥମ ଓ ଦ୍ୱିତୀୟ ଭାଗ)- ନରେନ୍ଦ୍ରନାଥ ମିଶ୍ର
୮୨. ଓଡ଼ିଆ କ୍ଷୁଦ୍ରଗଳ୍ପର ଇତିହାସ (ପ୍ରଥମ ଓ ଦ୍ୱିତୀୟ ଭାଗ)- ବୈଷ୍ଣବ ଚରଣ ସାମଲ
୮୩. କାବ୍ୟ ପ୍ରକରଣ- ନିତ୍ୟାନନ୍ଦ ଶତପଥୀ
୮୪. ଆଧୁନିକ ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟ- ଶ୍ରୀନିବାସ ମିଶ୍ର

୮୫. ଓଡ଼ିଆ ସାହିତ୍ୟର ସଂକ୍ଷିପ୍ତ ପରିଚୟ- ବୃନ୍ଦାବନଚନ୍ଦ୍ର ଆଚାର୍ଯ୍ୟ
 ୮୬. ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟଧାରା (୧ମ, ୨ୟ)- ନରେନ୍ଦ୍ରନାଥ ମିଶ୍ର
 ୮୭. ପାଶ୍ଚାତ୍ୟ ସାହିତ୍ୟ ତତ୍ତ୍ୱ- ଚିତ୍ତରଞ୍ଜନ ମିଶ୍ର
 ୮୮. ପାଶ୍ଚାତ୍ୟ ସାହିତ୍ୟ ଓ ସମୀକ୍ଷା ତତ୍ତ୍ୱ- କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ
 ୮୯. ପ୍ରାଚ୍ୟ ଓ ପାଶ୍ଚାତ୍ୟ ସାହିତ୍ୟ ତତ୍ତ୍ୱ- ଅନାଦିଚରଣ ଗାହାଣ
 ୯୦. ଭାରତୀୟ କାବ୍ୟତତ୍ତ୍ୱ- ପ୍ରମୋଦ ରଞ୍ଜନ ରାୟ
 ୯୧. ଭାରତୀୟ ସାହିତ୍ୟତତ୍ତ୍ୱ- ବନମାଳୀ ରଥ
 ୯୨. ଅନୁବାଦ: ତତ୍ତ୍ୱ ଓ ପ୍ରୟୋଗ- ମନୋରଞ୍ଜନ ପ୍ରଧାନ
 ୯୩. ରୋମାଣ୍ଟିକ୍ ଅବବୋଧ- ରାଜଚରଣ ଦାସ

ପତ୍ର-୧୧/ Paper-11: ଓଡ଼ିଆ କ୍ଷୁଦ୍ରଗଳ୍ପ ଓ ଉପନ୍ୟାସ

- ୧ମ ଏକକ - (କ) ରେବତୀ: ଫକୀରମୋହନ ସେନାପତି
 (ଖ) ଗାଜପୁ ଫୋର : ଅନନ୍ତ ପ୍ରସାଦ ପଣ୍ଡା
 (ଗ) ଶିକାର: ଭଗବତୀଚରଣ ପାଣିଗ୍ରାହୀ
 (ଘ) ହାତ : ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ
 (ଙ) ଅଶୁଭ ପୁତ୍ରର କାହାଣୀ : ଅରୁଣାଚନ୍ଦ୍ର ପତି
 (ଚ) ବାଘର ବିଳାପ: ମହାପାତ୍ର ନୀଳମଣି ସାହୁ
- ୨ୟ ଏକକ - (କ) ଶ୍ରୀକୃଷ୍ଣଙ୍କ ଶେଷ ହସ : ସୁରେନ୍ଦ୍ର ମହାନ୍ତି
 (ଖ) ଝଡ଼ର ଛଗଲ ଓ ଧରଣୀର କୃଷ୍ଣସାର: ଅଶ୍ୱଳମୋହନ ପଟ୍ଟନାୟକ
 (ଗ) ଶେଷ ବସନ୍ତର ଚିଠି : ମନୋଜ ଦାସ
 (ଘ) ଗୋପପୁର : ରାମଚନ୍ଦ୍ର ବେହେରା
 (ଙ) ଯେଉଁଭରା ତମ୍ପ : ଭୁବନେଶ୍ୱର ବେହେରା
 (ଚ) ନାରୀର ମନ : ପ୍ରତିଭା ରାୟ
- ୩ୟ ଏକକ - ଛମାଣ ଆଠଗୁଣ୍ଠ: ଫକୀରମୋହନ ସେନାପତି
- ୪ର୍ଥ ଏକକ - ମାଟିର ମଣିଷ: କାଳିନ୍ଦୀଚରଣ ପାଣିଗ୍ରାହୀ

ପତ୍ର-୧୨/ Paper-12: ଓଡ଼ିଆ ନାଟକ ଓ ଏକାଙ୍କିକା

- ୧ମ ଏକକ - କାଞ୍ଚିକାବେରୀ: ରାମଶଙ୍କର ରାୟ
 ୨ୟ ଏକକ - କାଠଘୋଡ଼ା: ମନୋରଞ୍ଜନ ଦାସ
 ୩ୟ ଏକକ - ଆଶ୍ରା ଖୋଜି ବୁଲୁଥିବା ଈଶ୍ୱର: ନାରାୟଣ ସାହୁ
 ୪ର୍ଥ ଏକକ - (କ) ସନ୍ଧ୍ୟା ଆସରର ଭୂତ: ପ୍ରାଣବନ୍ଧୁ କର
 (ଖ) ବୁଦ୍ଧ : ରମେଶ ପାଣିଗ୍ରାହୀ

- (ଗ) ପ୍ରବେଶ ପ୍ରସ୍ଥାନ: ବିଶ୍ୱଜିତ ଦାସ
- (ଘ) ସୀମିତ ସଂପର୍କ: କାର୍ତ୍ତିକଚନ୍ଦ୍ର ରଥ

ପତ୍ର-୧୩/ Paper-13: ଓଡ଼ିଆ ଜୀବନୀ, ଆତ୍ମଜୀବନୀ, ଭ୍ରମଣକାହାଣୀ ଓ ଅନୁବାଦ

- ୧ମ ଏକକ - ସହିଦ ଲକ୍ଷ୍ମଣ ନାୟକ: ସଂ. ଦାଶରଥ ନନ୍ଦ
- ୨ୟ ଏକକ - ଅର୍ଦ୍ଧଶତାବ୍ଦୀର ଓଡ଼ିଶା ଓ ତହିଁରେ ମୋ ସ୍ଥାନ: ଗୋଦାବରୀଶ ମିଶ୍ର
- ୩ୟ ଏକକ - ଅଦୂର ବିଦେଶ: ମନୋଜ ଦାସ
- ୪ର୍ଥ ଏକକ - ଅଗ୍ନିର ଡେଣା: ଏ.ପି.ଜେ. ଅବଦୁଲ କଲାମ (ମୂଳ ରଚନା)
ମନୋଜ କୁମାର ମହାପାତ୍ର (ଅନୁବାଦ)

ପତ୍ର-୧୪/ Paper-14: ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ଓ ସମାଲୋଚନା

- ୧ମ ଏକକ - (କ) ଓଡ଼ିଆ ଜାତି କିଏ ? : ଗୋପବନ୍ଧୁ ଦାସ
(ଖ) କା' : କୃପାସିନ୍ଧୁ ମିଶ୍ର
(ଗ) ଜାତୀୟ ଜୀବନ: ମଧୁସୂଦନ ଦାସ
(ଘ) ଯୌବନ: ଶଶିଭୂଷଣ ରାୟ
(ଙ) ବିଶ୍ୱଭ୍ରାତୃତ୍ୱ : ରତ୍ନକର ପତି
- ୨ୟ ଏକକ - (କ) ସ୍ୱାଧୀନ ଚିନ୍ତା: ବିଶ୍ୱନାଥ କର
(ଖ) ଜନ୍ମଭୂମି: କୃଷ୍ଣଚନ୍ଦ୍ର ପାଣିଗ୍ରାହୀ
(ଗ) ଯଦି ଗାନ୍ଧି ଆସିନଥାନ୍ତେ : ସୂର୍ଯ୍ୟକାନ୍ତ ଦାସ
(ଘ) ଏକବିଂଶ ଶତାବ୍ଦୀକୁ ଯାତ୍ରା: ଶରତ କୁମାର ମହାନ୍ତି
(ଙ) ବୃତ୍ତି ଏ ମୋ ପୋଷେ କୁଟୁମ୍ଭ : ଚିତ୍ତରଞ୍ଜନ ଦାସ
- ୩ୟ ଏକକ - ଦାରୁଦେବତା (ପ୍ରଥମ ତିନୋଟି ପ୍ରକାଶ) : ବେଣୀମାଧବ ପାଢ଼ୀ
- ୪ର୍ଥ ଏକକ - କାବ୍ୟ-ସମ୍ବାଦ (ନିମ୍ନ ତିନିଗୋଟି ପ୍ରବନ୍ଧ): ଦାଶରଥ ଦାସ
(କ) କାଳିଦାସ ଓ 'ତପସ୍ୱିନୀ'ର ନିସର୍ଗ ଭାବଚେତନା
(ଖ) ରାଧାନାଥ ଓ କବି ନୀଳକଣ୍ଠଙ୍କ ଭାବଚେତନା
(ଗ) ରବୀନ୍ଦ୍ରନାଥ ଓ କବି ମାନସିଂହଙ୍କ ମର୍ତ୍ତ୍ୟପ୍ରୀତି

ସହାୟକ ଗ୍ରନ୍ଥପୁଠୀ

(ପାଠ୍ୟାଂଶ ୧୧ ରୁ ୧୪ ପର୍ଯ୍ୟନ୍ତ)

୧. ଓଡ଼ିଆ ସାହିତ୍ୟର ସଂକ୍ଷିପ୍ତ ପରିଚୟ- ବୃନ୍ଦାବନ ଚନ୍ଦ୍ର ଆଚାର୍ଯ୍ୟ
୨. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ (୧ମ ଭାଗ)- ସୂର୍ଯ୍ୟନାରାୟଣ ଦାସ
୩. ଓଡ଼ିଆ ସାହିତ୍ୟର ସାଂସ୍କୃତିକ ବିକାଶଧାରା- ଚିତ୍ତରଞ୍ଜନ ଦାସ
୪. ଫକୀରମୋହନ କଥାସାହିତ୍ୟ- ସଂ. କ୍ଷେତ୍ରବାସୀ ନାୟକ
୫. ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ- ନଟବର ସାମନ୍ତରାୟ
୬. ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ଉପନ୍ୟାସ- ନୃସିଂହ ଚରଣ ସାହୁ
୭. ଓଡ଼ିଆ ଉପନ୍ୟାସରେ ଲୋକଉପାଦାନ- ମିହିର କୁମାର ସାହୁ
୮. ଅମୃତ ସ୍ୱାକ୍ଷର: (ଗୋପୀନାଥ ମହାନ୍ତି ସୃଷ୍ଟି ସମ୍ଭାର) ସଂ. ପ୍ରସନ୍ନ କୁମାର ସ୍ୱାଇଁ
୯. ଔପନ୍ୟାସିକ ଗୋପୀନାଥ- ବ୍ରହ୍ମାନନ୍ଦ ସିଂହ
୧୦. ଗୋପୀନାଥଙ୍କ ଉପନ୍ୟାସର ମରମକଥା- ରାଜକିଶୋର ମିଶ୍ର
୧୧. ଓଡ଼ିଆ ଉପନ୍ୟାସରେ ନାୟକ ପରିକଳ୍ପନା- ଦେବୀପ୍ରସନ୍ନ ପଟ୍ଟନାୟକ
୧୨. ନୂଆମଣିଷର ଛବି ଓ ଅନ୍ୟାନ୍ୟ ପ୍ରବନ୍ଧ- ଦେବୀପ୍ରସନ୍ନ ପଟ୍ଟନାୟକ
୧୩. ଓଡ଼ିଆ କଥାକଳ୍ପନାରେ ଉତ୍ତର ଆଧୁନିକତା ଓ ଅନ୍ୟାନ୍ୟ ପ୍ରବନ୍ଧ- ଦେବୀପ୍ରସନ୍ନ ପଟ୍ଟନାୟକ
୧୪. ଈଶାଣରୁ ଇଶ୍ୱର କଣିକା ଓ ଅନ୍ୟାନ୍ୟ ପ୍ରବନ୍ଧ- ଦେବୀପ୍ରସନ୍ନ ପଟ୍ଟନାୟକ
୧୫. ଓଡ଼ିଆ ଉପନ୍ୟାସ ସାହିତ୍ୟର ପରିଚୟ- ସଂ. ପଠାଣି ପଟ୍ଟନାୟକ
୧୬. ଓଡ଼ିଆ ଉପନ୍ୟାସ: ଉନ୍ନେଷ ଓ ଉତ୍ତରଣ (ପ୍ରଥମ ପର୍ଯ୍ୟାୟ)- କୃଷ୍ଣଚରଣ ବେହେରା
୧୭. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ- ପ୍ରସନ୍ନ କୁମାର ମହାନ୍ତି
୧୮. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ (ଦ୍ୱିତୀୟ ଓ ତୃତୀୟ ଭାଗ)- ବଂଶୀଧର ମହାନ୍ତି
୧୯. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ (ଆଦି ଓ ମଧ୍ୟପର୍ବ)- ସୁରେନ୍ଦ୍ର ମହାନ୍ତି
୨୦. ଓଡ଼ିଆ କ୍ଷୁଦ୍ରଗଳ୍ପର ଇତିହାସ (ପ୍ରଥମ ଓ ଦ୍ୱିତୀୟ)- ବୈଷ୍ଣବ ଚରଣ ସାମଲ
୨୧. ଓଡ଼ିଆ ଗଳ୍ପ: ଉନ୍ନେଷ ଓ ଉତ୍ତରଣ- ବୈଷ୍ଣବଚରଣ ସାମଲ
୨୨. ଓଡ଼ିଆ ଉପନ୍ୟାସ- କୃଷ୍ଣଚରଣ ବେହେରା
୨୩. ଆଲୋଚନା ପ୍ରବନ୍ଧ- ପ୍ରସନ୍ନ କୁମାର ସ୍ୱାଇଁ
୨୪. ସମାକ୍ଷା ପ୍ରବାହ- ପ୍ରସନ୍ନ କୁମାର ସ୍ୱାଇଁ
୨୫. ସମାକ୍ଷା ସୌରଭ- ପ୍ରସନ୍ନ କୁମାର ସ୍ୱାଇଁ
୨୬. ମନୋଜ କଳାକଳ୍ପନା- ସଂ. ଦେବୀପ୍ରସନ୍ନ ପଟ୍ଟନାୟକ
୨୭. ସ୍ଥାପତ୍ୟର ଭଙ୍ଗୁରତା- ପ୍ରସନ୍ନ କୁମାର ପଟ୍ଟନାୟକ
୨୮. ନାଟ୍ୟକାର ରମେଶ ପାଣିଗ୍ରାହୀ: ସ୍ରଷ୍ଟା ଓ ସୃଷ୍ଟି- ସଂ. ବାଘାମନୁ ଚର୍ଚ୍ଚି
୨୯. ଓଡ଼ିଆ ଗଦ୍ୟ: ରୂପ ଓ ରୂପାନ୍ତର- କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ

୩୦. ସରସ୍ୱତୀ ଫକୀରମୋହନ: ସାହିତ୍ୟ ଓ ବ୍ୟକ୍ତିତ୍ୱ- ଗଗନେନ୍ଦ୍ରନାଥ ଦାଶ
୩୧. ସରସ୍ୱତୀ ଫକୀରମୋହନ: ସାହିତ୍ୟ ଓ ବ୍ୟକ୍ତିତ୍ୱ
୩୨. କାବ୍ୟ ଓ କଳାକାର- ଚିନ୍ତାମଣି ବେହେରା
୩୩. ବୃତ୍ତି ଏ ମୋ ପୋଷେ କୁରୁମ୍- ପଞ୍ଚାନନ ମହାନ୍ତି
୩୪. ଆଧୁନିକ ଓଡ଼ିଆ କବିତାରେ ଶାସ୍ତ୍ରୀୟ ଚିନ୍ତାଧାରା- ପ୍ରସନ୍ନ କୁମାର ପଟ୍ଟନାୟକ
୩୫. ସ୍ଥିର ସୂର୍ଯ୍ୟ ଅଥୟ ପୃଥିବୀ- ସଂ. କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ
୩୬. କବି ଗୋଦାବରୀଶ- ଚିନ୍ତାମଣି ଦାଶ
୩୭. ଗୋପୀନାଥଙ୍କ ଉପନ୍ୟାସର ମରମ କଥା- ରାଜକିଶୋର ମିଶ୍ର
୩୮. ସମାକ୍ଷକଙ୍କ ଦୃଷ୍ଟିରେ ଦାନାପାଣି- ସଂ. ପ୍ରକାଶ କୁମାର ପରିଡ଼ା
୩୯. ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ସାହିତ୍ୟର ଇତିହାସ- ଅସିତ କବି
୪୦. ଆଧୁନିକ କବିତାର କୁଳ ଓ ଶୀଳ- ଶରତ ଚନ୍ଦ୍ର ପ୍ରଧାନ
୪୧. ଆଧୁନିକ ନାଟକ ବାସ୍ତବ ଓ ଉତ୍ତର ଚେତନା- ନୀଳାଦ୍ରିଭୂଷଣ ହରିଚନ୍ଦନ
୪୨. ସାହିତ୍ୟର ରୂପରେଖ- ନୀଳାଦ୍ରିଭୂଷଣ ହରିଚନ୍ଦନ
୪୩. ଓଡ଼ିଆ ଗଦ୍ୟ: ରୂପ ଓ ରୂପାନ୍ତର- କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ
୪୪. ଓଡ଼ିଆ ନାଟକରେ ଇତିହାସର ପ୍ରତିଧ୍ୱନି- ନୀଳାଦ୍ରିଭୂଷଣ ହରିଚନ୍ଦନ
୪୫. ସମାକ୍ଷାଲୋକ- କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ
୪୬. ଆମ କଥାସାହିତ୍ୟର କଥା ଓ ରମ୍ୟରଚନା- ମହାପାତ୍ର ନୀଳମଣି ସାହୁ
୪୭. କଥାଶିଳ୍ପୀ ମନୋଜ ଦାସ- ଶତ୍ରୁଘ୍ନ ପାଣ୍ଡବ
୪୮. ସୁରେନ୍ଦ୍ର ସୃଷ୍ଟି -ସମୀକ୍ଷଣ- ସଂ. ପ୍ରକାଶ କୁମାର ପରିଡ଼ା
୪୯. ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ଉପନ୍ୟାସ- ନୃସିଂହ ଚରଣ ସାହୁ
୫୦. ମୋ ମନପସନ୍ଦର କବି- ଆଦିକନ୍ଦ ସାହୁ
୫୧. ଗଦ୍ୟଗୌରବ- ଆଦିକନ୍ଦ ସାହୁ
୫୨. ନିର୍ବାଚିତ ପ୍ରବନ୍ଧ- ଗଗନେନ୍ଦ୍ର ନାଥ ଦାଶ
୫୩. ପଦ୍ୟଗୌରବ- ଆଦିକନ୍ଦ ସାହୁ
୫୪. ଯୁଗଜ୍ୟୋତି ରାଧାନାଥ- ଦେବେନ୍ଦ୍ର ମହାନ୍ତି
୫୫. ଯୁଗସୃଷ୍ଟି ରାଧାନାଥ- ନଟବର ସାମନ୍ତରାୟ
୫୬. ମୋ ଦୃଷ୍ଟିରେ ସାଂପ୍ରତିକ ସାହିତ୍ୟ- ସଂ. ପରୀକ୍ଷିତ ନନ୍ଦ
୫୭. ଉପେନ୍ଦ୍ର ଭଞ୍ଜ କାବ୍ୟ ସମୀକ୍ଷା- ସଂ. ସାରଳା ସାହିତ୍ୟ ସଂସଦ
୫୮. ମଞ୍ଚ ଓ ନାଟକର କଳାକୌଶଳ- ନାରାୟଣ ସାହୁ
୫୯. ମନୋଜ କଥାସୃଷ୍ଟିରେ ଭାରତୀୟ ଜୀବନଦର୍ଶନ- କନକଲତା ପଟ୍ଟନାୟକ

୧୦. ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ଓ ସମାଲୋଚନା ସାହିତ୍ୟର ପରିଚୟ- ପଠାଣି ପଟ୍ଟନାୟକ
୧୧. ରାତିକାବ୍ୟ ସଂପର୍କରେ - ଗଙ୍ଗାଧର ବଳ
୧୨. ଓଡ଼ିଆ ସାହିତ୍ୟର କ୍ରମପରିଣାମ- ନୀଳକଣ୍ଠ ଦାସ
୧୩. ଆଧୁନିକ ଚେତନାର ଚୌହଦା- ସଂ. ଅଶ୍ୱିନୀ କୁମାର ପଣ୍ଡା
୧୪. ଓଡ଼ିଶାର ବିକାଶରେ ପତ୍ରପତ୍ରିକାର ପ୍ରଭାବ- ଗୋପାଳଚନ୍ଦ୍ର ମିଶ୍ର
୧୫. ଓଡ଼ିଆ ଏକାଙ୍କିକା ସାହିତ୍ୟର ଦିଗ ଓ ଦିଗନ୍ତ- ନାରାୟଣ ସେଠୀ
୧୬. ନାଟକ ତତ୍ତ୍ୱ ବିଚାର- ନାରାୟଣ ସାହୁ
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୧୮. ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ନାଟକ- ନାରାୟଣ ସାହୁ
୧୯. ଓଡ଼ିଆ ଏକାଙ୍କିକା: ଧରା ଓ ଧାରା- ଗିରୀଶ ଚନ୍ଦ୍ର ମିଶ୍ର
୨୦. ନାଟକ: ସାମା ଓ ସମ୍ଭାବନା- ସଂଘମିତ୍ରା ମିଶ୍ର
୨୧. ନାଟକ : ବ୍ୟକ୍ତି ଓ ଦାସ୍ତ- ସଂଘମିତ୍ରା ମିଶ୍ର
୨୨. ପ୍ରସଙ୍ଗ: ନାଟକ- ଏକାଙ୍କିକା- କୃଷ୍ଣଚନ୍ଦ୍ର ବେହେରା
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୨୪. ଓଡ଼ିଆ ନାଟ୍ୟ ସାହିତ୍ୟ- ସର୍ବେଶ୍ୱର ଦାସ
୨୫. ନାଟକ ଓ ନାଟ୍ୟକଳା- ସର୍ବେଶ୍ୱର ଦାସ
୨୬. ଏକାଙ୍କିକା ତତ୍ତ୍ୱ ଓ ପାଶ୍ଚାତ୍ୟ ନାଟ୍ୟତତ୍ତ୍ୱ- ହେମନ୍ତ କୁମାର ଦାସ
୨୭. ପ୍ରସଙ୍ଗ: ଓଡ଼ିଆ ନାଟକ- ହେମନ୍ତ କୁମାର ଦାସ
୨୮. ଓଡ଼ିଆ ନାଟକର ଉତ୍ତର ଆଧୁନିକ ପର୍ବ- ହେମନ୍ତ କୁମାର ଦାସ
୨୯. ଓଡ଼ିଆ ନାଟକର ଐତିହାସିକ ବିବର୍ତ୍ତନ- ହେମନ୍ତ କୁମାର ଦାସ
୩୦. ଓଡ଼ିଆ ନାଟକର ବିକାଶଧାରା- ହେମନ୍ତ କୁମାର ଦାସ
୩୧. ଆଧୁନିକ ଓଡ଼ିଆ ନାଟକ: ଏକ ତୁଳନାତ୍ମକ ଅଧ୍ୟୟନ- ରତ୍ନାକର ଚକ୍ରନ୍ତି
୩୨. କାରାଗାରରୁ କୁଆଁତାରା- ଦିଲ୍ଲୀପ କୁମାର ସ୍ୱାଇଁ

DISCIPLINE SPECIFIC ELECTIVE (DSE) (4 Papers)

ଶୃଙ୍ଖଳାକୈନ୍ଦ୍ରିକ ଇଚ୍ଛାଧୀନ ପାଠ (ପତ୍ର ସଂଖ୍ୟା-୪)

ବିଦ୍ୟାର୍ଥୀଙ୍କ ବୋଧଜ୍ଞାନ ପରୀକ୍ଷା ପାଇଁ ଦୀର୍ଘପ୍ରଶ୍ନ ଓ ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ଦିଆଯିବ ।

ପତ୍ର-୧/ Paper-1: ଗଣମାଧ୍ୟମ

- ୧ମ ଏକକ - ଗଣମାଧ୍ୟମର ସ୍ୱରୂପ, ବୈଶିଷ୍ଟ୍ୟ ଓ ପ୍ରକାରଭେଦ
୨ୟ ଏକକ - ସମ୍ବାଦପତ୍ର : ସମ୍ବାଦ ସଂଗ୍ରହ ବିଧି, ସମ୍ବାଦରଚନା ବିଧି, ସାମ୍ବାଦିକର ଧର୍ମ
୩ୟ ଏକକ - ବେତାର ସମ୍ବାଦ ଓ ଦୂରଦର୍ଶନ ସମ୍ବାଦ ପ୍ରସ୍ତୁତି କଳା
୪ର୍ଥ ଏକକ - ଫିଚର ରଚନା ପ୍ରବିଧି, ବିବିଧ ପ୍ରକାର ଫିଚର

ପତ୍ର-୨ Paper-2: ଯୋଗାଯୋଗର ଭଙ୍ଗୀ ଓ ମାଧ୍ୟମ

- ୧ମ ଏକକ - ଦଳଗତ ଆଲୋଚନା ଓ ଡକ୍-ବିଡକ୍
୨ୟ ଏକକ - ସାକ୍ଷାତକାର
୩ୟ ଏକକ - ପତ୍ରଲିଖନ ପଦ୍ଧତି (ବିଭିନ୍ନ ପ୍ରକାର ପତ୍ର ଯଥା- ବାଣିଜ୍ୟିକ ପତ୍ର, ସଂପାଦକଙ୍କୁ ପତ୍ର, ବ୍ୟକ୍ତିଗତ ପତ୍ର, କାର୍ଯ୍ୟାଳୟ ସଂପର୍କିତ ପତ୍ର ଇତ୍ୟାଦି)
୪ର୍ଥ ଏକକ - ଭାଷଣ କଳା (ବିଭିନ୍ନ ପ୍ରକାର ଭାଷଣ)

ପତ୍ର-୩/ Paper-3: ସାଧାରଣ ବ୍ୟାକରଣ

- ୧ମ ଏକକ - ଅଳଙ୍କାର (ଅପହୃତି, କାବ୍ୟଲିଙ୍ଗ, ପ୍ରତୀପ, ଅନନ୍ୟ, ଅତିଶୟୋକ୍ତି, ବିରୋଧାଭାସ, ନିଦର୍ଶନା, ଦୀପକ, ଶଙ୍କର, ସଂସୃଷ୍ଟି)
୨ୟ ଏକକ - ଛନ୍ଦ (ଅମିତ୍ରାକ୍ଷର, ରାମକେରୀ, ମୁଖାରୀ, କଳହଂସ କେଦାର, ଶଙ୍କରାଭରଣ, ବିଭାସଗୁଞ୍ଜରୀ)
୩ୟ ଏକକ - ସମୋଚ୍ଚାରିତ ଶବ୍ଦ ଓ ଭିନ୍ନାର୍ଥବୋଧକ ଶବ୍ଦ
୪ର୍ଥ ଏକକ - ଏକପଦୀକରଣ ଓ ବିପରୀତ ଅର୍ଥବୋଧକ ଶବ୍ଦ

ପତ୍ର-୪/ Paper-4: ପାଣ୍ଡୁଲିପି ଓ ଗ୍ରନ୍ଥ ସଂପାଦନା

- ୧ମ ଏକକ - ପାଣ୍ଡୁଲିପି ସଂପାଦନାର ଉଦ୍ଦେଶ୍ୟ ଓ ବିଭିନ୍ନ ଦିଗ
୨ୟ ଏକକ - ଗ୍ରନ୍ଥ ସଂପାଦନା ପାଇଁ ଗ୍ରନ୍ଥର ଶୁଦ୍ଧ ପାଠ ନିର୍ଣ୍ଣୟର ବିଭିନ୍ନ ସୋପାନ
୩ୟ ଏକକ - ଶୁଦ୍ଧ ଗ୍ରନ୍ଥ ନିର୍ଣ୍ଣୟ
୪ର୍ଥ ଏକକ - ପାଠବିକୃତିର କାରଣ ଓ ନିରାକରଣ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଯୋଗାଯୋଗର ଭାଷା- ସୁଧାରଚନ୍ଦ୍ର ମହାନ୍ତି
୨. ଶବ୍ଦର ଆକାଶ ଦୃଶ୍ୟର ଦିଗ୍‌ବଳୟ- ରବି ଶତପଥୀ
୩. ସଂବାଦପତ୍ର ଓ ଗଣମାଧ୍ୟମ- ମୃଣାଳ ଚାଟାର୍ଜୀ
୪. ଓଡ଼ିଶାରେ ସମ୍ବାଦପତ୍ରର ଇତିହାସ- ମୃଣାଳ ଚାଟାର୍ଜୀ
୫. ସର୍ବସାର ବ୍ୟାକରଣ- ନାରାୟଣ ମହାପାତ୍ର
୬. ଚିନ୍ତଣ, ଚିଠା ଓ ପତ୍ର ବିନିମୟ- ଆଶୁତୋଷ ପଟ୍ଟନାୟକ
୭. ଗବେଷଣା, ପ୍ରକରଣ, ସଂପାଦନା ଓ ଅନୁବାଦ ପ୍ରବିଧି- କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ନିର୍ମଳା ରାଉତ
୮. ଗବେଷଣା ପ୍ରବିଧି, ସଂପାଦନା ଓ ଅନୁବାଦ କଳା- ସୁବୋଧ ଚାଟାର୍ଜୀ
୯. ଅଳଙ୍କାର ପ୍ରସଙ୍ଗ- ଗୋବିନ୍ଦଚନ୍ଦ୍ର ଉଦ୍‌ଗାତା
୧୦. ଅଳଙ୍କାର ଶାସ୍ତ୍ର ପରିଚିତି-ଭାବଗ୍ରାହୀ ମିଶ୍ର ଓ ଶାନ୍ତିଲତା ମିଶ୍ର
୧୧. ଅଳଙ୍କାର ପିୟୂଷ- ସୁରେଶଚନ୍ଦ୍ର ପାଣିଗ୍ରାହୀ
୧୨. ପ୍ରତଳିତ ଓଡ଼ିଆ ଭାଷାର ବ୍ୟାକରଣ- ବିଜୟ ପ୍ରସାଦ ମହାପାତ୍ର
୧୩. ସାରସ୍ୱତ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ- ବ୍ରଜକିଶୋର ହୋତା
୧୪. ବ୍ୟାବହାରିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ- ହରପ୍ରସାଦ ମିଶ୍ର
୧୫. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା- ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ସଂସ୍ଥା
୧୬. ସମ୍ବାଦ ଓ ସାମ୍ବାଦିକତା- ଚନ୍ଦ୍ରଶେଖର ମହାପାତ୍ର
୧୭. ବାଣିଜ୍ୟିକ ପତ୍ରାବଳୀ- କୃଷ୍ଣଚରଣ ବେହେରା
୧୮. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା- ଅଜୟ ମିଶ୍ର
୧୯. ଭାଷଣ କଳା ଓ ଅନ୍ୟାନ୍ୟ ପ୍ରସଙ୍ଗ- କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ
୨୦. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା- ସମିତ ମିଶ୍ର
୨୧. ଅନୁବାଦ: ତତ୍ତ୍ୱ ଓ ପ୍ରୟୋଗ- ମନୋରଞ୍ଜନ ପ୍ରଧାନ

GENERIC ELECTIVE (2 Papers)

ଆନ୍ତଃସମ୍ପର୍କମୂଳକ ଇଚ୍ଛାଧୀନ (ପତ୍ର ସଂଖ୍ୟା- ୨)

ବିଦ୍ୟାର୍ଥୀଙ୍କ ବୋଧଜ୍ଞାନ ପରୀକ୍ଷା ପାଇଁ ଦୀର୍ଘ ପ୍ରଶ୍ନ ଓ ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ଦିଆଯିବ ।

ପତ୍ର-୧/ Paper-1: ଯୋଗାଯୋଗର ଭଙ୍ଗୀ ଓ ସମ୍ବାଦ ପ୍ରସ୍ତୁତି

- ୧ମ ଏକକ - ଦଳଗତ ଆଲୋଚନା ଓ ଡକ୍-ବିଡକ୍
- ୨ୟ ଏକକ - ଦୂରଦର୍ଶନ, ବେତାର ଓ ସମ୍ବାଦପତ୍ର : ପରିଭାଷା, ପରିସର ଓ ସମ୍ବାଦ ପ୍ରସ୍ତୁତି କୌଶଳ
- ୩ୟ ଏକକ - ସାକ୍ଷାତକାର ଓ ଭାଷଣ କଳା
- ୪ର୍ଥ ଏକକ - ପତ୍ରଲିଖନ ପଦ୍ଧତି (ବିଭିନ୍ନ ପ୍ରକାର ପତ୍ର ଯଥା- ବାଣିଜ୍ୟିକ ପତ୍ର, ସଂପାଦକଙ୍କୁ ପତ୍ର, ବ୍ୟକ୍ତିଗତ ପତ୍ର, କାର୍ଯ୍ୟାଳୟ ସଂପର୍କିତ ପତ୍ର ଇତ୍ୟାଦି)

ପତ୍ର-୨/ Paper-2: ଓଡ଼ିଆ ଭାଷା, ବ୍ୟାକରଣ, ଅନୁବାଦ ଓ ସଂପାଦନା କଳା

- ୧ମ ଏକକ - ଓଡ଼ିଆ ଭାଷାର ଉତ୍ପତ୍ତି ଓ ବିକାଶକ୍ରମ
- ୨ୟ ଏକକ - ଓଡ଼ିଆ ଶବ୍ଦଭଣ୍ଡାର (ତତ୍ସମ, ତଦ୍ଭବ, ଦେଶଜ, ବୈଦେଶିକ)
- ୩ୟ ଏକକ - ଅନୁବାଦ : ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ
- ୪ର୍ଥ ଏକକ - ଗ୍ରନ୍ଥ ସଂପାଦନର ସ୍ୱରୂପ ଓ ବିଭିନ୍ନ ଦିଗ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା- ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ସଂସ୍ଥା
୨. ସମ୍ବାଦ ଓ ସାମ୍ବାଦିକତା- ଚନ୍ଦ୍ରଶେଖର ମହାପାତ୍ର
୩. ବାଣିଜ୍ୟିକ ପତ୍ରାବଳୀ- କୃଷ୍ଣଚରଣ ବେହେରା
୪. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା- ଅଜୟ ମିଶ୍ର
୫. ଭାଷଣକଳା ଓ ଅନ୍ୟାନ୍ୟ ପ୍ରସଙ୍ଗ - କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ
୬. ପ୍ରଚଳିତ ଓଡ଼ିଆ ଭାଷାର ବ୍ୟାକରଣ- ବିଜୟ ପ୍ରସାଦ ମହାପାତ୍ର
୭. ବ୍ୟାବହାରିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ- ହରପ୍ରସାଦ ମିଶ୍ର
୮. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା- ସମ୍ପତ ମିଶ୍ର
୯. ଗବେଷଣା ପ୍ରବିଧି, ସଂପାଦନା ଓ ଅନୁବାଦ କଳା- ସୁବୋଧ ଚାଟାର୍ଜୀ
୧୦. ଅନୁବାଦ: ତତ୍ତ୍ୱ ଓ ପ୍ରୟୋଗ- ମନୋରଞ୍ଜନ ପ୍ରଧାନ
୧୧. ଯୋଗାଯୋଗର ଭାଷା- ସୁଧାର ଚନ୍ଦ୍ର ମହାନ୍ତି
୧୨. ସାରସ୍ୱତ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ- ବ୍ରଜକିଶୋର ହୋତା
୧୩. ଟିପ୍ପଣୀ, ଚିଠା ଓ ପତ୍ରବିନିମୟ- ଆଶୁତୋଷ ପଟ୍ଟନାୟକ
୧୪. ସମ୍ବାଦପତ୍ର ଓ ଗଣମାଧ୍ୟମ- ମୃଣାଳ ଚାଟାର୍ଜୀ
୧୫. ଓଡ଼ିଶାରେ ସମ୍ବାଦପତ୍ରର ଇତିହାସ- ମୃଣାଳ ଚାଟାର୍ଜୀ

Ability Enhancement Compulsory Courses-II (AECC) (1 Paper)

ଦକ୍ଷତାବର୍ଦ୍ଧକ ବାଧ୍ୟତାମୂଳକ ପାଠ୍ୟକ୍ରମ-୨ (ପତ୍ର ସଂଖ୍ୟା-୧)

ପତ୍ର-୧/ Paper-1: ସମ୍ବାଦ, ଭାଷା ଓ ଭାଷଣକଳା

- ୧ମ ଏକକ - ସମ୍ବାଦର ଭାଷା ଓ ସମ୍ବାଦ ପ୍ରସ୍ତୁତିର ବିଭିନ୍ନ ଦିଗ
୨ୟ ଏକକ - ଭାଷା ଅଗୁଣ୍ଡିତ କାରଣ ଓ ଦିଗ
୩ୟ ଏକକ - ଭାଷାର ବ୍ୟାବହାରିକ ଦିଗ (କଥିତ ଓ ଲିଖିତ ଭାଷା)
୪ର୍ଥ ଏକକ - ଭାଷଣ କଳା

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା- ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ସଂସ୍ଥା
୨. ସମ୍ବାଦ ଓ ସାମ୍ବାଦିକତା- ଚନ୍ଦ୍ରଶେଖର ମହାପାତ୍ର
୩. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା- ଅଜୟ ମିଶ୍ର
୪. ଭାଷଣକଳା ଓ ଅନ୍ୟାନ୍ୟ ପ୍ରସଙ୍ଗ - କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ
୫. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା- ସମ୍ପତ ମିଶ୍ର
୬. ଯୋଗାଯୋଗର ଭାଷା- ସୁଧାର ଚନ୍ଦ୍ର ମହାନ୍ତି
୭. ଚିହ୍ନଣ, ଚିଠା ଓ ପତ୍ରବିନିମୟ- ଆଶୁତୋଷ ପଟ୍ଟନାୟକ
୮. ସମ୍ବାଦପତ୍ର ଓ ଗଣମାଧ୍ୟମ- ମୃଣାଳ ଚାଟାର୍ଜୀ
୯. ଓଡ଼ିଶାରେ ସମ୍ବାଦପତ୍ରର ଇତିହାସ- ମୃଣାଳ ଚାଟାର୍ଜୀ
୧୦. ଦି କୁଇକ୍ ଏଣ୍ଡ ଇଜି ଡେ ଟୁ ଏଫେକ୍ଟିଭ୍ ସ୍ପିକିଂ- ଡେଲ କାର୍ଣ୍ଡେରି

**Syllabus for B.A. Political Science (Hons) under CBCS
w.e.f. the Academic Year 2016-2017**

Semester - I		Credits
Core-1	Understanding Political Theory	6
Core-2	Constitutional Government and Democracy in India	6
GE-1(Generic Elective)	<From other subject>	6
AECC(Ability Enhancement Compulsory Course)	Environmental Studies	2
Semester - II		
Core-3`	Political Theory-Concepts and Debates	6
Core-4	Political Process in India	6
GE-2(Generic Elective)	<From other subject>	6
AECC-2(Ability Enhancement Compulsory Course)	MIL Communication (Odia/Hindi/Telugu/Alternative English)	2
Semester - III		
Core-5	Introduction to Comparative Government and Politics	6
Core-6	Perspectives on Public Administration	6
Core-7	Perspectives on International Relations and World History	6
GE-3(Generic Elective)	<From other subject>	6
SEC-1(Skill Enhancement Course)	Communicative English	2
Semester - IV		
Core-8	Political Processes and Institutions in Comparative Perspective	6
Core-9	Public Policy and Administration in India	6
Core-10	Global Politics	6
GE-4(Generic Elective)	<From other subject>	6
SEC-2	<From the pool of SEC courses>	2
Semester - V		
Core-11	Classical Political Philosophy	6
Core-12	Indian Political Thought-I	6
Discipline Specific Elective (DSE)-1	Human Rights in a Comparative Perspective/(OR) Development Process and Social Movements in Contemporary India	6
DSE-2	India's Foreign Policy in a Globalizing world / (OR) Women, Power and Politics	6
Semester - VI		
Core-13	Modern Political Philosophy	6
Core-14	Indian Political Thought-II	6
DSE-3	Understanding Global Politics/ (OR) Understanding South Asia	6
DSE-4	Citizenship in a globalising world / (OR) PROJECT	6
Total		140

(A) Core Papers: 14 (Compulsory)

- Core-1- Understanding Political Theory
- Core-2- Constitutional Government and Democracy in India
- Core-3 – Political Theory-Concepts and Debates
- Core-4- Political Process in India
- Core-5- Introduction to Comparative Government and Politics
- Core-6 –Perspectives on Public Administration
- Core-7-Paper VII- Perspectives on International Relations and World History
- Core-8- Political Processes and Institutions in Comparative Perspective
- Core-9- Public Policy and Administration in India
- Core-10- Global Politics
- Core-11- Classical Political Philosophy
- Core-12- Indian Political Thought-I
- Core-13- Modern Political Philosophy
- Core-14- Indian Political Thought-II

(B) Generic Elective (2 papers and each paper having two options)

Paper-1: Indian Polity-I/ OR Governance: Issues and Challenges

Paper-II: Indian Polity-II/OR Gandhi and the Contemporary World/

(C) Discipline Specific Elective (choose 3 papers and 1 Project paper is compulsory)

DSE-1- Human Rights in a Comparative Perspective

OR

Development Process and Social Movements in Contemporary India

DSE-2- India's Foreign Policy in a Globalizing world

OR

Women, Power and Politics

DSE-3-Understanding Global Politics

OR

Understanding South Asia

DSE-4- Citizenship in a globalising world

OR

PROJECT

**SYLLABI AND READING LIST OF
BA (HONOURS) POLITICAL SCIENCE**

(A)14 CORE PAPERS

SEMESTER - I

CORE – 1

Understanding Political Theory

Course Objective: This course is divided into two sections. Section A introduces the students to the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends. Section B is designed to reconcile political theory and practice through reflections on the ideas and practices related to democracy.

SECTION-A: Introducing Political Theory

UNIT-I : 1. What is Politics: Theorizing the ‘Political’ 2. Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative

UNIT-II: 3. Approaches to Political Theory: Normative, Historical and Empirical 4. Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern

SECTION-B: Political Theory and Practice: The Grammar of Democracy

UNIT-III: 1. Democracy: The history of an idea 2. Procedural Democracy and its critique

UNIT-IV: 3. Deliberative Democracy 4. Participation and Representation

READING LIST

Bhargava, R. (2008) ‘What is Political Theory’, in Bhargava, R and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 2-16.

Chapman, J. (1995) ‘The Feminist Perspective’, in Marsh, D. and Stoker, G. (eds.) Theory and Methods in Political Science. London: Macmillan, pp. 94-114.

Bannett, J. (2004) ‘Postmodern Approach to Political Theory’, in Kukathas, Ch. and Gaus, G. F. (eds.) Handbook of Political Theory. New Delhi: Sage, pp. 46-54.

Vincent, A. (2004) The Nature of Political Theory. New York: Oxford University Press, 2004, pp. 19-80.

Owen, D. (2003) ‘Democracy’, in Bellamy, R. and Mason, A. (eds.) Political Concepts. Manchester and New York: Manchester University Press, pp. 105-117.

Christiano, Th. (2008) ‘Democracy’, in Mckinnon, C. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 80-96.

Arblaster, A. (1994) Democracy. (2nd Edition). Buckingham: Open University Press.

Baral, J.K. et al.(2015), ‘Political Theory: Concepts, issues and ideologies’, Cuttack: Vidyapuri.

Bhuyan, Dasarathy(2016), ‘Understanding Political Theory’, Cuttack: Kitab Mahal.

CORE-2

Constitutional Government and Democracy in India

Course objective: This course acquaints students with the constitutional design of state structures and institutions, and their actual working over time. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice. It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment.

UNIT-I: I. The Constituent Assembly and the Constitution a. Philosophy of the Constitution, the Preamble, and Features of the Constitution b. Fundamental Rights and Directive Principles

UNIT-II : Organs of Government a. The Legislature: Parliament b. The Executive: President and Prime Minister c. The Judiciary: Supreme Court

UNIT-III : Federalism and Decentralization a. Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules

UNIT-IV : b. Panchayati Raj and Municipalities c. Structure and functions.

READING LIST

Basu, D.D. (2012) Introduction to the Constitution of India, New Delhi: Lexis Nexis.

Chaube, Shibani Kinkar (2000), “ Constituent Assembly of India springboard of revolution”, New Delhi: Manohar Publishers & Distributors.

Sikri, S.L.(2002), “Indian Government and Politics”, New Delhi: Kalyani Publishers.

Bakshi, P.M.(2015), “The Constitution of India”, Delhi: Universal Law Pub. Co. Pvt. Ltd.

Choudhry, Sujit et al.(eds) (2016), ‘The Oxford Handbook of the Indian Constitution’, UK: Oxford University Press.

Siwach, J.R.(1990), “Dynamics of Indian Government and Politics”, New Delhi: Sterling.

Kashyap, Subhash C.(1989/1993/1995), “ Our Constitution/ Our Parliament/Our Judiciary”, New Delhi: NBT, India.

Raghunandan, J. R (2012) Decentralization and local governments: The Indian Experience, Orient Black Swan, New Delhi.

Jayal, N.G. & Pratap Bhanu Mehta(eds.)(2010), “ The Oxford Companion to Politics in India”, New Delhi: Oxford University Press.

Mohapatra, Anil Kumar et al.(eds.)(2016), ‘Federalism in India: Issues and Dimensions’, New Delhi: Kunal Books.

Bhuyan, Dasarathy (2016), ‘Constitutional Government and Democracy in India’, Cuttack: Kitab Mahal..

SEMESTER-II

CORE-3

Political Theory-Concepts and Debates

Course Objective: This course would help the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. This course also introduces the students to the important debates in the subject.

UNIT-I: (i) Importance of Freedom

- a) Negative Freedom: Liberty
 - b) Positive Freedom: Freedom as Emancipation and Development
- Important Issue: Freedom of belief, expression and dissent

(ii) Significance of Equality

- a) Formal Equality: Equality of opportunity
 - b) Political equality
 - c) Egalitarianism: Background inequalities and differential treatment
- Important Issue: Affirmative action

UNIT-II: Indispensability of Justice

- a) Procedural Justice
- b) Distributive Justice
- c) Global Justice

UNIT-III: The Universality of Rights

- a) Natural Rights
- b) Moral and Legal Rights
- c) Three Generations of Rights
- d) Rights and Obligations (also discuss the rights of the girl child)

UNIT-IV: Major Debates

- a) Why should we obey the state? Issues of political obligation and civil disobedience.
- b) Are human rights universal? Issue of cultural relativism.
- c) How do we accommodate diversity in plural society? Issues of multiculturalism and toleration.

READING LIST

Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman.

Gaubha, O.P. (2003), An Introduction to Political Theory, New Delhi: Macmillan.

Heywood, Andrew (2015), Political Theory: An Introduction, London: Palgrave Macmillan.

CORE-4

Political Process in India

Course objective: Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

UNIT-I: (i) Political Parties and the Party System :
Trends in the Party System; From the Congress System to Multi-Party Coalitions
(ii) Determinants of Voting Behaviour Caste, Class, Gender and Religion

UNIT-II: Regional Aspirations : The Politics of Secession and Accommodation

UNIT-III: (i) Religion and Politics: Debates on Secularism; Minority and Majority Communalism
(ii) Caste and Politics
Caste in Politics and the Politicization of Caste
(iii) Affirmative Action Policies: Women, Caste and Class

UNIT-IV: The Changing Nature of the Indian State : Developmental, Welfare and Coercive Dimensions

READING LIST

Z. Hasan (ed.) (2002), 'Parties and Party Politics in India', New Delhi: Oxford University Press.

E. Sridharan, (2012) , Coalition Politics and Democratic Consolidation in Asia, New Delhi: Oxford University Press.

P. DeSouza and E. Sridharan (eds.) (2006) India's Political Parties, New Delhi: Sage Publications.

F. Frankel, Z. Hasan, and R. Bhargava (eds.) (2000) , 'Transforming India: Social and Political Dynamics in Democracy', New Delhi: Oxford University Press.

P. Brass, (1999) The Politics of India Since Independence, New Delhi: Cambridge University Press and Foundation Books.

R. Kothari, (1970) Caste in Indian Politics, Delhi: Orient Longman.

R. Bhargava (ed.) (2008) Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press.

Choudhry, Sujit et al.(eds) (2016), 'The Oxford Handbook of the Indian Constitution', UK: Oxford University Press.

Bhuyan, Dasarathy(2016), 'Political Process in India' , Cuttack: Kitab Mahal.

SEMESTER-III

CORE-5

Introduction to Comparative Government and Politics

Course objective: This is a foundational course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics while analysing various themes of comparative analysis in developed and developing countries.

UNIT-I: Understanding Comparative Politics: a. Nature and scope b. Going beyond Eurocentrism

UNIT-II: Historical context of modern government a. Capitalism: meaning and development: globalization b. Socialism: meaning, growth and development c. Colonialism and decolonization: meaning, context, forms of colonialism; anticolonialism struggles and process of decolonization

UNIT-III: Themes for comparative analysis

A comparative study of constitutional developments and political economy in the following countries: Britain and Brazil.

UNIT-IV: Themes for comparative analysis

A comparative study of constitutional developments and political economy in the following countries: Nigeria and China.

READING LIST

J. Kopstein, and M. Lichbach, (eds), (2005) *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press.

M. Mohanty, (1999) 'Colonialism and Discourse in India and China', Available at http://www.ignca.nic.in/ks_40033.html http, Accessed: 24.03.2011.

CORE-6

Perspectives on Public Administration

Objective: The course provides an introduction to the discipline of public

administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

UNIT-I: PUBLIC ADMINISTRATION AS A DISCIPLINE

Meaning, Dimensions and Significance of the Discipline, Public and Private Administration, Evolution of Public Administration

UNIT-II: THEORETICAL PERSPECTIVES

CLASSICAL THEORIES: Scientific management (F.W.Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-type bureaucracy (Max Weber)

NEO-CLASSICAL THEORIES: Human relations theory (Elton Mayo), Rational decision-making (Herbert Simon)

UNIT-III: CONTEMPORARY THEORIES and PUBLIC POLICY

- (i) Ecological approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker)
- (ii) Concept, relevance and approaches, Formulation, implementation and evaluation

UNIT-IV: MAJOR APPROACHES IN PUBLIC ADMINISTRATION : New Public Administration, New Public Management, New Public Service Approach, Good Governance, Feminist Perspectives

READINGS

B. Chakrabarty and M. Bhattacharya (eds) (2004), Administrative Change and Innovation: a Reader, New Delhi: Oxford University Press.

M. Bhattacharya, (2008) New Horizons of Public Administration, 5th Revised Edition. New Delhi: Jawahar Publishers.

Basu, Rumki (2014), Public Administration : Concepts and Theories, New Delhi: Sterling Publishers.

The Oxford Handbook of Public Policy (2006), OUP.

Prabir Kumar De (2012), Public Policy and Systems, Pearson Education.

Vaidyanatha Ayyar (2009), Public Policy Making In India, Pearson

M. Bhattacharya (2012), Public Administration: Issues and Perspectives, New Delhi: Jawahar Publishers.

U. Medury (2010), Public administration in the Globalization Era, New Delhi: Orient Black Swan.

B. Chakrabarty (2007) , Reinventing Public Administration: The India Experience. New Delhi: Orient Longman.

CORE-7

Perspectives on International Relations and World History

Course Objective: This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important

theoretical approaches for studying international relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro - centricism of International Relations by highlighting certain specific perspectives from the Global South.

UNIT-I: Studying International Relations

i. How do you understand International Relations: Levels of Analysis (3 lectures) ii. History and IR: Emergence of the International State System iii. Pre-Westphalia and Westphalia iv. Post-Westphalia

UNIT-II: Theoretical Perspectives

i. Classical Realism & Neo-Realism ii. Liberalism & Neoliberalism iii. Marxist Approaches

UNIT-III: Theoretical Perspectives and an Overview of Twentieth Century IR History-I

i. Feminist Perspectives ii. Eurocentricism and Perspectives from the Global South

iii. World War I: Causes and Consequences (1 Lecture) iv. Significance of the Bolshevik Revolution v. Rise of Fascism / Nazism vi. World War II: Causes and Consequences

UNIT-IV: An Overview of Twentieth Century IR History-II

i. Cold War: Different Phases, ii. Emergence of the Third World iii. Collapse of the USSR and the End of the Cold War iv. Post-Cold War Developments and Emergence of Other Power Centers of Power

READING LIST

M. Nicholson, (2002) International Relations: A Concise Introduction, New York: Palgrave.

R. Jackson and G. Sorensen, (2007) Introduction to International Relations: Theories and Approaches, 3rd Edition, Oxford: Oxford University Press, pp. 2-7

S. Joshua. Goldstein and J. Pevehouse, (2007) International Relations, New York: Pearson Longman, 2007, pp. 29-35

J. Baylis and S. Smith (eds), (2008) The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 1-6.

Rumki Basu, (ed)(2012) International Politics: Concepts, Theories and Issues New Delhi, Sage.

Andrew Heywood (2011), Global Politics, New York: Palgrave MacMillan.

SEMESTER-IV

CORE-8

Political Processes and Institutions in Comparative Perspective

Course objective: In this course students will be trained in the application of

comparativemethods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative political.

UNIT-I: Approaches to Studying Comparative Politics a. Political Culture b. New Institutionalism

UNIT-II: Electoral System and Party Systems

Definition and procedures: Types of election system (First Past the Post, Proportional Representation, Mixed Representation)

Party System : Historical contexts of emergence of the party system and types of parties

UNIT-III: Nation-state : What is nation–state? Historical evolution in Western Europe and postcolonial contexts ‘Nation’ and ‘State’: debates

UNIT-IV: Democratization and Federalism

Process of democratization in postcolonial, post- authoritarian and post-communist countries

Federalism : Historical context Federation and Confederation: debates aroundterritorial division of power.

READING LIST

J. Bara and Pennington. (eds.)(2009), Comparative Politics: Explaining Democratic System. New Delhi: Sage Publications.

A. Heywood, (2002) Politics, New York: Palgrave.

W. O’Conner, (1994) ‘A Nation is a Nation, is a Sate, is a Ethnic Group, is a ...’, in J. Hutchinson and A. Smith, (eds.) Nationalism. Oxford: Oxford University Press.

K. Newton, and J. Deth, (2010) ‘Foundations of Comparative Politics: Democracies of the Modern World’. Cambridge: Cambridge University Press.

B. Smith, (2003) ‘Understanding Third World Politics: Theories of Political Change and Development’. London: Palgrave Macmillan.

M. Burgess, (2006) Comparative Federalism: Theory and Practice. London: Routledge.

R. Watts, (2008), Comparing Federal Systems. Montreal: McGill Queen’s Univ. Press.

Saxena, R (eds.) (2011), Varieties of Federal Governance: MajorContemporary Models. New Delhi: Cambridge University Press.

CORE-9

Public Policy and Administration in India

Objective: The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and

administration and social welfare from a non-western perspective.

UNIT-I : (i) Public Policy

a. Definition, characteristics and models b. Public Policy Process in India

(ii) Decentralization

a. Meaning, significance and approaches and types

b. Local Self Governance: Rural and Urban

UNIT-II: Budget

a. Concept and Significance of Budget b. Budget Cycle in India c. Various Approaches and Types Of Budgeting

UNIT-III: Citizen and Administration Interface

a. Public Service Delivery b. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance

UNIT-IV: Social Welfare Administration

a. Concept and Approaches of Social Welfare b. Social Welfare Policies: Education: Right To Education, Health: National Health Mission, Food: Right To Food Security Employment: MNREGA

READING LIST

Public Policy T. Dye, (1984) Understanding Public Policy, 5th Edition. U.S.A: Prentice Hall

R.B. Denhardt and J.V. Denhardt, (2009) Public Administration, New Delhi: Brooks/Cole

M. Howlett, M. Ramesh, and A. Perl, (2009), Studying Public Policy: Policy Cycles and Policy subsystems, 3rd edition, Oxford: Oxford University Press.

T. Dye, (2002) Understanding Public Policy, New Delhi: Pearson Y. Dror, (1989) Public Policy Making Reexamined. Oxford: Transaction Publication.

Satyajit Singh and Pradeep K. Sharma [eds.](2007), Decentralisation: Institutions And Politics In Rural India, OUP.

N.G.Jayal(1999), Democracy and The State: Welfare, Secular and Development in Contemporary India, Oxford : Oxford University Press.

Bidyut Chakrabarty (2007), Reinventing Public Administration: The Indian Experience, Orient Longman.

Basu Rumki (2015) Public Administration in India Mandates, Performance and Future Perspectives, New Delhi, Sterling Publishers

CORE-10

Global Politics

Course objective: This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing

nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

UNIT-I: Globalization: Conceptions and Perspectives-I : a. Understanding Globalization and its Alternative Perspectives (6 lectures) b. Political: Debates on Sovereignty and Territoriality
c. Global Economy: Its Significance and Anchors of Global Political Economy: IMF, d. World Bank, WTO, TNCs

UNIT-II: Globalization: Conceptions and Perspectives-II and Contemporary Global Issues- I

(i) Cultural and Technological Dimension (ii) Global Resistances (Global Social Movements and NGOs)

(iii) Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate

UNIT-III: Contemporary Global Issues- II

a. Proliferation of Nuclear Weapons b. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments c.. Migration d. Human Security .

UNIT-IV: Global Shifts: Power and Governance

READING LIST

G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 33-62.

A. Heywood, (2011) *Global Politics*, New York: Palgrave.

B. Chimni and S.Mallavarapu (eds.) (2012), *International Relations: Perspectives For the Global South*, New Delhi: Pearson.

J. Rosenau, and E. Czempiel (eds.) (1992), *Governance without Government: Order and Change in World Politics*, Cambridge: Cambridge University Press.

A. Kumar and D. Messner (eds), (2010) *Power Shifts and Global Governance: Challenges from South and North*, London: Anthem Press.

P. Dicken, (2007) *Global Shift: Mapping the Changing Contours of the World Economy*, New York: The Guilford Press.

J. Close, (2001) 'The Global Shift: A quantum leap in human evolution', Available at <http://www.stir-global-shift.com/page22.php>, Accessed: 19.04.2013.

Mingst, Karen A. (2004), "Essentials of International Relations", New York: W.W. Norton and Company.

Ghosh, Peu (2015), *International Relations*, New Delhi: PHI Learning Private Limited.

SEMESTER-V

CORE-11

Classical Political Philosophy

Course objective: This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.

UNIT-I: Antiquity-I:

a) Significance of Political Thought , b) Works of Plato and their interpretation c)Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism
Presentation theme: Critique of Democracy; Women and Guardianship, Censorship

UNIT-II: Antiquity-II:

a) Works of Aristotle and their interpretation b) Aristotle : Forms, Virtue, Citizenship, Justice, State and Household Presentation themes: Classification of governments; man as zoon politikon

UNIT-III: Interlude: Machiavelli

Virtue, Religion, Republicanism Presentation themes: morality and statecraft; vice and virtue

UNIT-IV: Possessive Individualism Hobbes : Human nature, State of Nature, Social Contract, State Presentation themes: State of nature; social contract; Leviathan; atomistic individuals.

Locke: Laws of Nature, Natural Rights, Property, Presentation themes: Natural rights; right to dissent; justification of property

READING LIST

C. Kukathas and G. Gaus, (eds.)(2004), Handbook of Political Theory, London: Sage Publications Ltd.

J. Coleman, (2000) 'Introduction', in A History of Political Thought: From Ancient Greece to Early Christianity, Oxford: Blackwell Publishers.

A. Skoble and T. Machan, (2007), Political Philosophy: Essential Selections. New Delhi: Pearson Education.

R. Kraut(ed.) (1996) ' The Cambridge Companion to Plato'. Cambridge: Cambridge University Press.

Macpherson (1962) The Political Theory of Possessive Individualism: Hobbes to Locke. Oxford University Press, Ontario.

I. Hampsher-Monk, (2001) 'A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx', Oxford: Blackwell Publishers.

T. Sorell, (ed.) (1996) Cambridge Companion to Hobbes. Cambridge: Cambridge University Press.

CORE-12

Indian Political Thought-I

Course objective: This course introduces the specific elements of Indian Political Thoughtspanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.

- UNIT-I:** (i) Traditions of Pre-colonial Indian Political Thought
a. Brahmanic and Shramanic b. Islamic and Syncretic.
(ii) Ved Vyasa (Shantiparva): Rajadharma
- UNIT-II:** (a) Manu: Social Laws
(b) Kautilya: Theory of State
- UNIT-III:** (a) Aggannasutta (Digha Nikaya): Theory of kingship
(b) Barani: Ideal Polity
- UNIT-IV:** (a) Abul Fazal: Monarchy
(b) Kabir: Syncretism

READING LIST

T. Pantham, and K. Deutsch (eds.) (1986) , Political Thought in Modern India, New Delhi: Sage Publications.

The Mahabharata (2004), Vol. 7 (Book XI and Book XII, Part II), Chicago and London:University of Chicago Press.

V. Varma, (1974) Studies in Hindu Political Thought and Its Metaphysical Foundations, Delhi: Motilal Banarsidass.

V. Mehta, (1992) ‘ Foundations of Indian Political Thought’, Delhi: Manohar.

S. Collins (ed) (2001) Agganna Sutta: An Annotated Translation, New Delhi: Sahitya Academy.

Habib, (1998) ‘Ziya Barni’s Vision of the State’, in The Medieval History Journal, Vol. 2, (1), pp. 19- 36.

M. Alam, (2004) ‘Sharia Akhlaq’, in The Languages of Political Islam in India 1200- 1800, Delhi: Permanent Black, pp. 26- 43.

SEMESTER-VI

CORE-13

Modern Political Philosophy

Course objective: Philosophy and politics are closely intertwined. We explore this convergence by identifying four main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.

UNIT-I: Modernity and its discourses : This section will introduce students to the idea of

modernity and the discourses around modernity.

UNIT-II: Romanticism : a. Jean Jacques Rousseau

Presentation themes: General Will; local or direct democracy; self-government; origin of inequality.

b. Mary Wollstonecraft

Presentation themes: Women and paternalism; critique of Rousseau's idea of education; legal rights

UNIT-III: Liberal socialist : a. John Stuart Mill

Presentation themes: Liberty, suffrage and subjection of women, right of minorities; utility principle.

UNIT-IV: Radicals : a. Karl Marx

Presentation themes: Alienation; difference with other kinds of materialism; class struggle

b. Alexandra Kollontai

Presentation themes: Winged and wingless Eros; proletarian woman; socialization of housework; disagreement with Lenin

READING LIST

Kant. (1784) 'What is Enlightenment?,' available at <http://theliterarylink.com/kant.html>, Accessed: 19.04.2013

S. Hall (1992), 'Formations of Modernity', UK: Polity Press, pages 1-16.

B. Nelson, (2008) Western Political Thought. New York: Pearson Longman, pp. 221-255.

C. Johnson, (ed.)(2002), 'The Cambridge Companion to Mary Wollstonecraft', Cambridge: Cambridge University Press, pp. 42-58.

S. Ferguson, (1999) 'The Radical Ideas of Mary Wollstonecraft', in Canadian Journal of Political Science XXXII (3), pp. 427-50, Available at <http://digitalcommons.ryerson.ca/politics>, Accessed: 19.04.2013.

C. Synowich, (1993) 'Alexandra Kollontai and the Fate of Bolshevik Feminism' Labour/LeTravail Vol. 32 (Fall 1992) pp. 287-295.

A. Kollontai (1909), The Social Basis of the Woman Question, Available at <http://www.marxists.org/archive/kollonta/1909/social-basis.htm>, Accessed: 19.04.2013.

C. Porter, (1980) Alexandra Kollontai: The Lonely Struggle of the Woman who defied Lenin, New York: Dutton Children's Books.

CORE-14

Indian Political Thought-II

Course objective: Based on the study of 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) Introduction to Modern Indian Political Thought

(b) Rammohan Roy: Rights

(c) Pandita Ramabai: Gender

UNIT-II: (a) Vivekananda: Ideal Society
(b) Gandhi: Swaraj

UNIT-III: (a) Ambedkar: Social Justice
(b) Tagore: Critique of Nationalism
(c) Jaya Prakash Narayan, Total Revolution

UNIT-IV: (a) Savarkar: Hindutva
(b) Nehru: Secularism
(c) Lohia: Socialism

READING LIST

I. Introduction to Modern Indian Political Thought Essential Readings: V. Mehta and T. Pantham (eds.), (2006) 'Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian civilization' Vol. 10, Part: 7, New Delhi: Sage Publications, pp. xxvii-ixi.

D. Dalton, (1982) 'Continuity of Innovation', in Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi, Academic Press: Gurgaon, pp. 1-28.

II. Rammohan Roy: Rights

Essential Readings: R. Roy, (1991) 'The Precepts of Jesus, the Guide to Peace and Happiness', S. Hay, (ed.) Sources of Indian Tradition, Vol. 2. Second Edition. New Delhi: Penguin, pp. 24-29.

C. Bayly, (2010) 'Rammohan and the Advent of Constitutional Liberalism in India 1800-1830', in Sh. Kapila (ed.), An intellectual History for India, New Delhi: Cambridge University Press, pp. 18- 34.

T. Pantham, (1986) 'The Socio-Religious Thought of Rammohan Roy', in Th. Panthom and K. Deutsch, (eds.) Political Thought in Modern India, New Delhi: Sage, pp.32-52.

Additional Reading: S. Sarkar, (1985) 'Rammohan Roy and the break With the Past', in A Critique on colonial India, Calcutta: Papyrus, pp. 1-17.

III. Pandita Ramabai: Gender

Essential Readings:

P. Ramabai, (2000) 'Woman's Place in Religion and Society', in M. Kosambi (ed.), Pandita Ramabai Through her Own Words: Selected Works, New Delhi: Oxford University Press, pp.150-155.

M. Kosambi, (1988) 'Women's Emancipation and Equality: Pandita Ramabai's Contribution to Women's Cause', in Economic and Political Weekly, Vol. 23(44), pp. 38-49. Additional Reading: U. Chakravarti, (2007) Pandita Ramabai - A Life and a Time, New Delhi: Critical Quest, pp. 140.

G. Omvedt, (2008) 'Ramabai: Women in the Kingdom of God', in Seeking Begumpura: The Social Vision of Anti Caste Intellectuals, New Delhi: Navayana. pp. 205-224.

IV. Vivekananda: Ideal Society

Essential Readings: S. Vivekananda, (2007) 'The Real and the Apparent Man', S. Bodhasarananda (ed.), Selections from the Complete Works of Swami Vivekananda, Kolkata: Advaita Ashrama, pp.126-129.

A. Sen, (2003) 'Swami Vivekananda on History and Society', in Swami Vivekananda, Delhi: Oxford University Press, pp. 62- 79.

H. Rustav, (1998) 'Swami Vivekananda and the Ideal Society', in W. Radice (ed.), Swami Vivekananda and the Modernisation of Hinduism, Delhi: Oxford University Press, pp. 264-280.

Additional Reading: Raghuramaraju, (2007) 'Swami and Mahatma, Paradigms: State and Civil Society', in Debates in Indian Philosophy: Classical, Colonial, and Contemporary, Delhi: Oxford University Press, pp. 29-65.

V. Gandhi: Swaraj Essential Readings: M. Gandhi, (1991) 'Satyagraha: Transforming Unjust Relationships through the Power of the Soul', in S. Hay (ed.), Sources of Indian Tradition, Vol. 2. Second Edition, New Delhi: Penguin, pp. 265-270.

A. Parel, (ed.), (2002) 'Introduction', in Gandhi, freedom and Self Rule, Delhi: Vistaar Publication.

D. Dalton, (1982) Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Mahatma Gandhi and Rabindranath Tagore, Gurgaon: The Academic Press, pp. 154- 190.

Additional Reading: R. Terchek, (2002) 'Gandhian Autonomy in Late Modern World', in A. Parel (ed.), Gandhi, Freedom and Self Rule. Delhi: Sage.

VI. Ambedkar: Social Justice

Essential Readings: B. Ambedkar, (1991) 'Constituent Assembly Debates', S. Hay (ed.), Sources of Indian Tradition, Vol. 2, Second Edition, New Delhi: Penguin, pp. 342-347. V. Rodrigues, (2007) 'Good society, Rights, Democracy Socialism', in S. Thorat and Aryama (eds.), Ambedkar in Retrospect - Essays on Economics, Politics and Society, Jaipur: IIDS and Rawat Publications.

B. Mungekar, (2007) 'Quest for Democratic Socialism', in S. Thorat, and Aryana (eds.), Ambedkar in Retrospect - Essays on Economics, Politics and Society, Jaipur: IIDS and Rawat Publications, pp. 121-142.

Additional Reading: P. Chatterjee, (2005) 'Ambedkar and the Troubled times of Citizenship', in V. Mehta and Th. Pantham (eds.), Political ideas in modern India: Thematic Explorations, New Delhi: Sage, pp. 73-92.

VII. Tagore: Critique of Nationalism Essential Readings: R. Tagore, (1994) 'The Nation', S. Das (ed.), The English Writings of Rabindranath Tagore, Vol. 3, New Delhi: Sahitya Akademi, pp. 548-551.

R. Chakravarty, (1986) 'Tagore, Politics and Beyond', in Th. Panthams and K. Deutsch (eds.), Political Thought in Modern India, New Delhi: Sage, pp. 177-191.

M. Radhakrishnan, and Debasmita, (2003) 'Nationalism is a Great Menace: Tagore and Nationalism' in P. Hogan, Colm and L. Pandit, (eds.) Rabindranath Tagore: Universality and Tradition, London: Rosemont Publishing and Printing Corporation, pp. 29-39.

Additional Reading: A. Nandy, (1994) 'Rabindranath Tagore & Politics of Self', in Illegitimacy of Nationalism, Delhi: Oxford University Press, pp. 1-50.

VIII. J.P. Narayan Chakravarty, Bidyut (2009) Modern Indian Political Thought, sage, PP-103-121 Ghose, Shankar (1984) Modern Indian Political Thought, New Delhi, Allied Publishers. Sarkar, Sumit (1989) Modern India 1885-1947, Macmillan, New Delhi

IX. Savarkar: Hindutva

Essential Readings:

V. Savarkar, 'Hindutva is Different from Hinduism', available at <http://www.savarkar.org/en/hindutva/-essentials-hindutva/hindutva-different-hinduism>, Accessed: 19.04.2013

J. Sharma, (2003) Hindutva: Exploring the Idea of Hindu Nationalism, Delhi: Penguin, pp. 124-172.

Additional Reading: Dh. Keer, (1966) Veer Savarkar, Bombay: Popular Prakashan, pp. 223-250.

X. Nehru: Secularism

Essential Readings: J. Nehru, (1991) 'Selected Works', in S. Hay (ed.), Sources of Indian Tradition, Vol. 2, Second Edition, New Delhi: Penguin, pp. 317-319.

R. Pillai, (1986) 'Political thought of Jawaharlal Nehru', in Th. Pantham, and K. Deutsch (eds.), Political Thought in Modern India, New Delhi: Sage, pp. 260- 274.

B. Zachariah, (2004) Nehru, London: Routledge Historical Biographies, pp. 169-213.

Additional Reading: P. Chatterjee, (1986) 'The Moment of Arrival: Nehru and the Passive Revolution', in Nationalist Thought and the Colonial World: A Derivative Discourse? London: Zed Books, pp.131-166

XI. Lohia: Socialism

Essential Readings: M. Anees and V. Dixit (eds.), (1984) Lohia: Many Faceted Personality, Rammanohar Lohia Smarak Smriti.

S. Sinha, (2010) 'Lohia's Socialism: An underdog's perspective', in Economic and Political Weekly, Vol. XLV (40) pp. 51-55.

A. Kumar, (2010) 'Understanding Lohia's Political Sociology: Intersectionality of Caste, Class, Gender and Language Issue', in Economic and Political Weekly, Vol. XLV (40), pp. 64-70.

(B) Two Generic Elective Courses (GE) meant for Honours Students of other Disciplines (Each course is of 6 credits)

Two papers (Paper-I and II) under Generic Elective Course are being offered by Political Science with each paper having an option to be exercised by the concerned student

GE: Paper-1: INDIAN POLITY-I / GOVERNANCE: ISSUES AND CHALLENGES

INDIAN POLITY-I

Unit -I

Landmarks of Freedom Movement in India: Non-Cooperation Movement, Civil Disobedience

Movement and Quit India Movement

Making of the Constitution of India: Cabinet Mission Plan, Formation of the Constituent Assembly of India, Indian Independence Act, 1947, Drafting and Adoption of the Constitution of India.

Unit-II

Salient Features of the Constitution of India: Preamble, Fundamental Rights, Directive Principles of State Policy, Fundamental Duties, Parliamentary form of Government, Federal System

Unit-III

Organs of the Union Government:

Executive: President, Vice-President, Council of Ministers and the Prime Minister

Legislature: Parliament- composition and functions

Judiciary: Supreme Court – composition and jurisdiction

Unit-IV

Organs of the State Government:

Executive: Governor, Council of Ministers and the Chief Minister

Legislature: State Legislature – Composition and functions

Judiciary: High Court and the Subordinate Courts

READING LIST

Fadia, B.L.(2011), “Indian Government and Politics”, Agra: Sahitya Bhawan Publications.

Chaube, Shibnikinkar(2000), “ Constituent Assembly of India springboard of revolution”, New Delhi: Manohar Publishers & Distributors.

Pylee , M.V.(2003), “Our Constitution Government and Politics”, New Delhi : Universal Law Publishing Co.

Sikri, S.L.(2002), “Indian Government and Politics”, New Delhi: Kalyani Publishers.

Kashyap, Subhash C.(1989/1993/1995), “ Our Constitution/ Our Parliament/Our Judiciary”, New Delhi: NBT, India.

Bhagwan, Vishnoo & Vandana Mohla(2007), “Indian Government and Politics”, New Delhi: Kalyani Publishers.

Ghai, K.K.(2008), “Indian Government and Politics”, New Delhi: Kalyani Publishers.

GE-Paper-1 (OR)

GOVERNANCE: ISSUES AND CHALLENGES

UNIT-I: (a) GOVERNMENT AND GOVERNANCE: CONCEPTS

Role of State In The Era Of Globalisation State, Market and Civil Society

(b) GOVERNANCE AND DEVELOPMENT

Changing Dimensions of Development Strengthening Democracy through Good Governance

UNIT-II: ENVIRONMENTAL GOVERNANCE

Human-Environment Interaction Green Governance: Sustainable Human

Development

UNIT-III: LOCAL GOVERNANCE

Democratic Decentralisation People's Participation In Governance

UNIT-IV: GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES

Public Service Guarantee Acts, Electronic Governance, Citizens Charter
& Right to Information, Corporate Social Responsibility

READING LIST

B. Chakrabarty and M. Bhattacharya, (eds.) The Governance Discourse. New Delhi: Oxford University Press, 1998

Surendra Munshi and Biju Paul Abraham [eds.] , Good Governance, Democratic Societies And Globalisation, Sage Publishers, 2004

Vasudha Chotray and Gery Stroker , Governance Theory: A Cross Disciplinary Approach , Palgrave Macmillan ,2008

J. Rosenau, 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel (eds.) Governance without Government: Order and Change in World Politics, Cambridge: Cambridge University Press ,1992

B. Nayar (ed.), Globalization and Politics in India. Delhi: Oxford University Press, 2007 pp. 218-240.

Smita Mishra Panda , Engendering Governance Institutions: State, Market And Civil Society, Sage Publications,2008

Neera Chandhoke, State And Civil Society Explorations In Political Theory , Sage Publishers,1995.

B. C. Smith, Good Governance and Development, Palgrave, 2007

P. Bardhan, 'Epilogue on the Political Economy of Reform in India', in The Political Economy of Development in India. 6th edition, Delhi: Oxford University Press, 2005

J. Dreze and A. Sen, India: Economic Development and Social Opportunity. New Delhi: Oxford University Press, 1995

Niraja Gopal Jayal[ed.], Democracy in India, Oxford University Press, 2007

Ramachandra Guha, Environmentalism: A Global History, Longman Publishers, 1999

J.P. Evans, Environmental Governance, Routledge , 2012

Emilio F. Moran, Environmental Social Science: Human - Environment interactions and Sustainability, Wiley-Blackwell, 2010

Burns H Weston and David Bollier, Green Governance: Ecological Survival, Human Rights, and the Law of the Commons, Cambridge University Press, 2013

- Bina Agarwal, *Gender And Green Governance* , Oxford University Press, Oxford, 2013
- J. Volger, 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, 2011, pp. 348-362.
- A. Heywood, *Global Politics*, New York: Palgrave, 2011, pp. 383-411.
- N. Carter, *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, 2007, pp. 13-81.
- Pranab Bardhan and Dilip Mookherjee, *Decentralization And Local Governance In Developing Countries: A Comparative Perspective*, MIT Press, 2006
- T.R. Raghunandan, *Decentralization And Local Governments: The Indian Experience, Readings On The Economy, Polity And Society*, Orient Blackswan, 2013
- Pardeep Sachdeva, *Local Government In India*, Pearson Publishers, 2011
- P. de Souza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, 2002
- Mary John, 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), 2007
- Niraja Gopal Jayal , *Democracy and the State: Welfare, Secularism, and Development in Contemporary India*, Oxford University Press, 1999
- Reetika Khera[ed.], *The Battle for Employment Guarantee*, Oxford University Press, 2011
- Nalini Juneja, *Primary Education for All in the City of Mumbai: The Challenge Set By Local Actors'* , International Institute For Educational Planning, UNESCO : Paris, 2001
- Maxine Molyneux and Shahra Razavi , *Gender, Justice, Development, and Rights* , Oxford University Press, 2002
- Jugal Kishore, *National Health Programs of India: National Policies and Legislations*, Century Publications, 2005
- Jean Drèze and Amartya Sen, *India, Economic Development and Social Opportunity*, Oxford University Press, 1995
- K. Lee and Mills, *The Economic Of Health In Developing Countries*, Oxford University Press, 1983
- Marmar Mukhopadhyay and Madhu Parhar (eds.) *Education in India: Dynamics of Development*, Shipra Publications, 2007
- K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Development in India*, Akansha Publishers, 2012
- Amartya Sen and Jean Dreze, *Omnibus: Poverty and Famines, Hunger and Public Action, India- Economic Development and Social Opportunity*, Oxford University Press, 1998
- Jean Dreze and Amartya Sen, *An Uncertain Glory: India And Its Contradictions*, Princeton University Press, 2013
- Reetika Khera- *Rural Poverty And Public Distribution System*, EPW, Vol-XLVIII, No.45-46, Nov 2013
- Pradeep Chaturvedi , *Women And Food Security: Role Of Panchayats* , Concept Publishing House, 2002

- Bidyut Mohanty, “Women, Right to Food and Role of Panchayats”, Mainstream, Vol. LII, No. 42, October 11, 2014
- D. Crowther, Corporate Social Responsibility, Deep and Deep Publishers, 2008
- Sanjay K. Agarwal, Corporate Social Responsibility in India, Sage Publishers, 2008 .
- Sahu, Santosh Kumar, “ Governance: Issues and Challenges”, Kalyani Publishers, 2016.
- Pushpa Sundar, Business & Community: The Story of Corporate Social Responsibility in India, New Delhi: Sage Publications, 2013

GENERAL ELECTIVE- PAPER-2:

INDIAN POLITY-II / GANDHI AND THE CONTEMPORARY WORLD

Generic Elective: Paper-2

INDIAN POLITY-II

Unit –I

Indian Federalism and Centre-States Relations:

- (i) Administrative Relations
- (ii) Legislative Relations
- (iii) Financial Relations
- (iv) Areas of Tension in the Centre- State relations

Unit-II

Democracy at the Grass root Level:

Structure and functioning of Local Self Government: Urban and Rural Levels

Unit-III

Important Constitutional Authorities in India:

- (i) Election Commission: Composition and Functions
- (ii) Finance Commission: Composition and Functions
- (iii) Comptroller and Auditor General of India: Functions and Role
- (iv) Attorney General

Unit-IV

Challenges to National Integration in India: Caste, Communalism, Regionalism, Separatist movement, Language.

READING LIST

Hasan , Zoya & E.Sridharan et al(eds.)(2002), “ India's Living Constitution: Ideas,Practices, Controversies”, Delhi :Permanent Black.

Pandey, J.N.(2003), “Constitutional Law of India”, Allahabad: Central Law Agency.

Mohanty, Biswaranjan(2009), “Constitution, government and politics in India”, New Delhi: New Century Pub.

Chakrabarty, B. and Rajendra Kumar Pandey(2008), “ Indian Government and Politics”, New Delhi: Sage India.

Bhuyan, Dasarathy (2010), ‘Indian Polity’, Cuttack: Nalanda.

GENERIC ELECTIVE: PAPER-2 (OR)

Gandhi and the Contemporary World

UNIT-I: Gandhi on Modern Civilization and Ethics of Development : a. Conception of Modern Civilisation and Alternative Modernity b. Critique of Development: Narmada Bachao Andolan

UNIT-II: Gandhian Thought: Theory and Action: a. Theory of Satyagraha b. Satyagraha in Action i. Peasant Satyagraha: Kheda and the Idea of Trusteeship ii. Temple Entry and Critique of Caste iii. Social Harmony: 1947and Communal Unity

UNIT-III: Gandhi’s Legacy: a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King) b) The Pacifist Movement c) Women’s Movements d) Gandhigiri: Perceptions in Popular Culture

UNIT-IV: Gandhi and the Idea of Political: a) Swaraj b) Swadeshi

READING LIST

B. Parekh, (1997) ‘The Critique of Modernity’, in Gandhi: A Brief Insight, Delhi: Sterling Publishing Company, pp. 63-74.

K. Ishii, (2001) ‘The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development’, Review of Social Economy. Vol. 59 (3), pp. 297-312.

D. Hardiman, (2003) ‘Narmada Bachao Andolan’, in Gandhi in his Time and Ours. Delhi: Oxford University Press, pp. 224- 234.

D. Hardiman, (2003) 'Gandhi's Global Legacy', in Gandhi in His Time and Ours. Delhi: Oxford University Press, pp. 238-283.

(C) Discipline Specific Elective(DSE)- 4 Papers

DSE-1

Human Rights in a Comparative Perspective

Course objective: This course attempts to build an understanding of human rights among students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame. Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme. Thematic discussion of sub-topics in the second and third sections should include state response to issues and structural violence questions.

UNIT-I: Human Rights: Theory and Institutionalization: a. Understanding Human Rights: Three Generations of Rights b. Institutionalization: Universal Declaration of Human Rights c. Rights in National Constitutions: South Africa and India

UNIT-II: Issues : a. Torture: USA and India b. Surveillance and Censorship: China and India c. Terrorism and Insecurity of Minorities: USA and India

UNIT-III. Structural Violence-I : a. Caste and Race: South Africa and India

UNIT-IV: Structural Violence-II: b. Gender and Violence: India and Pakistan c. Adivasis/Aboriginals and the Land Question: Australia and India

READING LIST

I: J. Hoffman and P. Graham, (2006) 'Human Rights', Introduction to Political Theory, Delhi, Pearson, pp. 436-458.

SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in Introducing Human Rights, New Delhi: Oxford University Press.

The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.

The Constitution of India, Chapter 3: Fundamental Rights

II. Issues a. Torture: USA and India Essential Readings: M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' *Universal Human Rights*, Vol. 1(4), pp. 25-55.

J. Lokaneeta, (2011) 'Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in *Transnational Torture Law, Violence, and State Power in the United States and India*, Delhi: Orient Blackswan,

D. O'Byrne, (2007) 'Torture', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 164-197.

b. Surveillance and Censorship: China and India Essential Readings: D. O'Byrne, (2007) 'Censorship', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 106-138.

D. Lyon, (2008) *Surveillance Society*, Talk for Festival del Diritto, Piacenza, Italia, September 28, pp.1-7.

Fu Hualing, (2012) 'Politicized Challenges, Depoliticized Responses: Political Monitoring in China's Transitions', paper presented at a conference on States of Surveillance: Counter Terrorism and Comparative Constitutionalism, at the University of New South Wales, Sydney, 13-14 December.

U. Singh, (2012) 'Surveillance Regimes in India', paper presented at a conference on States of Surveillance: Counter-Terrorism and Comparative Constitutionalism, at the University of New South Wales, Sydney, 13-14 December.

c. Terrorism and Insecurity of Minorities: USA and India Essential Readings: E. Scarry, (2010) 'Resolving to Resist', in *Rule of Law, Misrule of Men*, Cambridge: Boston Review Books, MIT, pp.1-53.

M. Ahmad, (2002) 'Homeland Insecurities: Racial Violence the Day after September 11', *Social Text*, 72, Vol. 20(3), pp. 101-116.

U. Singh, (2007) 'The Unfolding of Extraordinariness: POTA and the Construction of Suspect Communities', in *The State, Democracy and Anti-terror Laws in India*, Delhi: Sage Publications, pp.165-219

3. Structural Conflicts a. Caste and Race: South Africa and India Essential Readings: A. Pinto, (2001) 'UN Conference against Racism: Is Caste Race?', in *Economic and Political Weekly*, Vol. 36(30)

D. O'Byrne, (2007) 'Apartheid', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 241-262.

R. Wasserstorm, (2006), 'Racism, Sexism, and Preferential Treatment: An approach to the Topics', in R. Goodin and P. Pettit, *Contemporary Political Philosophy: an Anthology*, Oxford: Blackwell, pp-549-574

- R. Wolfrum, (1998) 'Discrimination, Xenophobia and Racism' in J. Symonides, *Human Rights: New Dimensions and Challenges*, Aldershot, Ashgate/UNESCO, pp.181-198.
- b. *Gender and Violence: India and Pakistan Essential Readings*: A. Khan and R. Hussain, (2008), 'Violence Against Women in Pakistan: Perceptions and Experiences of Domestic Violence', *Asian Studies Review*, Vol. 32, pp. 239 – 253
- K. Kannabiran (2012) 'Rethinking the Constitutional Category of Sex', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi, Routledge, pp.425-443
- N. Menon (2012) 'Desire', *Seeing Like a Feminist*, New Delhi: Zubaan/Penguin, pp. 91-146
- c. *Adivasis/Aboriginals and the Land Question: Australia and India Essential Readings*: H. Goodall, (2011) 'International Indigenous Community Study: Adivasi Indigenous People in India', in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.254-259.
- K. Kannabiran, (2012) 'Adivasi Homelands and the Question of Liberty', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi: Routledge, pp.242-271.
- N. Watson (2011) 'Aboriginal and Torres Strait Islander Identities' in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.43-52.
- W. Fernandes (2008) 'India's Forced Displacement Policy and Practice. Is Compensation up to its Functions?', in M. Cernea and H. Mathus (eds), *Can Compensation Prevent Impoverishment? Reforming Resettlement through Investments and Benefit Sharing*, pp.181-207, New Delhi: Oxford University Press.
- Additional Readings: A. Laws and V. Iacopino, (2002) 'Police Torture in Punjab, India: An Extended Survey', in *Health and Human Rights*, Vol. 6(1), pp. 195-210
- D. O'Byrne, (2007) 'Theorizing Human Rights', in *Human Rights: An Introduction*, Delhi, Pearson, pp.26-70.
- J. Morsink, (1999) *The Universal Declaration of Human Rights: Origins, Drafting and Intent*, Philadelphia: University of Pennsylvania Press, pp. ix-xiv
- J. Nickel, (1987) *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*, Berkeley: University of California Press.
- J. Goldman, (2005) 'Of Treaties and Torture: How the Supreme Court Can Restrain the Executive', in *Duke Law Journal*, Vol. 55(3), pp. 609-640.
- K. Tsutsui and C. Wotipka, (2004) *Global Civil Society and the International Human Rights Movement: Citizen Participation in Human Rights International Nongovernmental Organizations*, in *Social Forces*, Vol. 83(2), pp. 587-620.
- L. Rabben, (2001) *Amnesty International: Myth and Reality*, in *Agni*, No. 54, Amnesty International Fortieth Anniversary pp. 8-28

M. Mohanty, (2010) 'In Pursuit of People's Rights: An Introduction', in M. Mohanty et al.,
Weapon of the Oppressed: Inventory of People's Rights in India, New Delhi: Danish
Books, pp.1-11

M. Cranston, (1973) What are Human Rights? New York: Taplinger

M. Ishay, (2004) The History of Human Rights: From Ancient Times to the Globalization
Era, Delhi: Orient Blackswan.

R. Sharan, (2009) 'Alienation and Restoration of Tribal Land in Jharkhand in N Sundar (ed.)
Legal Grounds, New Delhi: Oxford University Press, pp. 82-112

Text of UDHR available at <http://www.un.org/en/documents/udhr/index.shtml>

U. Baxi, (1989) 'From Human Rights to the Right to be Human: Some Heresies', in S.
Kothari and H. Sethi (eds.), Rethinking Human Rights, Delhi: Lokayan, pp.181-166 .

DSE-1(OR)

Development Process and Social Movements in Contemporary India

Course objective: Under the influence of globalization, development processes in India have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power. The high social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy condition new theatres of contestation and struggles. A variety of protest movements emerged to interrogate and challenge this development paradigm that evidently also weakens the democratic space so very vital to the formulation of critical consensus. This course proposes to introduce students to the conditions, contexts and forms of political contestation over development paradigms and their bearing on the retrieval of democratic voice of citizens.

UNIT-I: Development Process since Independence : a. State and planning b.
Liberalization and reforms

UNIT-II: Industrial Development Strategy and its Impact on the Social Structure: a. Mixed economy, privatization, the impact on organized and unorganized labour b. Emergence of the new middle class

UNIT-III: Agrarian Development Strategy and its Impact on the Social Structure: a. Land Reforms, Green Revolution b. Agrarian crisis since the 1990s and its impact on farmers

UNIT-IV: Social Movements : a. Tribal, Peasant, Dalit and Women's movements b. Maoist challenge c. Civil rights movements

READING LIST

I. The Development Process since Independence Essential Readings: A. Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres (ed.) *The State and Development Planning in India*. Delhi: Oxford University Press, pp. 73-108.

A. Varshney, (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms' in R. Mukherji (ed.) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press, pp 146-169.

P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.

P. Patnaik and C. Chandrasekhar, (2007) 'India: Dirigisme, Structural Adjustment, and the Radical Alternative', in B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, pp. 218-240.

P. Bardhan, (2005) 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of Development in India*. 6th impression, Delhi: Oxford University Press.

T. Singh, (1979) 'The Planning Process and Public Process: a Reassessment', R. R. Kale Memorial Lecture, Pune: Gokhale Institute of Politics and Economics.

II. Industrial development strategy and its impact on social structure Essential Readings: A. Aggarwal, (2006) 'Special Economic Zones: Revisiting the Policy Debate', in *Economic and Political Weekly*, XLI (43-44), pp.4533-36.

B. Nayar (1989) *India's Mixed Economy: The Role of Ideology and its Development*, Bombay: Popular Prakashan.

F. Frankel, (2005) 'Crisis of National Economic Planning', in *India's Political Economy (1947-2004): The Gradual Revolution*, Delhi: Oxford University Press, pp. 93-340.

L. Fernandes, (2007) *India's New Middle Class: Democratic Politics in an Era of Economic Reform*, Delhi: Oxford University Press.

S. Shyam, (2003) 'Organizing the Unorganized', in Seminar, [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531] pp. 47-53.

S. Chowdhury, (2007) 'Globalization and Labour', in B. Nayar (ed.) *Globalization and Politics in India*, Delhi: Oxford University Press, pp.516-526.

V. Chibber, (2005) 'From Class Compromise to Class Accommodation: Labor's Incorporation into the Indian Political Economy' in R. Ray, and M.F. Katzenstein (eds.) *Social Movements in India*, Delhi: Oxford University Press, pp 32-60.

III. Agrarian development strategy and its impact on social structure Essential Readings: A. Desai, (ed.), (1986) *Agrarian Struggles in India After Independence*, Delhi: Oxford University Press, pp. xi-xxxvi

- F. Frankel, (1971) *India's Green Revolution: Economic Gains and Political Costs*, Princeton and New Jersey: Princeton University Press.
- F. Frankel, (2009) *Harvesting Despair: Agrarian Crisis in India*, Delhi: Perspectives, pp. 161-169.
- J. Harriss, (2006) 'Local Power and the Agrarian Political Economy' in Harriss, J. (ed) *PowerMatters: Essays on Institutions, Politics, and Society in India*, Delhi. Oxford University Press, pp. 29-32.
- K. Suri, (2006) 'Political economy of Agrarian Distress', in *Economic and Political Weekly*, XLI(16) pp. 1523-1529.
- P. Joshi, (1979) *Land Reforms in India: Trends and Perspectives*, New Delhi: Allied publishers.
- P. Appu, (1974) 'Agrarian Structure and Rural Development', in *Economic and Political Weekly*, IX (39), pp.70 – 75.
- P. Sainath, (2010) 'Agrarian Crisis and Farmers', *Suicide*, Occasional Publication 22, New Delhi: India International Centre (IIC).
- M. Sidhu, (2010) 'Globalisation vis-à-vis Agrarian Crisis in India', in R. Deshpande and S. Arora, (eds.) *Agrarian Crises and Farmer Suicides (Land Reforms in India Series)*, New Delhi: Sage, pp. 149-174.
- V. Sridhar, (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh', in *Economic and Political Weekly*, XLI (16).
- IV. Social Movements Essential Readings: G. Haragopal, and K. Balagopal, (1998) 'Civil Liberties Movement and the State in India', in M. Mohanty, P. Mukherji and O. Tornquist, (eds.) *People's Rights: Social Movements and the State in the Third World* New Delhi: Sage, pp. 353-371.
- M. Mohanty, (2002) 'The Changing Definition of Rights in India', in S. Patel, J. Bagchi, and K. Raj (eds.) *Thinking Social Sciences in India: Essays in Honour of Alice Thorner Patel*, New Delhi: Sage.
- G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.) *Democracy in India*, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.
- P. Ramana, (2011) 'India's Maoist Insurgency: Evolution, Current Trends and Responses', in M. Kugelman (ed.) *India's Contemporary Security Challenges*, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.29-47.
- A. Ray, (1996) 'Civil Rights Movement and Social Struggle in India', in *Economic and Political Weekly*, XXI (28). pp. 1202-1205.

A. Roy, (2010) 'The Women's Movement', in N.Jayal and P. Mehta (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp.409-422.

N. Sundar, (2011) 'At War with Oneself: Constructing Naxalism as India's Biggest Security Threat', in M. Kugelman (ed.) *India's Contemporary Security Challenges*, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.46-68.

M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in A.Kohli. (ed.) *The Success of India's Democracy*, Cambridge: CUP, pp.193-225.

S. Sinha, (2002) 'Tribal Solidarity Movements in India: A Review', in G. Shah. (ed.) *Social Movements and the State*, New Delhi: Sage, pp. 251-266.

Additional Readings: S. Banerjee, (1986) 'Naxalbari in Desai', in A.R. (ed.) *Agrarian Struggles in India After Independence*. Delhi: Oxford University Press, pp.566-588.

B. Nayar, (ed.), (2007) *Globalization and Politics in India*. Delhi: Oxford University Press. S. Roy and K. Debal, (2004) *Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity*, Delhi: Sage.

G. Omvedt, (1983) *Reinventing Revolution, New Social Movements and the Socialist Tradition in India*, New York: Sharpe.

G. Shah, (ed.), (2002) *Social Movements and the State*. New Delhi: Sage Publications.

G. Shah, (2004) *Social Movements in India: A Review of Literature*, New Delhi: Sage Publications.

G. Rath, (ed.), (2006) *Tribal development in India: The Contemporary Debate*, New Delhi: Sage Publications.

J. Harris, (2009) *Power Matters: Essays on Institutions, Politics, and Society in India*. Delhi: Oxford University press.

K. Suresh, (ed.), (1982) *Tribal Movements in India, Vol I and II*, New Delhi: Manohar (emphasis on the introductory chapter).

M. Mohanty, P. Mukherji and O.Tornquist, (1998) *People's Rights: Social Movements and the State in the Third World*. New Delhi: Sage Publications. M. Rao, (ed.), (1978) *Social Movements in India, Vol. 2*, Delhi: Manohar.

N. Jayal, and P. Mehta, (eds.), (2010) *The Oxford Companion to Politics in India*, Delhi: Oxford University Press.

P. Bardhan, (2005) *The Political Economy of Development in India*, 6th impression, Delhi: Oxford University Press.

R. Mukherji, (ed.), (2007) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press.

R, Ray and M. Katzenstein, (eds.), (2005) *Social Movements in India*, Delhi: Oxford University Press.

S. Chakravarty, (1987) *Development Planning: The Indian Experience*, Delhi: Oxford University Press.

DSE-2

India's Foreign Policy in a globalizing world

Course objective: This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

UNIT-I: India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

UNIT-II: India's Relations with the USA and USSR/Russia

UNIT-III: (a) India's Engagements with China

(b) India in South Asia: Debating Regional Strategies

UNIT-IV: (a) India's Negotiating Style and Strategies: Trade, Environment and Security Regimes

(b) India in the Contemporary Multipolar World

READING LIST

I. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

Essential Readings: S. Ganguly and M. Pardesi, (2009) 'Explaining Sixty Years of India's Foreign Policy', in *India Review*, Vol. 8 (1), pp. 4–19. Ch. Ogden, (2011) 'International 'Aspirations' of a Rising Power', in David Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp.3-31

W. Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, *Trusts with Democracy: Political Practice in South Asia*, Anthem Press: University Publishing Online.

Additional Reading: J. Bandhopadhyaya, (1970) *The Making Of India's Foreign Policy*, New Delhi: Allied Publishers.

II: India's Relations with the USA and USSR/Russia Essential Readings: S. Mehrotra, (1990) 'Indo-Soviet Economic Relations: Geopolitical and Ideological Factors', in *India and the Soviet Union: Trade and Technology Transfer*, Cambridge University Press: Cambridge, pp. 8-28.

R. Hathaway, (2003) 'The US-India Courtship: From Clinton to Bush', in S. Ganguly (ed.), *India as an Emerging Power*, Frank Cass: Portland.

A. Singh, (1995) 'India's Relations with Russia and Central Asia', in *International Affairs*, Vol. 71 (1): 69-81.

M. Zafar, (1984), 'Chapter 1', in *India and the Superpowers: India's Political Relations with the Superpowers in the 1970s*, Dhaka, University Press.

Additional Readings: H. Pant, (2008) 'The U.S.-India Entente: From Estrangement to Engagement', in H. Pant, *Contemporary Debates in Indian Foreign and Security Policy: India Negotiates Its Rise in the International System*, Palgrave Macmillan: London.

D. Mistry, (2006) 'Diplomacy, Domestic Politics, and the U.S.-India Nuclear Agreement', in *Asian Survey*, Vol. 46 (5), pp. 675-698.

III: India's Engagements with China Essential Readings: H. Pant, (2011) 'India's Relations with China', in D. Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp. 233-242.

A. Tellis and S. Mirski, (2013) 'Introduction', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.

S. Raghavan, (2013) 'Stability in Southern Asia: India's Perspective', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.

Additional Reading: Li Li, (2013) 'Stability in Southern Asia: China's Perspective', in A. Tellis and S. Mirski (eds.),

Crux of Asia: China, India, and the Emerging Global Order, Carnegie Endowment for International Peace: Washington.

IV: India in South Asia: Debating Regional Strategies Essential Readings: S. Muni, (2003) 'Problem Areas in India's Neighbourhood Policy', in *South Asian Survey*, Vol. 10 (2), pp. 185-196.

S. Cohen, (2002) *India: Emerging Power*, Brookings Institution Press. V. Sood, (2009) 'India and regional security interests', in Alyssa Ayres and C. Raja Mohan (eds), *Power realignments in Asia: China, India, and the United States*, New Delhi: Sage.

Additional Readings: M. Pardesi, (2005) 'Deducing India's Grand Strategy of Regional Hegemony from Historical and Conceptual Perspectives', IDSS Working Paper, 76, Available at <http://www.rsis.edu.sg/publications/WorkingPapers/WP76.pdf>, Accessed: 19.04.2013.

D. Scott, (2009) 'India's "Extended Neighbourhood" Concept: Power Projection for a Rising Power', in *India Review*, Vol. 8 (2), pp. 107-143

V: India's Negotiating Style and Strategies: Trade, Environment and Security Regimes
Essential Readings: S. Cohen, (2002) 'The World View of India's Strategic Elite', in S. Cohen, *India: Emerging Power*, Brookings Institution Press, pp. 36-65.

A. Narlikar, (2007) 'All that Glitters is not Gold: India's Rise to Power', in *Third World Quarterly*, Vol. 28 (5) pp. 983 – 996.

N. Dubash, (2012) 'The Politics of Climate Change in India: Narratives of Enquiry and Cobenefits', Working Paper, New Delhi: Centre for Policy Research.

N. Jayaprakash, (2000) 'Nuclear Disarmament and India', in *Economic and Political Weekly*, Vol. 35 (7), pp. 525-533.

Additional Readings: P. Bidwai, (2005) 'A Deplorable Nuclear Bargain', in *Economic and Political Weekly*, Vol. 40 (31), pp. 3362-3364.

A. Anant, (2011) 'India and International Terrorism', in D. Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp. 266-277.

VI: India in the Contemporary Multipolar World Essential Readings:

R. Rajgopalan and V. Sahni (2008), 'India and the Great Powers: Strategic Imperatives, Normative Necessities', in *South Asian Survey*, Vol. 15 (1), pp. 5–32.

C. Mohan, (2013) 'Changing Global Order: India's Perspective', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.

A. Narlikar, (2006) 'Peculiar Chauvinism or Strategic Calculation? Explaining the Negotiating Strategy of a Rising India', in *International Affairs*, Vol. 82 (1), pp. 59-76.

Additional Reading: P. Mehta, (2009) 'Still Under Nehru's Shadow? The Absence of Foreign Policy Frameworks in India', in *India Review*, Vol. 8 (3), pp. 209–233.

Online Resources: Government of India's Ministry of External Relations website at <http://www.mea.gov.in/> and specially its library which provides online resources at <http://mealib.nic.in/> The Council of Foreign Relations has a regularly updated blog on India's foreign policy: <http://www.cfr.org/region/india/ri282> Centre for Policy Research's blog on IR and strategic affairs though it is not exclusively on India's foreign policy. <http://www.cprindia.org/blog/international-relations-and-security-blog>

Institute for Defence Studies and Analyses: <http://www.idsa.in/> Research and Information System: www.ris.org.in/

Indian Council of World Affairs: www.icwa.in/ Institute of Peace and Conflict Studies: www.ipcs.org/ Indian Council for Research on International Economic Relations: www.icrier.org/

Biswanath Chakraborty et al (eds.) (2015), 'An outline of Indian Foreign Policy and Relations', (Kolkata: Mitram Publishers).

DSE-2(OR)

Women, Power and Politics

Course objective: This course opens up the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy. Special attention will be paid to feminism as an approach and outlook. The course is divided into broad units, each of which is divided into three sub-units.

UNIT-I: Groundings-I : 1. Patriarchy : a. Sex-Gender Debates b. Public and Private c. Power

UNIT-II: Groundings-II: (i) Feminism , (ii) Family, Community, State : a. Family b. Community c. State

UNIT-III: Movements and Issues-I : 1. History of the Women's Movement in India

UNIT-IV: Movements and Issues-II

(i) Violence against women : (ii) Work and Labour : a. Visible and Invisible work b. Reproductive and care work c. Sex work

READING LIST

I. Groundings 1. Patriarchy Essential Readings: T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), Women Writing in India, New Delhi, Oxford University Press, pp. 221-234

U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.) Naarivaadi Rajneeti: Sangharsh evam Muddey, University of Delhi: Hindi Medium Implementation Board, pp.1-7 a. Sex Gender Debates Essential Reading: V Geetha, (2002) Gender, Kolkata, Stree, pp. 1-20 b. Public and Private Essential Reading: M. Kosambi, (2007) Crossing the Threshold, New Delhi, Permanent Black, pp. 3-10; 40-46 c. Power Essential Reading: N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), Political Theory: An Introduction, Delhi: Pearson, pp.148-157 2. Feminism Essential Readings: B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds),

The Feminist Reader: Local and Global Perspectives, New York: Routledge, pp. 51-57

R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader*, pp. 27-37

3. Family, Community and State
a. Family Essential Readings:
R. Palriwala, (2008) 'Economics and Patriline: Consumption and Authority within the Household' in M. John. (ed) *Women's Studies in India*, New Delhi: Penguin, pp. 414-423

b. Community Essential Reading: U. Chakravarti, (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree, pp. 139-159.
c. State Essential Reading: C. MacKinnon, 'The Liberal State' from *Towards a Feminist Theory of State*, Available at <http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8>, Accessed: 19.04.2013.

Additional Readings: K. Millet, (1968) *Sexual Politics*, Available at <http://www.marxists.org/subject/women/authors/millett-kate/sexual-politics.htm>, Accessed: 19.04.2013.

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, New Delhi: Pearson, pp. 224-233

R. Hussain, (1988) 'Sultana's Dream', in *Sultana's Dream and Selections from the Secluded Ones* – translated by Roushan Jahan, New York: The Feminist Press

S. Ray 'Understanding Patriarchy', Available at http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf, Accessed: 19.04.2013.
S. de Beauvoir (1997) *Second Sex*, London: Vintage.

Saheli Women's Centre, (2007) *Talking Marriage, Caste and Community: Women's Voices from Within*, New Delhi: monograph

II. Movements and Issues
1. History of Women's Movement in India Essential Readings: I. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-1878.

R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba *South Asian Feminisms*, Durham and London: Duke University Press, pp. 333-355

2. Violence against Women

Essential Readings: N. Menon, (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion*, New Delhi: Permanent Black, pp. 106-165

3. Work and Labour
a. Visible and Invisible work Essential Reading: P. Swaminathan, (2012) 'Introduction', in *Women and Work*, Hyderabad: Orient Blackswan, pp.1-17
b. Reproductive and care work Essential Reading: J. Tronto, (1996) 'Care as a Political Concept', in N. Hirschmann and C. Stephano, *Revisioning the Political*, Boulder: Westview Press, pp. 139-156

c. Sex work Essential Readings: Darbar Mahila Samanwaya Committee, Kolkata (2011) 'Why the so-called Immoral Traffic (Preventive) Act of India Should be Repealed', in P. Kotiswaran, Sex Work, New Delhi, Women Unlimited, pp. 259-262

N. Jameela, (2011) 'Autobiography of a Sex Worker', in P. Kotiswaran, Sex Work, New Delhi: Women Unlimited, pp. 225-241

Additional Readings: C. Zetkin, 'Proletarian Woman', Available at <http://www.marxists.org/archive/zetkin/1896/10/women.htm>, Accessed: 19.04.2013.

F. Engels, Family, Private Property and State, Available at <http://readingfromtheleft.com/PDF/EngelsOrigin.pdf>, Accessed: 19.04.2013.

J. Ghosh, (2009) Never Done and Poorly Paid: Women's Work in Globalising India, Delhi: Women Unlimited

Justice Verma Committee Report, Available at <http://nlrd.org/womens-rightsinitiative/justice-verma-committee-report-download-full-report>, Accessed: 19.04.2013.

N. Gandhi and N. Shah, (1992) Issues at Stake – Theory and Practice in the Women's Movement, New Delhi: Kali for Women.

V. Bryson, (1992) Feminist Political Theory, London: Palgrave-MacMillan, pp. 175-180; 196200

M. Mies, (1986) 'Colonisation and Housewifisation', in Patriarchy and Accumulation on a World Scale London: Zed, pp. 74-111, Available at

<http://caringlabor.wordpress.com/2010/12/29/maria-mies-colonization-andhousewifization/>, Accessed: 19.04.2013.

R. Ghadially, (2007) Urban Women in Contemporary India, Delhi: Sage Publications.

S. Brownmiller, (1975) Against our Wills, New York: Ballantine.

Saheli Women's Centre (2001) 'Reproductive Health and Women's Rights, Sex Selection and feminist response' in S Arya, N. Menon, J. Lokneeta (eds), Nariwadi Rajneeti, Delhi, pp. 284306 V. Bryson (2007) Gender and the Politics of Time, Bristol: Polity Press

Readings in Hindi: D. Mehrotra, (2001) Bhartiya Mahila Andolan: Kal, Aaj aur Kal, Delhi: Books for Change

G. Joshi, (2004) Bharat Mein Stree Asmaanta: Ek Vimarsh, University of Delhi: Hindi Medium Implementation Board

N. Menon (2008) 'Power', in R. Bhargava and A. Acharya (eds) Political Theory: An Introduction, New Delhi: Pearson

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds) Political Theory: An Introduction, New Delhi, Pearson

R. Upadhyay and S. Upadhyay (eds.) (2004) Aaj ka Stree Andolan, Delhi: Shabd Sandhan.

S. Arya, N. Menon and J. Lokneeta (eds.) (2001) Naarivaadi Rajneeti: Sangharsh evamMuddey, University of Delhi: Hindi Medium Implementation Board.

DSE-3

Understanding Global Politics

Course Objectives: This course aims to provide students a basic yet interesting and insightful way of knowing and thinking about the world around them. It is centered around three sets of basic questions starting with what makes the world what it is by instructing students how they can conceptualize the world and their place within it. The second module focuses on the basic fault lines that drives the world apart and the last one is designed to help students explore how and why they need to think about the 'world' as a whole from alternate vantage points.

UNIT-I: What Makes the World What it is? a. The Sovereign State System (i) Evolution of the state system (ii) The concept of Sovereignty

UNIT-II: . What Makes the World What it is? (b) The Global Economy (i) Discussing the Bretton Woods Institutions and WTO (ii) Ideological underpinnings (iii) Transnational Economic Actors c. Identity and Culture

UNIT-III: What Drives the World Apart? a. Global Inequalities b. Violence: Conflict, War and Terrorism

UNIT-IV: Why We Need to Bring the World Together? a. Global Environment
b. Global Civil Society

READING LIST

I. What Makes the World What it is? a. The Sovereign State System Essential Readings: S. Elden, (2009) 'Why Is The World Divided Territorially?', in J. Edkins and M. Zehfuss (eds.) Global Politics: A New Introduction, New York: Routledge, pp. 192-219.

M. Shapiro, (2009) 'How Does The Nation- State Work?', in J. Edkins and M. Zehfuss (eds.) Global Politics: A New Introduction, New York: Routledge, pp. 220-243.

R. Mansbach and K. Taylor, (2012) 'The Evolution of the Interstate System and Alternative Global Political Systems', Introduction to Global Politics, 2nd edition, New York: Routledge, pp. 34-68.

D. Armstrong, (2008) 'The Evolution of International Society', in J. Baylis, S. Smith, and P. Owens (ed.) The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 36-52.

N. Inayatullah and D. Blaney, (2012) 'Sovereignty' in B. Chimni and S. Mallavarapu (ed.) International Relations: Perspectives For the Global South, New Delhi: Pearson, pp. 124-134.

b. The Global Economy Essential Readings: V. Peterson, (2009) 'How Is The World Organized Economically?', in J. Edkins and M. Zehfuss (eds.) Global Politics: A New Introduction, New York: Routledge, pp. 271- 293.

R. Mansbach and K. Taylor, (2012) 'International Political Economy', Introduction to Global Politics, 2nd Edition, New York: Routledge, pp. 470-478.

A. Narlikar, (2005) The World Trade Organization: A Very Short Introduction, New Delhi: Oxford University Press.

J. Goldstein, (2006) International Relations, New Delhi: Pearson, pp. 327-368.

c. Identity and Culture Essential Readings: A. Wibben, (2009) 'What Do We Think We Are?', in J. Edkins and M. Zehfuss (eds.) Global Politics: A New Introduction, New York: Routledge, pp. 70-96.

R. Collin and P. Martin, (eds.), (2013) 'Community and Conflict: A Quick Look at the Planet', in An Introduction To World Politics: Conflict And Consensus On A Small Planet, New York: Rowman & Littlefield Publishers, pp. 67- 102.

Y. Isar, (2012) 'Global Culture', in B. Chimni and S. Mallavarapu (ed.) International Relations: Perspectives For the Global South, New Delhi: Pearson, pp. 272-285.

II. What Drives the World Apart? a. Global Inequalities Essential Readings: P. Chammack, (2009) 'Why are Some People Better off than Others?', in J. Edkins and M. Zehfuss (ed.) Global Politics: A New Introduction, New York: Routledge, pp. 294-319.

M. Pasha, (2009) 'How can we end Poverty?', in J. Edkins and M. Zehfuss (ed.) Global Politics: A New Introduction, New York: Routledge, pp. 320-343.

Additional Readings: R. Wade, (2008) 'Globalisation, Growth, Poverty, Inequality, Resentment, and Imperialism', in J. Ravenhill (ed.), Global Political Economy, Oxford: Oxford University Press, pp. 373-409. M. Duffield, (2011) Development and Security the Unending War: Governing the World of Peoples, Cambridge: Polity Press.

N. Adams, (1993) World Apart: The North-South Divide and the International System, London: Zed.

b. Violence: Conflict, War and Terrorism Essential Readings: M. Dillon, (2009) 'What Makes The World Dangerous?' in J. Edkins And M. Zehfuss (eds.) Global Politics: A New Introduction, New York: Routledge, pp. 397-426. R. Mansbach, and K. Taylor, (2012) 'Great Issues In Contemporary Global Politics', in Introduction to Global Politics, 2nd edition, New York: Routledge, 2012, pp. 206-247.

J. Bourke, (2009) 'Why Does Politics Turn Into Violence?', in J. Edkins And M. Zehfuss (eds.), Global Politics: A New Introduction, New York: Routledge, pp. 370-396.

K. Bajpai, (2012) 'Global Terrorism', in B. Chimni and S. Mallavarapu (ed.), *International Relations: Perspectives For the Global South*, New Delhi: Pearson, pp. 312-327.

R. Mansbach, and K. Taylor, (2012) 'The Causes of War And The Changing Nature Of Global Politics', in *Introduction to Global Politics*, 2nd edition, New York: Routledge, pp. 248-283.

R. Collin and P. Martin, 'Kinds Of Conflict: The World When Things Go Wrong', in *An Introduction To World Politics: Conflict And Consensus On A Small Planet*, London: Rowman & Littlefield Publishers, pp. 267-425.

III. Why We Need to Bring the World Together? a. Global Environment Essential Readings: S. Dalby, (2009) 'What Happens If We Do not Think In Human Terms?', in J. Edkins and M. Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, pp. 45-69.

R. Collin and P. Martin, (2013) 'The Greening of A Blue Planet', in *An Introduction To World Politics: Conflict And Consensus On A Small Planet*, Maryland: The Rowman & Littlefield Publication Group, pp. 527-570.

A. Heywood, (2011) 'Global Environmental Issues', in *Global Politics*, London: Palgrave, 2011, pp. 383-411.

N. Carter, (2007) *The Politics of Environment: Ideas, Activism, Policy*, 2nd edition, Cambridge: Cambridge University Press, pp 13-81.

b. Global Civil Society Essential Readings: M. Zehfuss, (2009) 'What Can We Do To Change The World?', in J. Edkins and M. Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, pp. 483-501.

N. Chandhoke, (2011) 'The Limits of Global Civil Society,' Available at www.gcsknowledgebase.org/wp-content/uploads/2002chapter2.pdf, Accessed: 19.04.2013.

K. Mingst and J. Snyder (eds.), (2011) 'Transnational Issues', in *Essential Readings In World Politics*, 4th Edition, New York: W. W. Norton And Company, pp. 574-626.

M. Keck and K. Sikkink,(2007) 'Transnational Activist Networks,' in Robert J. Art and R. Jervis (eds.) *International Politics: Enduring Concepts And Contemporary Issues*, 8th Edition, London: Pearson, pp. 532-538. M. Naim, (2007) 'The Five Wars Of Globalization', in R. Art and R. Jervis (eds.) *International Politics: Enduring Concepts And Contemporary Issues*, 8th Edition, London: Pearson, pp. 558-566.

S. Mallaby, (2007) 'NGOs: Fighting Poverty, Hurting the Poor', in R. Art and R. Jervis (eds.) *International Politics: Enduring Concepts and Contemporary Issues*, 8th edition, New York: Pearson, pp. 539-545.

G. Lexter and S. Halperin (eds.), (2003) *Global Civil Society And Its Limits*, New York: Palgrave, pp. 1-21.

DSE-3(OR)

Understanding South Asia

Course Objective: The course introduces the historical legacies and geopolitics of South Asia as a region. It imparts an understanding of political regime types as well as the socio-economic issues of the region in a comparative framework. The course also apprises students of the common challenges and the strategies deployed to deal with them by countries in South Asia.

UNIT-I: South Asia- Understanding South Asia as a Region

(a) Historical and Colonial Legacies (b) Geopolitics of South Asia

UNIT-II: Politics and Governance

(a) Regime types: democracy, authoritarianism, monarchy

(b) Emerging constitutional practices: federal experiments in Pakistan; constitutional debate in Nepal and Bhutan; devolution debate in Sri Lanka

UNIT-III: Socio-Economic Issues

Identity politics and economic deprivation: challenges and impacts (case studies of Pakistan, Bangladesh, Nepal, Sri Lanka)

UNIT-IV: Regional Issues and Challenges (15 Lectures)

(a) South Asian Association for Regional Cooperation (SAARC): problems and prospects (b) Terrorism (c) Migration Essential Readings I. South Asia- Understanding South Asia as a Region

READING LIST

Hewitt, V. (1992) 'Introduction', in *The International Politics of South Asia*. Manchester: Manchester University Press, pp.1-10.

Hewitt, V. (2010) 'International Politics of South Asia' in Brass, P. (ed.) *Routledge Handbook of South Asian Politics*. London: Routledge, pp.399-418.

Muni, S.D. (2003) 'South Asia as a Region', *South Asian Journal*, 1(1), August-September, pp. 1-6

Baxter, C. (ed.) (1986) *The Government and Politics of South Asia*. London: Oxford University Press, pp.376-394.

Baxter, C. (2010) 'Introduction', Brass, P. (ed.) *Routledge Handbook of South Asian Politics*. London: Routledge, pp.1-24 II. Politics and Governance

De Silva, K.M. (2001) 'The Working of Democracy in South Asia', in Panandikar, V.A (ed.) *Problems of Governance in South Asia*. New Delhi: Centre for Policy Research & Konark Publishing House, pp. 46-88.

- Wilson, J. (2003) 'Sri Lanka: Ethnic Strife and the Politics of Space', in Coakley, J. (ed.) *The Territorial Management of Ethnic Conflict*. Oregon: Frank Cass, pp. 173-193.
- Mendis, D. (2008) 'South Asian Democracies in Transition', in Mendis, D. (ed.) *Electoral Processes and Governance in South Asia*. New Delhi: Sage, pp.15-52.
- Subramanyam, K. (2001) 'Military and Governance in South Asia', in V.A (ed.) *Problems of Governance in South Asia*. New Delhi: Centre for Policy Research & Konark Publishing House, pp.201-208.
- Hachethi, K. and Gellner, D.N.(2010) 'Nepal : Trajectories of Democracy and Restructuring of the State', in Brass, P. (ed.) *Routledge Handbook of South Asian Politics*. London: Routledge, pp. 131-146.
- Kukreja, V. 2011. 'Federalism in Pakistan', in Saxena R. (ed.) *Varieties of Federal Governance*. New Delhi: Foundation Books, pp. 104-130.
- Jha, N.K. (2008) 'Domestic Turbulence in Nepal: Origin, Dimensions and India's Policy Options', in Kukreja, V. and Singh, M.P. (eds.) *Democracy, Development and Discontent in South Asia*. New Delhi: Sage, pp. 264-281.
- Burki, S.J. (2010) 'Pakistan's Politics and its Economy', in Brass, P. (ed.) *Routledge Handbook of South Asian Politics*. London: Routledge, pp. 83-97.
- Kaul, N. (2008)'Bearing Better Witness in Bhutan', *Economic and Political Weekly*, 13 September, pp. 67-69. III. Socio-Economic Issues
- Phadnis, U.(1986) 'Ethnic Conflicts in South Asian States', in Muni, S.D. et.al. (eds.) *Domestic Conflicts in South Asia : Political, Economic and Ethnic Dimensions*. Vol. 2. New Delhi: South Asian Publishers, pp.100-119.
- Kukreja, V. (2003) *Contemporary Pakistan*. New Delhi: Sage, pp. 75-111 and 112-153. IV. Regional Issues and Challenges
- Narayan, S. (2010) 'SAARC and South Asia Economic Integration', in Muni, S.D. (ed.) *Emerging dimensions of SAARC*. New Delhi: Foundation Books, pp. 32-50.
- Muni, S.D. and Jetley, R. (2010) 'SAARC prospects: the Changing Dimensions', in Muni, S.D. (ed.) *Emerging dimensions of SAARC*. New Delhi: Foundation Books, pp. 1-31.
- Baral, L.R. (2006) 'Responding to Terrorism: Political and Social Consequences in South Asia', in Muni, S.D. (ed.) *Responding to terrorism in South Asia*. New Delhi: Manohar, pp.301-332.
- Muni, S.D. (2006) 'Responding to Terrorism: An Overview', in Muni, S.D. (ed.) *Responding to terrorism in South Asia*. New Delhi: Manohar, pp.453-469.
- Hoyt, T.D. (2005) 'The War on Terrorism: Implications for South Asia', in Hagerty, D.T. (ed.) *South Asia in World Politics*. Lanham: Roman and Littlefield Publishers, pp.281-295.

Lama, M. (2003) 'Poverty, Migration and Conflict: Challenges to Human Security in South Asia', in Chari, P.R. and Gupta, S. (eds.) Human Security in South Asia: Gender, Energy, Migration and Globalisation. New Delhi: Social Science Press, pp. 124-144

Acharya, J. and Bose, T.K. (2001) 'The New Search for a Durable Solution for Refugees: South Asia', in Samaddar, S. and Reifeld, H. (eds.) Peace as Process: Reconciliation and Conflict Resolution in South Asia. New Delhi: Vedams ,pp-137-157 Additional Readings

Baxter, C. (ed.) (1986) The Government and Politics of South Asia. London: Oxford University Press.

Rizvi, G. (1993) South Asia in a Changing International Order. New Delhi: Sage. Thakur, R. and Wiggan, O.(ed.) (2005) South Asia and the world. New Delhi: Bookwell.

Hagerty, D.T. (ed.) (2005) South Asia in World Politics, Oxford: Rowman and Littlefield.

Samaddar, R. (2002) 'Protecting the Victims of Forced Migration: Mixed Flows and Massive

Flows', in Makenkemp, M. Tongern, P.V. and Van De Veen, H. (eds.) Searching for

Peace in Central and South Asia. London: Lynne Reinner.

Kukreja, V. and Singh, M.P. (eds) (2008) Democracy, Development and Discontent in SouthAsia. New Delhi: Sage.

Mohapatra, Anil Kumar (2008), ' Small States in South Asia: A security perspective of the Himalayan States', Bhubaneswar: Panchasheel.

Debasish Nandy et al(eds.),(2016) 'South Asia and Democracy Contextualising Issues and Institutions ' (New Delhi : Kunal Books).

DSE-4

Citizenship In A Globalizing World

UNIT-I: Classical conceptions of citizenship

UNIT-II: The Evolution of Citizenship and the Modern State

UNIT-III: Citizenship and Diversity

UNIT-IV:.(a) Citizenship beyond the Nation-state: Globalization and global justice

(b) The idea of cosmopolitan citizenship

READING LIST

Acharya, Ashok. (2012) Citizenship in a Globalising World. New Delhi: Pearson.

Beiner, R. (1995) *Theorising Citizenship*. Albany: State University of New York Press.

Held, David (1995), *Democracy and the Global Order: From the Modern State to Cosmopolitan Governance* (Stanford: Stanford University Press).

Kymlicka, Will (1999), "Citizenship in an Era of Globalization: A Response to Held," in Ian Shapiro and Casiano Hacker-Cordon (eds.), *Democracy's Edges* (Cambridge, UK: Cambridge University Press).

Oliver, D. and D. Heater (1994). *The Foundations of Citizenship*. London, Harvester Wheatsheaf.

Scholte, Jan Aart (2000), *Globalization: A Critical Introduction* (New York: St. Martin's).

Zolo, Danilo (1997), *Cosmopolis: Prospects for World Government* (Cambridge, UK: Polity Press)

Lion, König (2016), *Cultural Citizenship in India : Politics, Power, and Media* (London: Oxford University Press)

DSE-4(OR)

PROJECT

A student has to undertake a project work under the guidance of a teacher during the 6th semester. After completion of the project, the student has to submit a project report which will be evaluated by an External Examiner.

B.A. Political Science (Regular) under CBCS

w.e.f. the Academic Year 2016-2017

Semester – I		Credits
Core- A1 (Political Science)	Introduction to Political Theory	6
Core- B1	<From other subject>	6
English-1		6
AECC(Ability Enhancement Compulsory Course)	Environmental Studies	2
Semester – II		
Core- A2 (Political Science)	Indian Government and Politics	6
Core- B2	<From other subject>	6
M.I.L.-1		6
AECC(Ability Enhancement Compulsory Course)	Science and Technology	2
Semester – III		
Core- A3 (Political Science)	Comparative Government and Politics	6
Core- B3	<From other subject>	6
English-2		6
SEC-1(Skill Enhancement Course)	Communicative English	2
Semester – IV		
Core- A4 (Political Science)	Introduction to International Relations	6
Core- B4	<From other subject>	6
M.I.L-2	<From other subject>	6
SEC-2(Skill Enhancement Course)	<From the pool of SEC courses>	2
Semester – V		
DSE-A1 (Discipline Specific Elective) Any one	From Political Science	6
DSE-B1 (Discipline Specific Elective) Any one	<From other subject>	6
GE(Generic Elective) paper-1	<From other subject>	6
SEC-3 (Skill Enhancement Course)	<From the pool of SEC courses>	2
Semester – VI		
DSE-A2 (Discipline Specific Elective)	Project work/Dissertation	6
DSE-B2 (Discipline Specific Elective) Any one	<From other subject>	6
GE(Generic Elective) Paper-2	<From other subject>	6
SEC-4 (Skill Enhancement Course)	<From the pool of SEC courses>	2
Total		120

(A) Core Papers: 4 (Compulsory)

- Core-1- Introduction to Political Theory
- Core-2- Indian Government and Politics
- Core-3- Comparative Government and Politics
- Core-4- Introduction to International Relation

(B) Generic Elective (2 papers) (Each paper has an option to exercise)

Paper-1: Indian Polity-I/ Human Rights Gender and Environment

Paper-II: Indian Polity-II/ Gandhi and the Contemporary World

(C) Discipline Specific Elective Course -2 Papers

DSE-1- Themes in Comparative Political Theory

OR

Democracy and Governance

DSE-2- Understanding Globalization

OR

PROJECT

**SYLLABI AND READING LIST OF
BA (REGULAR) POLITICAL SCIENCE**

(C) 4 CORE PAPERS

SEMESTER - I

CORE – 1

Introduction to Political Theory

Course Objective: This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

UNIT-I : a. What is Politics? b. What is Political Theory and what is its relevance?

UNIT-II: Concepts: Democracy, Liberty, Equality, Justice and Rights

UNIT-III: Concepts: Gender, Citizenship, Civil Society and State

UNIT-IV: Debates in Political Theory: a. Is democracy compatible with economic growth? b. On what grounds is censorship justified and what are its limits? c. Does protective discrimination violate principles of fairness? d. Should the State intervene in the institution of the family?

READING LIST

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 2-16.

Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) Theory and Methods in Political Science. London: Macmillan, pp. 94-114.

Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. and Gaus, G. F. (eds.) Handbook of Political Theory. New Delhi: Sage, pp. 46-54.

Vincent, A. (2004) The Nature of Political Theory. New York: Oxford University Press, 2004, pp. 19-80.

Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) Political Concepts. Manchester and New York: Manchester University Press, pp. 105-117.

Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 80-96.

Arblaster, A. (1994) Democracy. (2nd Edition). Buckingham: Open University Press.

Baral, J.K. et al. (2015), 'Political Theory: Concepts, issues and ideologies', Cuttack: Vidyapuri.

Bhuyan, Dasarathy (2016), 'Understanding Political Theory', Cuttack: Kitab Mahal.

SEMESTER-II

CORE-2

Indian Government and Politics

Course objective: This course acquaints students with the constitutional design of state structures and institutions, and their actual working over time.

UNIT-I: I. The Constituent Assembly and the Constitution a. Philosophy of the Constitution, the Preamble, and Features of the Constitution b. Fundamental Rights and Directive Principles c. Federalism

UNIT-II : Organs of Government a. The Legislature: Parliament b. The Executive: President and Prime Minister c. The Judiciary: Supreme Court

UNIT-III : (a) Power Structure in India: Caste, class and patriarchy
(b) Religion and Politics: debates on secularism and communalism

UNIT-IV : (a) Parties and Party systems in India b. Panchayati Raj and Municipalities: Structure and functions.

READING LIST

Basu, D.D. (2012) Introduction to the Constitution of India, New Delhi: Lexis Nexis.

Chaube, Shibankinkar (2000), “ Constituent Assembly of India springboard of revolution”, New Delhi: Manohar Publishers & Distributors.

Sikri, S.L.(2002), “Indian Government and Politics”, New Delhi: Kalyani Publishers.

Bakshi, P.M.(2015), “The Constitution of India”, Delhi: Universal Law Pub. Co. Pvt. Ltd.

Choudhry, Sujit et al.(eds) (2016), ‘The Oxford Handbook of the Indian Constitution’, UK: Oxford University Press.

Siwach, J.R.(1990), “Dynamics of Indian Government and Politics”, New Delhi: Sterling.

Kashyap, Subhash C.(1989/1993/1995), “ Our Constitution/ Our Parliament/Our Judiciary”, New Delhi: NBT, India.

Raghunandan, J. R (2012) Decentralization and local governments: The Indian Experience, Orient Black Swan, New Delhi.

Jayal, N.G. & Pratap Bhanu Mehta(eds.)(2010), “ The Oxford Companion to Politics in India”, New Delhi: Oxford University Press.

Mohapatra, Anil Kumar et al.(eds.)(2016), ‘Federalism in India: Issues and Dimensions’, New Delhi: Kunal Books.

Bhuyan, Dasarathy (2016), ‘Constitutional Government and Democracy in India’, Cuttack: Kitab Mahal..

SEMESTER-III

CORE-3

Comparative Government and Politics

Course objective: This course acquaints students with the Political System and Political Processes of other countries.

UNIT-I: (a) The nature, scope and methods of comparative political analysis

(b) Comparing Regimes: Authoritarian and Democratic

UNIT-II: Classifications of political systems: a) Parliamentary and Presidential: UK and USA b) Federal and Unitary: Canada and China

UNIT-III: (a) Electoral Systems: First past the post, proportional representation, mixed systems

(b) Party Systems: one-party, two-party and multi-party systems

UNIT-IV: Contemporary debates on the nature of state: From state centric security to human centric security and the changing nature of nation-state in the context of globalization. centric security and the changing nature of nation-state in the context of globalization. centric security and the changing nature of nation-state in the context of globalization.

READING LIST

- Bara, J & Pennington, M. (eds.). (2009) Comparative Politics. New Delhi: Sage.
- Caramani, D. (ed.). (2008) Comparative Politics. Oxford: Oxford University Press.
- Hague, R. and Harrop, M. (2010) Comparative Government and Politics: An Introduction. (Eight Edition). London: Palgrave MacMillan.
- Ishiyama, J.T. and Breuning, M. (eds.). (2011) 21st Century Political Science: A Reference Book. Los Angeles: Sage.
- Newton, K. and Deth, Jan W. V. (2010) Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press.

O'Neil, P. (2009) *Essentials of Comparative Politics*. (Third Edition). New York: WW. Norton & Company, Inc.

Palekar, S.A. (2009) *Comparative Government and Politics*. New Delhi: PHI Learning Pvt. Ltd.

Caramani, D. (2008) 'Introduction to Comparative Politics', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 1-23.

Mohanty, M. (1975) 'Comparative Political Theory and Third World Sensitivity', in *Teaching Politics*. Nos. 1 & 2, pp. 22-38.

Webb, E. (2011) 'Totalitarianism and Authoritarianism', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 249-257.

Hague, R. and Harrop, M. (2004) *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 36-50, 51-68.

Cameron, D. R. (2002) 'Canada', in Ann L. G. (ed.) *Handbook of Federal Countries*. Montreal & Kingston: McGill-Queen's University Press, pp. 105-119.

Peter, H. (2002) 'Canada: A Federal Society-Despite Its Constitution', in Rekha Saxena. (ed.) *Mapping Canadian Federalism for India*. New Delhi: Konark Publisher, Pvt., pp. 115-129.

Dhillon, Michael. (2009), 'Government and Politics', in *Contemporary China: An Introduction*. London, New York: Routledge, 2009, pp. 137-160.

Topic: 5. Evans, Jocelyn A.J. (2009) 'Electoral Systems', in Bara, J. and Pennington, M. (eds.) *Comparative Politics*. New Delhi: Sage, pp. 93-119.

Downs, W. M. (2011) 'Electoral Systems in Comparative Perspectives', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 159- 167.

Cole, A. (2011) 'Comparative Political Parties: Systems and Organizations', in Ishiyama, J.T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 150-158.

Caramani, D. (2008) 'Party Systems', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 293-317, 318-347. Topic: 7.

Poggi, Gianfranco. (2008) 'The nation-state', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press pp. 85-107.

Hague, R. and Harrop, M. (2004) 'The state in a global context', in *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 17-34.

Bara, J. (2009) 'Methods for Comparative Analysis', in Bara, J. & Pennington, M. (eds.) *Comparative Politics*. New Delhi: Sage, pp. 40-65.

Blondel, J. (1996) 'Then and Now: Comparative Politics', *Political Studies*. Vol. 47, Issue 1, pp. 152-160

Chandhoke, N. (1996) 'Limits of Comparative Political Analysis', *Economic and Political Weekly*. vol. 31, No. 4, (January 27), pp. PE 2-PE8.

Mair, P. (2008) 'Democracy', in Carmani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 108-132.

Robbins, J. W. (2011) 'Presidentialism Verses Parliamentarism', in Ishiyama, J. T. and Marijke, B. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 177- 185.

Watts, D. (2003) *Understanding US/UK Government and Politics*. Manchester: Manchester University Press, pp. 1-25; 66-105; 106-138.

SEMESTER-IV

CORE-4

Introduction to International Relations

Course Objective: This Course is designed to give students a sense of some important theoretical approaches to understand international relations; a history from 1945 onwards to the present; and an outline of the evolution of Indian foreign policy since independence and its possible future trajectory.

UNIT-I: Approaches to International Relations: (a) Classical Realism (Hans Morgenthau) and Neo-Realism (Kenneth Waltz) (b) Neo-Liberalism: Complex Interdependence (Robert O. Keohane and Joseph Nye) (c) Structural Approaches: World Systems Approach (Immanuel Wallerstein) and Dependency School (Andre Gunder Frank) (d) Feminist Perspective (J. Ann Tickner)

UNIT-II: Cold War : (a) Second World War & Origins of Cold War
(b) Phases of Cold War: First Cold War Rise and Fall of Detente Second Cold War End of Cold War and Collapse of the Soviet Union

UNIT-III: (a) Post Cold- War Era and Emerging Centers of Power : European Union, China, Russia and Japan
(b) The United Nations Organisation: Its origin, organs and objectives

UNIT-IV: India's Foreign Policy (a) Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic) (b) India's Policy of Non-alignment (c) India: An Emerging Power

READING LIST

M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave.

R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3rd Edition, Oxford: Oxford University Press, pp. 2-7

S. Joshua. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, 2007, pp. 29-35

J. Baylis and S. Smith (eds), (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 1-6.

Rumki Basu, (ed)(2012) *International Politics: Concepts, Theories and Issues* New Delhi, Sage.

Andrew Heywood (2011), *Global Politics*, New York: Palgrave MacMillan.

Ghosh, Peu (2015), *International Relations*, New Delhi: PHI Learning Private Limited.

Appadorai and Rajan, M. S. (eds.) (1985) *India's Foreign Policy and Relations*. New Delhi: South Asian Publishers.

Ganguly, S. (ed.) (2009) *India's Foreign Policy: Retrospect and Prospect*. New Delhi: Oxford

University Press.

Vanaik, A. (1995) India in a Changing World: Problems, Limits and Successes of Its Foreign Policy. New Delhi: Orient Longman. pp. 19-41; 63-67; 102-114; 118-124; 132-134.

(D) Two Generic Elective Course (GE) Papers are meant for Regular Students of other Disciplines (Each Paper is of 6 credits)

Two papers (Paper-I and II) under Generic Elective Course are being offered by Political Science with a provision to choose either of the two options in both the papers

GE: Paper-1: INDIAN POLITY-I / HUMAN RIGHTS, GENDER AND ENVIRONMENT

INDIAN POLITY-I

Unit -I

Landmarks of Freedom Movement in India: Non-Cooperation Movement, Civil Disobedience Movement and Quit India Movement

Making of the Constitution of India: Cabinet Mission Plan, Formation of the Constituent Assembly of India, Indian Independence Act, 1947, Drafting and Adoption of the Constitution of India.

Unit-II

Salient Features of the Constitution of India: Preamble, Fundamental Rights, Directive Principles of State Policy, Fundamental Duties, Parliamentary form of Government, Federal System

Unit-III

Organs of the Union Government:

Executive: President, Vice-President, Council of Ministers and the Prime Minister

Legislature: Parliament- composition and functions

Judiciary: Supreme Court – composition and jurisdiction

Unit-IV

Organs of the State Government:

Executive: Governor, Council of Ministers and the Chief Minister

Legislature: State Legislature – Composition and functions

Judiciary: High Court and the Subordinate Courts

READING LIST

Fadia, B.L.(2011), “Indian Government and Politics”, Agra: Sahitya Bhawan Publications.

Chaube, Shibankinkar(2000), “ Constituent Assembly of India springboard of revolution”, New Delhi: Manohar Publishers & Distributors.

Pylee , M.V.(2003), “Our Constitution Government and Politics”, New Delhi : Universal Law Publishing Co.

Sikri, S.L.(2002), “Indian Government and Politics”, New Delhi: Kalyani Publishers.

Kashyap, Subhash C.(1989/1993/1995), “ Our Constitution/ Our Parliament/Our Judiciary”, New Delhi: NBT, India.

Bhagwan, Vishnoo & Vandana Mohla(2007), “Indian Government and Politics”, New Delhi: Kalyani Publishers.

Ghai, K.K.(2008), “Indian Government and Politics”, New Delhi: Kalyani Publishers.

GE-Paper-1 (OR)

Human Rights, Gender and Environment

UNIT-I: Understanding Social Inequality

- (a) Caste, Gender, Ethnicity and Class as distinct categories and their interconnection.
- (b) Globalisation and its impact on workers, peasants, dalits, adivasis and women.

UNIT-II: Human Rights

- (a) Human Rights: Various Meanings, UN Declarations and Covenants, Human Rights and Citizenship Rights
- (b) Human Rights and the Indian Constitution: Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission.
- (c) Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers.
- (d) Consumer Rights: The Consumer Protection Act and grievance redressal mechanisms.
- (e) Human Rights Movement in India.

UNIT-III: Gender

- (a) Analysing Structures of Patriarchy: Gender, Culture and History
- (b) Economic Development and Women, The issue of Women's Political Participation and Representation in India, Laws, Institutions and Women's Rights in India
- (c) Women's Movements in India

UNIT-IV: Environment

- (a) Environmental and Sustainable Development
- (b) UN Environment Programme: Rio, Johannesburg and after.
- (c) Issues of Industrial Pollution, Global Warming and threats to Bio – diversity
- (d) Environment Policy in India
- (e) Environmental Movement in India

READING LIST:

Agarwal, Anil and Sunita Narain (1991), Global Warming and Unequal World: A Case of Environmental Colonialism, Centre for Science and Environment, Delhi.

Baxi, Upendra (2002), The Future of Human Rights, Oxford University Press, Delhi.

Beteille, Andre (2003), Antinomies of Society: Essays on Ideology and Institutions, Oxford University Press, Delhi.

Geetha, V. (2002) Gender, Stree Publications, Kolkata.

Ghanshyam Shah, (1991) Social Movements in India, Sage Publications, Delhi.

Guha, Ramachandra and Madhav Gadgil, (1993) Environmental History of India, University of California Press, Berkeley.

Haragopal, G. (1997) The Political Economy of Human Rights, Himachal Publishing House, Mumbai.

Menon, Nivedita (ed) (2000) Gender and Politics in India, Oxford University Press, Delhi.

Patel, Sujata et al (eds) (2003) Gender and Caste: Issues in Contemporary Indian Feminism, Kali for Women, Delhi.

Shah, Nandita and Nandita Gandhi (1992) Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, Kali for Women, Delhi.

Gonsalves, Colin (2011) Kaliyug: The decline of human rights law in the period of globalization Human Rights Law Network, New Delhi.

Sen, Amartya, Development as Freedom (1999) New Delhi, OUP.

GENERAL ELECTIVE- PAPER-2: INDIAN POLITY-II / GANDHI AND THE CONTEMPORARY WORLD

Generic Elective: Paper-2

INDIAN POLITY-II

Unit –I

Indian Federalism and Centre-States Relations:

- (v) Administrative Relations
- (vi) Legislative Relations
- (vii) Financial Relations
- (viii) Areas of Tension in the Centre- State relations

Unit-II

Democracy at the Grass root Level:

Structure and functioning of Local Self Government: Urban and Rural Levels

Unit-III

Important Constitutional Authorities in India:

- (v) Election Commission: Composition and Functions
- (vi) Finance Commission: Composition and Functions
- (vii) Comptroller and Auditor General of India: Functions and Role
- (viii) Attorney General

Unit-IV

Challenges to National Integration in India: Caste, Communalism, Regionalism, Separatist movement, Language.

READING LIST

Hasan , Zoya & E.Sridharan et al(eds.)(2002), “ India's Living Constitution: Ideas,Practices, Controversies”, Delhi :Permanent Black.

Pandey, J.N.(2003), “Constitutional Law of India”, Allahabad: Central Law Agency.

Mohanty, Biswaranjan(2009), “Constitution, government and politics in India”, New Delhi: New Century Pub.

Chakrabarty, B. and Rajendra Kumar Pandey(2008), “ Indian Government and Politics”, New Delhi: Sage India.

Bhuyan, Dasarathy (2010), ‘Indian Polity’, Cuttack: Nalanda.

GENERIC ELECTIVE: PAPER-2 (OR)

Gandhi and the Contemporary World

UNIT-I: Gandhi on Modern Civilization and Ethics of Development : a. Conception of Modern Civilisation and Alternative Modernity b. Critique of Development: Narmada Bachao Andolan

UNIT-II: Gandhian Thought: Theory and Action: a. Theory of Satyagraha b. Satyagraha in Action i. Peasant Satyagraha: Kheda and the Idea of Trusteeship ii. Temple Entry and Critique of Caste iii. Social Harmony: 1947and Communal Unity

UNIT-III: Gandhi’s Legacy: a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King) b) The Pacifist Movement c) Women’s Movements d) Gandhigiri: Perceptions in Popular Culture

UNIT-IV: Gandhi and the Idea of Political: a) Swaraj b) Swadeshi

READING LIST

B. Parekh, (1997) 'The Critique of Modernity', in Gandhi: A Brief Insight, Delhi: Sterling Publishing Company, pp. 63-74.

K. Ishii, (2001) 'The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development', Review of Social Economy. Vol. 59 (3), pp. 297-312.

D. Hardiman, (2003) 'Narmada Bachao Andolan', in Gandhi in his Time and Ours. Delhi: Oxford University Press, pp. 224- 234.

D. Hardiman, (2003) 'Gandhi's Global Legacy', in Gandhi in His Time and Ours. Delhi: Oxford University Press, pp. 238-283.

(C) Discipline Specific Elective-4 (DSE)

One has to choose 2 papers from two disciplines

Two Papers provided by Political Science are:

DSE-1

Themes in Comparative Political Theory

UNIT-I: Distinctive features of Indian and Western political thought

UNIT-II: Western Thought: Thinkers and Themes

a. Aristotle on Citizenship b. Locke on Rights c. Rousseau on inequality d. J. S. Mill on liberty and democracy e. Marx and Bakunin on State

UNIT-III: Indian Thought: Thinkers and Themes

a. Kautilya on State b. Tilak and Gandhi on Swaraj c. Ambedkar on Social Justice

UNIT-IV: Indian Thought: Thinkers and Themes

d. Lohia on Social Justice e. Nehru and Jayaprakash Narayan on Democracy f. Pandita Ramabai on Patriarchy

READING LIST

Dallmayr, F. (2009) 'Comparative Political Theory: What is it good for?', in Shogimen, T. and Nederman, C. J. (eds.) Western Political Thought in Dialogue with Asia. Plymouth, United Kingdom: Lexington, pp. 13-24.

Parel, A. J. (2009) 'From Political Thought in India to Indian Political Thought', in

Shogiman, T. and Nederman, C. J. (eds.) *Western Political Thought in Dialogue with Asia*. Plymouth, United Kingdom: Lexington, pp. 187-208.

Pantham, Th. (1986) 'Introduction: For the Study of Modern Indian Political Thought', in Pantham, Th. & Deutch, K. L. (eds.) *Political Thought in Modern India*. New Delhi: Sage, pp. 9-16.

Burns, T. (2003) 'Aristotle', in Boucher, D and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 73-91.

Waldron, J. (2003) 'Locke', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*, New York: Oxford University Press, pp. 181-197.

Boucher, D. (2003) 'Rousseau', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 235-252.

Kelly, P. (2003) 'J.S. Mill on Liberty', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.

Wilde, L. (2003) 'Early Marx', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 404-435.

Sparks, Ch. and Isaacs, S. (2004) *Political Theorists in Context*. London: Routledge, pp. 237-255.

Mehta, V. R. (1992) *Foundations of Indian Political Thought*. New Delhi: Manohar Publishers, pp. 88-109.

Inamdar, N.R. (1986) 'The Political Ideas of Lokmanya Tilak', in Panthan, Th. & Deutsch, K. L. (eds.) *Political Thought in Modern India*. New Delhi: Sage, pp. 110-121.

Patham, Th. (1986) 'Beyond Liberal Democracy: Thinking With Democracy', in Panthan, Th. & Deutsch, K.L. (eds.) *Political Thought in Modern India*. New Delhi: Sage, pp. 325-46.

Zelliot, E. (1986). 'The Social and Political Thought of B.R. Ambedkar', in Panthan, Th. & Deutsch, K. L.(eds.) *Political Thought in Modern India*. New Delhi: Sage, pp. 161-75.

Anand Kumar, 'Understanding Lohia's Political Sociology: Intersectionality of Caste, Class, Gender and Language Issue' *Economic and Political Weekly*. Vol. XLV: 40, October 2008, pp. 64-70.

Pillai, R.C. (1986) 'The Political thought of Jawaharlal Nehru', in Panthan, T. & Deutsch, K. L. (eds.) *Political Thought in Modern India*. New Delhi: Sage pp. 260-74.

Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian Political Thought: Themes and Thinkers*, New Delhi: Pearson.

DSE-1(OR)

Democracy and Governance

Course Objective: This Paper tries to explain the institutional aspects of democracy and how institutions function within a constitutional framework. It further delves into how democracy as a model of governance can be complimented by institution building.

UNIT-I: Structure and Process of Governance: Indian Model of Democracy, Parliament, Party Politics and Electoral behaviour, Federalism, The Supreme Court and Judicial Activism, Units of Local Governance (Grassroots Democracy) Political Communication -Nature, Forms and Importance

UNIT-II: Ideas, Interests and Institutions in Public Policy: a. Contextual Orientation of Policy Design b. Institutions of Policy Making

a. Regulatory Institutions – SEBI, TRAI, Competition Commission of India

b. Lobbying Institutions: Chambers of Commerce and Industries, Trade Unions, Farmers Associations etc.

UNIT-III: Contemporary Political Economy of Development in India: Policy Debates over Models of Development in India, Recent trends of Liberalisation of Indian Economy in different sectors, E-governance.

UNIT-IV: Dynamics of Civil Society: New Social Movements and Various interests, Role of NGO's, Understanding the political significance of Media and Popular Culture. Lectures 10

READING LIST

Agarwal B, Environmental Management, Equity and Ecofeminism: Debating India's Experience, Journal of Pesant Studies, Vol. 25, No. 4, pp. 55-95.

Atul Kohli (ed.), The Success of India's Democracy, Cambridge University Press, 2001.

Corbridge, Stuart and John Harris, Reinventing India: Liberalisation, Hindu Nationalism and Popular Democracy OUP, 2000.

J.Dreze and A.Sen, India: Economic Development and Social Opportunity, Clarendon, 1995

Saima Saeed, Screening the Public Sphere: Media and Democracy in India, 2013 Nick Stevenson, Understanding Media Cultures, 2002

Fuller, C.J. (ed.) Caste Today, Oxford University Press, 1997

Himat Singh, Green Revolution Reconsidered: The Rural World of Punjab, OUP, 2001.

Jagdish Bhagwati, India in Transition: Freeing The Economy, 1993.

Joseph E. Stiglitz, Globalisation and its Discontents, WW Norton, 2003.

Patel, I.G., Glimpses of Indian Economic Policy: An Insider View, OUP, 2002.

Rajni Kothari and Clude Alvares, (eds.) Another Revolution Fails: an investigation of how and why India's Operation Flood Project Touted as the World's Largest Dairy

Development Program Funded by the EEC went off the Rails, Ajanta, New Delhi, 1985.

Smitu Kothari, Social Movements and the Redefinition of Democracy, Boulder, Westview, 1993.

Qah, John S.T., Curbing Corruption in Asia: A Comparative Study of Six Countries, Eastern University Press, 2003.

Vasu Deva, E-Governance In India : A Reality, Commonwealth Publishers,2005

M.J.Moon, The Evolution of Electronic Government Among Municipalities: Rheoteric or Reality, American Society For Public Administration, Public Administration Review, Vol 62, Issue 4, July –August 2002

Pankaj Sharma, E-Governance: The New Age Governance, APH Publishers,2004

Pippa Norris, Digital Divide: Civic Engagement, Information Poverty and the Internet in Democratic Societies, Cambridge: Cambridge University Press, 2001.

Ghanshyam Shah [ed.], Social Movements and The State, Sage Publication, 2002

Su H. Lee, Debating New Social Movements: Culture, Identity, and Social Fragmentation , Rawat Publishers, 2010

S. Laurel Weldon ,When Protest Makes Policy : How Social Movements Represent Disadvantaged Groups, Michigan Publishers, 2011.

Richard Cox, Production, Power and World Order, New York, Columbia University Press,1987 .

Baxi, Upendra and Bhikhu Parekh, (ed.) Crisis and Change in Contemporary India, New Delhi, Sage, 1994. Bidyut Chakrabarty, Public Administration: A Reader, Delhi Oxford University Press, 2003.

Elaine Kamarck, Government Innovation Around the World: Occasional Paper Series, John F Kennedy School of Government, 2003

Kothari, Rajini, Politics in India, Delhi, Orient Longman, 1970.

Mackie, Gerry, Democracy Defended, New York, Cambridge University Press, 2003.

Mahajan, Gurpreet (ed.), Democracy, Difference and Social Justice, New Delhi, Oxford University Press, 2000.

Menon, Nivedita, (ed.), Gender and Politics in India, New Delhi, Oxford University Press, 2001.

Mohanty, Manoranjan, Peoples Rights: Social Movements and the State in the Third World, Sage, New Delhi, 1998.

Paul Brass, Politics in India Since Independence, Hyderabad, Orient Longman, 1990.

Rob Jenkins – Regional Reflections: Comparative Politics Across India’s States, New Delhi, OUP, 2004.

Sury, M.M, India : A Decade of Economic Reforms : 1991 –2001, New Delhi, New Century Publication, 2003.

Thomas R. Dye., Understating Public Policy, Prentice Hall NJ, 1984.

Y. Dror, Public Policy Making Reexamined, Leonard Hill Books, Bedfordshire, 1974.

Basu Rumki et, al(ed) Democracy and good governance: Reinventing the Public service Delivery System in India, New Delhi, Bloomsbury India, 2015

DSE-2

Understanding Globalization

UNIT-I: Globalization a) What is it? b) Economic, Political, Technological and Cultural Dimensions

UNIT- II: Contemporary World Actors a) United Nations b) World Trade Organisation (WTO) c) Group of 77 Countries (G-77)

UNIT- III: Contemporary World Issues a) Global Environmental Issues (Global Warming, Bio-diversity, Resource Scarcities) b) Poverty and Inequality

UNIT- IV: International Terrorism

READING LIST

Lechner, F. J. and Boli, J. (eds.) (2004) The Globalization Reader. 2nd Edition. Oxford: Blackwell.

Held, D., Mc Grew, A. et al. (eds.) (1999) Global Transformations Reader. Politics, Economics and Culture, Stanford: Stanford University Press, pp. 1-50.

Viotti, P. R. and Kauppi, M. V. (2007) International Relations and World Politics-Security, Economy, Identity. Third Edition. Delhi: Pearson Education, pp. 430-450.

Baylis, J. and Smith, S. (eds.) (2011) The Globalization of World Politics: An Introduction to International Relations. Fourth Edition. Oxford: Oxford University Press, pp. 312-329;50-385; 468-489.

Tickner, J.A. (2008) 'Gender in World Politics', in Baylis, J. and Smith, S. (eds.) The Globalization of World Politics: An Introduction to International Relation. 4th Edition. Oxford: Oxford University Press.

Taylor, P. and Grom, A.J.R. (eds.) (2000) The United Nations at the Millennium. London: Continuum. pp. 1-20.

Ravenhill, J. (2008) 'The Study of Global Political Economy', in Ravenhill, John (ed.) Global Political Economy. Second Edition. New York: Oxford University Press, pp. 18-24.

Sauvant, K. (1981) Group of 77: Evolution, Structure and Organisation, New York: Oceana Publications.

Chasek, P. S., Downie, D. L. and Brown, J. W. (eds.) Global Environmental Politics. Fourth Edition. Boulder: Colorado: Westview Press.

Roberts, J.M. (1999) The Penguin History of the 20th Century. London: Penguin.

Smith, M., Little, R. and Shackleton, M. (eds.) (1981) Perspectives on World Politics. London: Croom Helm.

White, B. et al. (eds.) (2005) Issues in World Politics. Third Edition, New York: Macmillan, pp. 74-92; 191-211.

Halliday, F. (2004) 'Terrorism in Historical Perspective', Open Democracy. 22 April, available at: http://www.opendemocracy.net/conflict/article_1865.jsp

Thomas, C. (2005) 'Poverty, Development, and Hunger', in Baylis, J. and Smith, S. (eds.) The Globalization of World Politics. Third Edition. New Delhi: Oxford University Press, pp. 645-668.

Vanaik, A. (2007) 'Political Terrorism and the US Imperial Project', in Masks of Empire. New Delhi: Tulika Books, pp. 103-128.

Art, R.J. and Jervis, R. (eds.) (1999) International Politics: Enduring Concepts and Contemporary Issues. 5th Edition. New York: Longman, pp. 495-500; pp.508-516.

DSE-2(OR)

PROJECT

A student has to undertake a project work under the guidance of a teacher during the 6th semester. After completion of the project, the student has to submit a project report which will be evaluated by an External Examiner.



Principal

Saheed Bhagat Singh Degree
College, Khandadeuli (Gm.)