

# +3 CBCS SYLLABUS

## SOCIOLOGY GENERAL



(QR Code)



**DIRECTORATE OF DISTANCE & CONTINUING EDUCATION**

**Utkal University, Bhubaneswar-7, Odisha**

**Email: [director@ddceutkal.ac.in](mailto:director@ddceutkal.ac.in)**

**Website: [www.ddceutkal.ac.in](http://www.ddceutkal.ac.in)**

*(To get the softcopy of the syllabus please scan the QR Code in your smart phone)*

**FINAL Structure for Under Graduate Programme  
(B.A/B.Com/B.Sc) Under Utkal University Bhubaneswar  
(As per CBCS System)**

w. e. f. the session 2016-17

**1. ELIGIBILITY :**

Higher Secondary / +2 / Senior Secondary or any other equivalent examination passed from any Board / Council established by the Govt. of India or any State Govt. or any other equivalent examination recognized by Central Board of Secondary Education / Council of Higher Secondary / Dept. of Industry or any other Dept. of Govt. of Odisha or Utkal University. Those joining B.Sc. Programme must have passed the above examination under the faculty of Science / Technology / Engineering / Pharmacy etc. There shall be no such restriction for joining B.A/ B.Com stream.

**2. COURSE STRUCTURE :** The detailed Course structure is given below

**(A) ARTS (PASS)**

Group	Subjects	No. of Papers	Total Credits	Total Marks
<b>Compulsory</b>	English	2	2 x 6 = 12	200
<b>MIL</b>	MIL (O/H/U/AE)	2	2 x 6 = 12	200
<b>DSC</b>	DSC – A	4	4 x 6 = 24	400
	DSC – B	4	4 x 6 = 24	400
<b>DSE</b>	DSE – A	2	2 x 6 = 12	200
	DSE – B	2	2 x 6 = 12	200
<b>AECC</b>		2	2 x 4 = 8	200
<b>SEC</b>		4	4 x 4 = 16	400
<b>GE</b>		2	2 x 6 = 12	200
<b>GRAND TOTAL</b>		<b>24</b>	<b>132</b>	<b>2400</b>

**N.B:-** Arts (Pass) course has Total Credits = 132, Total Marks = 2400.

**Abbr. –**

**MIL (O/H/U/AE)** – MIL (Odia / Hindi / Urdu / Alternative English)

**DSC** – Discipline Specific Core

**DSE** – Discipline Specific Elective

**AECC** – Ability Enhancement Compulsory Course

**SEC** – Skill Enhancement Course

**GE** – Generic Elective

**Stipulations:**

- 1) A pass candidate has to opt two different subjects as DSC-A & DSC-B.
- 2) Subjects as DSE-A & DSE-B will be same as DSC-A and DSC-B correspondingly.
- 3) Subject in GE will be different from DSC-A, DSC-B, DSE-A and DSE-B.

## SEMESTER – I

SI No	Name of the Course	Paper	CP (Credit Point)	CH (Credit Hour)	Full Marks
1	MIL (Odia/Hindi/Urdu/A.E.)	I	6	60	100
2	DSC – A	I	6	60	100
3	DSC – B	I	6	60	100
4	AECC (Environmental Studies)	I	4	40	100
<b>TOTAL</b>		<b>4</b>	<b>22</b>	<b>220</b>	<b>400</b>

## SEMESTER – II

SI No	Name of the Course	Paper	CP (Credit Point)	CH (Credit Hour)	Full Marks
1	Compulsory : ENGLISH	I	6	60	100
2	DSC – A	II	6	60	100
3	DSC – B	II	6	60	100
4	AECC MIL(Communication) (Odia/Hindi/Urdu/A.E.)	II	4	40	100
<b>TOTAL</b>		<b>4</b>	<b>22</b>	<b>220</b>	<b>400</b>

## SEMESTER – III

SI No	Name of the Course	Paper	CP (Credit Point)	CH (Credit Hour)	Full Marks
1	MIL (Odia /Hindi /Urdu/A.E )	II	6	60	100
2	DSC – A	III	6	60	100
3	DSC – B	III	6	60	100
4	SEC (English Communication)	I	4	40	100
<b>TOTAL</b>		<b>4</b>	<b>22</b>	<b>220</b>	<b>400</b>

## SEMESTER – IV

SI No	Name of the Course	Paper	CP (Credit Point)	CH (Credit Hour)	Full Marks
1	ENGLISH	II	6	60	100
2	DSC – A	IV	6	60	100
3	DSC – B	IV	6	60	100
4	SEC (Modern Office Management)	II	4	40	100
<b>TOTAL</b>		<b>4</b>	<b>22</b>	<b>220</b>	<b>400</b>

## SEMESTER – V

SI No	Name of the Course	Paper	CP (Credit Point)	CH (Credit Hour)	Full Marks
1	DSE – A	I	6	60	100
2	DSE – B	I	6	60	100
3	GE	I	6	60	100
4	SEC <i>(Financial Literacy &amp; Banking)</i>	III	4	40	100
<b>TOTAL</b>		<b>4</b>	<b>22</b>	<b>220</b>	<b>400</b>

## SEMESTER – VI

SI No	Name of the Course	Paper	CP (Credit Point)	CH (Credit Hour)	Full Marks
1	DSE – A	II	6	60	100
2	DSE – B	II	6	60	100
3	GE	II	6	60	100
4	SEC <i>(Leadership and Personality Development)</i>	IV	4	40	100
<b>TOTAL</b>		<b>4</b>	<b>22</b>	<b>220</b>	<b>400</b>

## **DSC -1 - INTRODUCTION TO SOCIOLOGY**

This introductory paper intends to acquaint the students with Sociology as a social science and the basic concepts used in the discipline. It also focuses on the social processes and the social institutions that man encounters as a member of the society.

**Objectives:** After studying these two papers, the student can

- Can get to know the convergence and divergence of Sociology with other social science disciplines in terms of the subject matter, nature and scope of the discipline and its approach.
- Develop knowledge about its historicity.
- Can get acquainted with the basic concepts used in the subject.
- Can generate ideas about the social processes and social institutions man encounters as a member of the society.

**Learning Outcomes:** This paper is expected to clarify and broaden the student's notion about the subject, the basic concepts used and some universal societal processes. This will provide a wholesome picture about what the subject is all about.

**Unit-1:** Sociology: Definition and Subject matter, Nature and Scope, Emergence of Sociology, Sociology and its relationship with Anthropology, Political Science, Economics, and History

**Unit-2:** Basic Concepts: Society, Culture, Community, Institutions, Association, Social Structure, Status and Role, Norms and Values, Folkways and Mores, Associative and Dissociative processes – Cooperation, Assimilation, Accommodation, Competition, and conflict

**Unit-3:** Individual and Society : Individual and society, Socialization, Stages and Agencies of Socialization, Development of Self – Contributions of George Herbert Mead, C.H. Cooley's Looking Glass Self The Concept of Group : Types of Groups – Primary and Secondary groups, In-Group and Out-group, Reference Group

**Unit-4:** Social Stratification: Meaning and definition, Dimensions of Stratification, Theories of Stratification – Functionalist, Marxist, Weberian. Social mobility and its determinants.

**Unit-5:** Social Control: Meaning and types, Formal and Informal social control, Agencies of Social control

**Essential readings:**

1. Bottomore, T.B. 1972, Sociology: A guide to problems and literature. Bombay :George Allen and Unwin (India)
2. Harlambos, M.1998. Sociology: Themes and perspectives. New Delhi Oxford University Press
3. Inkeles, Alex, 1987. What is Sociology? New Delhi: Prentice-Hall of India
4. Jaiaram, No. 1988 . What is Sociology .Madras:Macmillan, India :
5. Johnson, Harry M. 1995. Sociology: A Systematic Introduction. New Delhi , Allied Publishers
6. Schaefer, Richard T. and Robert P. Lamm. 1999 Sociology. New Delhi Tata-Mac Graw Hill.

## **DSC – II - INDIAN SOCIETY**

Every society has its own peculiar structure and there are some institutions universal to every society, but with their unique manifestations in each society. There are some change agents and initiatives that enable the society to change with the passage of time. This paper focuses on the structure of the Indian society and the changing aspects with the processes operating, change agents and initiatives.

**Objectives:** After studying these two papers on Indian society, the student can

- Get an impression about the basic composition of Indian society, its historical moorings, basic philosophical foundations of the society and the institutions.
- Learn about the changing institutions, the processes, the agents and the interventions that bring about change in the Indian society.

**Learning Outcomes:** This paper is expected to bring familiarity in a student about Indian society. It will present a comprehensive, integrated and empirically –based profile of Indian society. It is hoped that the structure and processes operative in the society, the change agents operating in Indian society presented in this course will also enable students to gain a better understanding of their own situation and region.

**Unit-1 :** Composition of Indian Society : Caste, Tribe, Religion, Language. Unity in Diversities, Threats to national integration

**Unit-2 :** Hindu Social Organisation: Bases of Hindu Social Organization, Varna, Ashrama and Purushartha. Doctrine of Karma.

**Unit-3 :** Marriage and Family in India: Hindu marriage as Sacrament, Forms of Hindu Marriage. The Hindu joint family: Patriarchal and Matriarchal systems. Marriage and family among the Muslims. Changes in the institutions of Marriage and Family.

**Unit-4 :** The Caste system in India: Origin, Features and Functions. Caste and Class, The Dominant Caste, Changes in Caste system, Caste and Politics in India Constitutional and legal provisions for the Scheduled Castes, Scheduled Tribes.

**Unit-5 :** Social Change in Modern India : Sanskritization, Westernization, Secularization, and Modernization

**Essential readings:**

1. Bose, N.K. 1967, Culture and Society in India. Bombay : Asia Publishing House
2. Bose, N.K. 1975, Structure of Hindu Society. New Delhi
3. Dube, S.C. 1990, Society in India.(New Delhi: National Book Trust.)
4. Dube, S.C. 1995, Indian Village (London : Routledge)
5. Dube, S.C. 1958: India's changing Villages (London: Routledge and Kegan Paul).
6. Karve, Irawati, 1961 : Hindu Society : An Interpretation(Poona : Deccan-College) :: Lannoy,
7. Mandelbaum, D.G. 1970 : Society in India (Bombay: Popular Prakashan)
8. Srinivas, M.N. 1980 : India: Social Structure ( New Delhi: Hindustan - Publishing Corporation)
9. Srinivas, M.N. 1963: Social Change in Modern India (California, Berkeley: University of California Press).
10. Singh, Yogendra, 1973: Modernization of Indian Tradition (Delhi: Thomson Press).



## DSC – III - RURAL SOCIOLOGY

Rural Sociology is a specialized branch of Sociology describing the society of villages and rural areas. As the rural areas or the villages mark the beginning of human civilization, this paper is designed to bring out the distinct features of the rural society with their typologies and typicalities. In the present paper an attempt is made to introduce the student with the development of this branch overtime with its focus on the typicality of Indian villages, their structures, changing features and social problems faced by the rural people.

**Objectives:** After studying this paper, the student can

- Get an impression about the emergence of the sub discipline Rural Sociology and the forces contributing for its origin.
- Learn about the nature of this branch of knowledge, its subject matter and significance.
- Collect information and knowledge about the mooring of the sub discipline in the Indian context.
- Generate an idea about the typicalities of the rural society and the institutions operating therein and their dynamics.
- Derive ideas about rural social problems of the country.

**LearningOutcomes:** India thrives in her villages. By going through this paper, the student can have a grip on the grass roots of Indian society. This will enable the student to understand the society in a better manner, to note the heterogeneities in culture, institutions and their functions, changes, the contrasts found between the rural urban societies and the problems faced by the people.

**Unit-1:** Origin and Scope of Rural Sociology., Nature and Importance of Rural Sociology.

**Unit-2:** Rural social Structure: Village Community, Agrarian Economy, Caste System, Mobility and Migration. Rural-Urban Contrast and Continuum

**Unit-3:** Rural Social problems: Poverty, Unemployment, , Food Security, Landlessness, Indebtedness, Health care and Sanitation

**Unit-4:** History and Evolution: Community Development Programme, Land Reforms, Green Revolution. Cooperative Movement, Panchayati Raj Institutions- Constitutional provisions and Structure. Role of Panchayats in Rural Development

**Unit-5:** Rural Development Programmes: MGNREGA, SGSY, Indira Awas Yojana, Livelihood Mission, Health Mission.

**Recommended Books:**

1. Doshi S.L. & P.C. Jain 2002 Rural Sociology, Jaipur, Rawat
2. Desai A.R. Rural Sociology in India 1997 Bombay Popular Prakasan
3. Dhanagare D.N. 1988 Peasant movements in India, New Delhi, Oxford
4. Gupta D.N. 2001 Rural development System New Delhi Books India International
5. Dube, S.C.1988 India's changing Village: Human Factor in Community Development Himalayan Publishing House, Bombay
6. Maheshwari, S.R. 1985Rural Development In India, Sage Publication, New Delhi
7. Vivek, R.& Bhattacharya 1985 The New Strategies of Development in Village India, Metropolitan
8. Jain, Gopal Lal 1985 Rural development Mangaldeep Publication, Jaipur
9. Joshi R P., and S. Narawam 1985 Panchayat Raj in India : Emerging Trends across the States Rawat, Jaipur
10. Singh, Katar1995 Rural development: Principle policies and Management Sage, New Delhi

## **DSC – IV SOCIAL CHANGE AND DEVELOPMENT**

Change is the law of nature and every society is subject to change. Social change has always been a central concern of Sociological study. Change takes different forms. Change has its pattern which is spelt out by various theories. Change is often propelled by various factors. This paper is designed to provide some ideas to the student about such process, theories and factors.

**Objectives:** After going through this paper, the student can

- Derive knowledge about the meaning, nature, forms and patterns of change.
- Get an idea about the theories that explain change and their adequacy in explaining so.
- Get an impression about the factors that propel change in the society.

**Learning Outcomes:** This paper is expected to provide a wholesome idea to the students about the process of social change. They can relate their experience with the theoretical explanations.

**Unit-1 :** Social Change : Meaning and nature. Social Progress, Evolution and Development.

**Unit-2 :** Theories of Social Change : Evolutionary theory, Cyclical theory, Conflict Theory, Functionalist theory.

**Unit-3 :** Factors of Social Change: Cultural, Economic, Technological, Ideological, Demographic

**Unit-4 :** Economic Growth and Social Development : Indicators of Social Development, Human Development Index, Gender Development Index

**Unit-5 :** Models of Development : Capitalist, Socialist, and Gandhian.

**Essential readings:**

1. Moore, W.E. 1965 Social Change, Prentice-Hall of India. New Delhi
2. Gandhi M.K., Hind Swaraj
3. Schumacher, E.F., Small is Beautiful
4. Narain, Shreeman, Principles of Gandhian Planning
5. Mishra, B., Capitalism, Socialism and Planning.
6. UNDP, Human Development Report

## **DSE – 1 - RESEARCH METHODOLOGY**

Since the days of August Comte, a debate and a deliberate attempt has been initiated to provide a scientific character to social sciences. In this attempt empirical research has been introduced as an integral part of observing social reality and generalising it objectively without any subjective predisposition. Gradually, research methods have been developed and introduced in social sciences to bring it in par with scientific observations. The essence of this paper lies in introducing the students with these methods of research to ensure objectivity as far as practicable in social research.

**Objectives:** By going through this paper, the student can

- Get an understanding of the nature of scientific methods, nature of social Phenomena and the way of attaining value neutrality.
- Have a grip over the basic steps involved in social research and the types of social research with their applicability
- Develop an insight into the need and types of research design and the use of sampling method for attending objectivity and scientific study.

**Learning Outcomes:** This paper is designed and incorporated to acquaint the students with the scientific ways of studying social phenomena. This provides them with a research insight that will enable them to capture the most relevant data in an objective manner. The market demand of this paper will be very high as the students well versed with this paper will be highly demanded in academics, fundamental research, and policy research undertaken both by Government and Non- Government agencies.

**Unit-1 :** Meaning and Significance of Social Research, Nature of scientific Method, Applicability of scientific method to the study of social phenomena, Major steps in social research.

**Unit-2 :** Research Design, Types of Research Design: Exploratory, Diagnostic, Descriptive, and Experimental research Design.

**Unit-3 :** Hypothesis: Meaning, Characteristics, Types and sources of Hypothesis, Role of Hypothesis in Social Research Sampling: Meaning, and characteristics, Types: Probability and Non-Probability Sampling. Role of Sampling in Social Research

**Unit-4 :** Qualitative social Research : Observation, Case Study, Content Analysis

**Unit-5 :** Quantitative methods in Social Research: Survey research, Questionnaires, Interview. Measures of Central Tendency: Mean, Median, Mode.

**Recommended Readings:**

1. Bajaj and Gupta 1972 Elements of Statistics. New Delhi: R.Chand and Co., New Delhi
2. Beteille, A. and T.N. Madan 1975 Encounter and experience: Personal Accounts of Fieldwork. Vikas Publishing House, New Delhi
3. Bryman, Alan 1988 Quality and Quantity in Social Research Unwin Hyman, London
4. Jayram, N. 1989. Sociology: Methods and Theory. Madras: MacMillan, Madras
5. Kothari, C.R. Research Methodology : Methods and Techniques, Bangalore, Wiley Eastern.
6. Punch, Keith. 1996. Introduction to Social Research, Sage, London
7. Shipman, Martin, 1988 The Limitations of Social Research Sage, London
8. Young, P.V. 1988 Scientific Social Survey and Research Prentice Hall, New Delhi

## **DSE – II - GENDER AND SOCIETY**

The biological basis to the differences between the sexes does not explain the inequalities faced by the sex groups in the society. In the society variations are marked in the roles, responsibilities, rights of and relations between sex groups depending on the social prescriptions relating to sex affiliations. The differences, inequalities and the division of labour between men and women are often simply treated as consequences of 'natural' differences between male and female humans. But, in reality the social norms, institutions, societal expectations play a significant role in deciding and dictating the behaviour of each sex group. This is the fundamental of the study of Gender and Society.

**Objectives:** After studying this paper, the student can

- Conceptualize what is “Gender” and what is “Sex” and draw a line of distinction between the two.
- Note the difference in gender roles, responsibilities, rights and relations.
- Trace out the evolution and institutionalization of the institution of “Patriarchy”.
- Get to know the theories of Feminism that brought women issues and demands to the forefront.
- Assess the initiatives undertaken for gender development with the paradigm shift from time to time.

**Learning Outcomes:** This paper is expected to generate ideas and sensitivity about gender in a student which he/she can put into practice in daily life. This will lead to change the prevalent biases and gender practices and create a gender neutral social world where both men and women can enjoy their basic rights and cherish to achieve their dreams.

**Unit-1 :** Social Construction of Gender : Sex and Gender, Gender stereotyping and socialization, Gender Role and Identity. Gender stratification and Inequality, Gender discrimination and Patriarchy.

**Unit-2 :** Feminism: Meaning, origin and growth of Feminist Theories. Theories of Feminism : Liberal, Radical, Socialist, and Eco-Feminism.

**Unit-3 :** Gender and Development: History and Approaches, WID,WAD and GAD. Women Empowerment: Meaning and Dimensions. World Conference of Women, Mexico, Copenhagen, Nairobi and Beijing. Gender- Related Development Index (GDI) and Gender Empowerment Index (GEM).

**Unit-4 :** Status of Women in India : Ancient and Medieval period, women in pre-independence India, Social Reform movements, The Nationalist movement, Women in Independent India.

**Unit-5 :** Major Challenges and Issues Affecting Women in India: Women and Education, Women and Health, Women and Work. Policy provisions for women.

**Recommended Readings:**

1. Bhasin, Kamla, 2003 Understanding Gender, Kali for Women
2. Bhasin, Kamala , 1986 Khanv, Said Nighat Some Questions on Feminism and Its Relevance in South Asia, Kali for Women, New Delhi
3. Chaudhuri, Maitrayee 2004 Feminism in India: Issues in Contemporary Indian Feminism Kali for Women, New Delhi
4. Kabeer, Naila 1994 Reversed Realities: Gender Hierarchies in Development Thought: Gender Hierarchies in Development
5. Srivastava Gouri,2005 Women Education in India Issues and Dimensions, Academic Excellence Publishers & Distributors
6. Agarwal, S.P 2001 Women's Education in India, Concept Publishing Company
7. **Satia, J, Misra, M, Arora, R, Neogi, S**, edt. Innovations in Maternal Health - Case studies from India. New Delhi, India: SAGE Publications Pvt. Ltd.
8. Dube, Leela 1990 Structures and Strategies –Women, Work and Family, SAGE Publications, New Delhi
9. Kalia,Anil 1998“Women Workers: Invisible and Unprotected”, Social Welfare, Vol.45, No.1, April
10. 10. Cahwala, Monioca 2006 Gender Justice: Women and Law in India, Deep and Deep Publications



# CBCS UG Syllabus

## Compulsory English

### Paper 1

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

#### Unit 1: Poetry

- I. William Shakespeare "Sonnet 130" ("My mistress eyes are nothing like the sun")
- II. Robert Frost "The Road Not Taken"
- III. Kamala Das "Punishment in Kindergarden"
- IV. John Milton "On His Blindness"
- V. A K Ramanujan "Self Portrait"

#### Unit 2: Short Stories

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

#### Unit 3: Novel

Gopinath Mohanty: *Our Daily Bread* (English Translation of *Danapani*) Trans. Bikram K Das

#### Unit 4: Drama

G. B. Shaw: *Arms and the Man*

#### Unit 5: Autobiography

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

#### Prescribed Textbooks:

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

# **CBCS UG Syllabus**

## **Compulsory English**

### **Paper 2**

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

#### **Unit 1: Prose**

- |      |                         |                               |
|------|-------------------------|-------------------------------|
| I.   | S. Radhakrishnan:       | “A Call to Youth”             |
| II.  | Claire Needle Hollander | “No Learning Without Feeling” |
| III. | Dilip Padgaonkar        | “The Idea of Europe”          |
| IV.  | Dinanath Pathi          | “George V High School”        |

**Unit 2:** Critical appreciation of an unseen poem

**Unit 3:** Expanding an idea into a paragraph

**Unit 4:** Writing a précis of a passage

**Unit 5:** Writing an essay

#### **Prescribed Text:**

**The Widening Arc: A Selection of Prose and Stories.** (Ed) by Asima R. Parhi, S.Deepika and Pulastya Jani. Bhubaneswar: KItab Bhavan, 2016



# UTKAL UNIVERSITY

## Ability Enhancement Compulsory Course-I (AECC-I)

### ENVIRONMENTAL STUDIES

#### SEMESTER – I

#### FOR +3 ARTS, SCIENCE & COMMERCE - 2016

**FULL MARKS: 100**

**TIME: 3 HOURS**

**TIME: 1 HOUR**

**END SEMESTER: 80**

**MID SEMESTER: 20**

#### **Unit - I**

The Environment: The Atmosphere, Hydrosphere, Lithosphere, Biosphere, Ecology, Ecosystem, Biogeochemical Cycle (Carbon Cycle, Nitrogen Cycle).

#### **Unit – II**

Environment Pollution: Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution, Radiation Pollution, Natural Disasters and their Management.

#### **Unit – III**

Population Ecology: Individuals, Species, Pollution, Community, Control Methods of Population, Urbanization and its effects on Society, Communicable Diseases and its Transmission, Non-Communicable Diseases.

#### **Unit- IV**

Environmental Movements in India: Grassroot Environmental movements in India, Role of women, Environmental Movements in Odisha, State Pollution Control Board, Central Pollution Control Board.

#### **Unit – V**

Natural Resources: Conservation of Natural Resources, Management and Conservation of Wildlife, Soil Erosion and Conservation, Environmental Laws: Water Act, 1974, Air Act, 1981, The Wildlife (Protection) Act, 1972, Environment Protection, 1986.

\*\*\*\*\*

## **CBCS UG Syllabus**

### **MIL Communication- Alternative English for Arts/Science/Commerce (Pass & Hons)**

#### **Alternative English**

##### **Objective**

This course is focused on developing communicative competence in English with knowledge of the building blocks of grammar, usage and vocabulary. Core competencies in reading and thinking are sought to be encouraged through suitable reading content in prose form. Similarly writing activities and language exercises are provided to facilitate absorption of the rules of syntax and etiquettes of style.

##### **Unit 1**

###### **Short Story**

Jim Corbett- The Fight between Leopards

Dash Benhur- The Bicycle

Dinanath Pathy- George V High School

Alexander Baron- The Man who knew too much

Will F Jenkins- Uneasy Homecoming

##### **Unit II**

###### **Prose**

C V Raman- Water- The Elixir of Life

Harold Nicolson- An Educated Person

Claire Needell Hollander- No Learning without Feeling

Steven Harvey- The Empty Page

Santosh Desai- Emoji Disruption

##### **Unit III**

Comprehension of a passage from any of the prescribed pieces and answering the questions

##### **Unit IV**

Expanding an idea into a paragraph

##### **Unit V**

Language exercises- test of vocabulary, usage and grammar based on the prescribed pieces

##### **Prescribed Text**

*The Widening Arc: A Selection of Prose and Stories.* Ed. Asim R Parhi, S Deepika and Pulastya Jani. Kitab Bhavan, Bhubaneswar. 2016.

Suggested Reading:

*Fluency in English – Part II*, OUP, 2006

*Communicative English.* E. Suresh Kumar and P. Sreehari

**ଦକ୍ଷତାବର୍ଦ୍ଧକ ବାଧ୍ୟତାମୂଳକ ପାଠ୍ୟକ୍ରମ**  
**Ability Enhancement Compulsory Course (AECC)**

ଯୋଗାଯୋଗମୂଳକ ମାତୃଭାଷା – ଓଡ଼ିଆ

(୨୦୧୭-୧୭)

**MIL Communications – Odia**

ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (2<sup>nd</sup> Semester) କଳା ଓ ବିଜ୍ଞାନ

(ସାଧାରଣ Pass/ ସମ୍ମାନ Hons) ଶ୍ରେଣୀ ପାଇଁ ଉଦ୍ଦିଷ୍ଟ

ଆସ୍ଥାମୂଲ୍ୟାଙ୍କ-ଠ, ମୋଟ ଶ୍ରେଣୀ ପାଠଦାନ ନିର୍ଦ୍ଦେଶ - ୪୦, ଗୋଟିଏ ଶ୍ରେଣୀ ପାଠଦାନର  
(ପିରିୟଡ୍) ସମୟ ଅବଧି - ୪୫ ମିନିଟ୍, ପାଠ୍ୟକ୍ରମ - ୨, ପୂର୍ଣ୍ଣସଂଖ୍ୟା - ୧୦୦

**(Credits – 4) Total Classes - 40, One Period - 45 Mins, 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 ଓ ଆନନ୍ଦରେ ହୋଇପାରିବ – ଏ ଦିଗ ପ୍ରତି ଏଥିରେ ଧ୍ୟାନ ଦିଆଯାଇଛି । ଓଡ଼ିଆ ଭାଷା ଓ ସାହିତ୍ୟର ସଦ୍ୟତମ ପ୍ରାୟୋଗିକ ଜ୍ଞାନର ବିକାଶ ନିମିତ୍ତ +୩ ସରାୟ ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ଏହି ପାଠ୍ୟକ୍ରମ 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 । ଏହା ବିଦ୍ୟାର୍ଥୀଙ୍କ ଭାବବିନିମୟାତ୍ମକ ଦକ୍ଷତା ବୃଦ୍ଧିରେ ସାହାଯ୍ୟ କରିବ । ସେମାନେ ଶୁଦ୍ଧ ଓ ପରିଚ୍ଛନ୍ନ ଭାବରେ ଯେକୌଣସି ପ୍ରକାର ଜ୍ଞାନର ସୂଚନା ତଥ୍ୟ ଓ ସିଦ୍ଧାନ୍ତକୁ ମୌଖିକ ଓ ଲିଖିତ ସ୍ତରରେ ସହଜରେ ପ୍ରକାଶ କରିପାରିବେ ଏବଂ ସେମାନଙ୍କ ମାତୃଭାଷାର ବିକାଶ ଘଟିପାରିବ ।

ମୂଲ୍ୟାଙ୍କନ ବିଭାଜନ ପଦ୍ଧତି :

କ) ନିର୍ଦ୍ଧାରିତ ପାଠ୍ୟର ସବୁ ଏକକ (ୟୁନିଟ୍) ରୁ ଅନ୍ତତଃ ଦୁଇଟି ଲେଖାଏଁ ମୋଟ ୧୦ଟି ୧୨ନମ୍ବର ବିଶିଷ୍ଟ ଦୀର୍ଘପ୍ରଶ୍ନ ପଡ଼ିବ । ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ଯେକୌଣସି ୫ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ପଡ଼ିବ ।

(୧୨ × ୫ = ୬୦)

ଖ) ନିର୍ଦ୍ଧାରିତ ପାଠ୍ୟର ସବୁ ଏକକରୁ ୧୫ଟି ଅତିସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଡ଼ିବ । ସେଥିରୁ ୧୦ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ପଡ଼ିବ ।

(୧୦ × ୯ = ୯୦)

ଗ) ମହାବିଦ୍ୟାଳୟ ସରାୟ ଆନ୍ତଃ ପର୍ଯ୍ୟାୟ ପରୀକ୍ଷା \_\_\_\_\_ (୨୦)

ମୋଟ ମୂଲ୍ୟାଙ୍କନ - ୧୦୦

## ସର୍ବିଶେଷ ପାଠ୍ୟ

### ଯୋଗାଯୋଗମୂଳକ ମାତୃଭାଷା – ଓଡ଼ିଆ (AECC)

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

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

୨ୟ ଏକକ : ସାକ୍ଷାତଦକାର, ଦଳଗତ ଆଲୋଚନା ଓ ଡିଜିଟାଲ୍

୩ୟ ଏକକ : ଭାଷଣ କଳା, ଘୋଷଣା କଳା ଓ କଥନକଳା

୪ର୍ଥ ଏକକ : ସମ୍ବାଦର ପରିଭାଷା, ପରିସର ଓ ଗଣମାଧ୍ୟମଧର୍ମୀ ସମ୍ବାଦ ପ୍ରସ୍ତୁତି

୫ମ ଏକକ : ଓଡ଼ିଆ ଭାଷାର ବର୍ଣ୍ଣମାଳା ଓ ବର୍ଣ୍ଣଶୁଦ୍ଧିର କାରଣ ଓ ନିରାକରଣ ।

(ବନାନ ତ୍ରୁଟି ଓ ଏହାର କାରଣ - ସ୍ଵାଦୃଶ୍ୟଜନିତ 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 - ଏସବୁର ନିରାକରଣ ଉପାୟ ବହୁ ପ୍ରଚଳିତ ବିଧାନ ଓ ଶୁଦ୍ଧାଶୁଦ୍ଧ ବିରୁଦ୍ଧ ।)

### ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଶବ୍ଦର ଆକାଶ ଓ ଦୃଶ୍ୟର ଦିଗ୍‌ବଳୟ - ଶତପଥୀ ରବି, କଟକ
୨. ମଞ୍ଚ ଓ ନାଟକର କଳାକୌଶଳ - ସାହୁ, ନାରାୟଣ, ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା
୩. ଲିଖନକଳା ଓ ପ୍ରାୟୋଗିକ ବ୍ୟାକରଣ - ମିଶ୍ର, ଅଜୟ କୁମାର, କଲ୍ୟାଣୀ ପବ୍ଲିଶିଂସ୍, କଟକ
୪. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା - ଓଡ଼ିଶା ରାଜ୍ୟପାଠ୍ୟ ପୁସ୍ତକ ପ୍ରୟୋଗ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ଵର
୫. ପୁସ୍ତକ ରଚନାବିଧି - ଓଡ଼ିଶା ରାଜ୍ୟପାଠ୍ୟ ପୁସ୍ତକ ପ୍ରୟୋଗ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ଵର
୬. ନିର୍ଭୁଲ ଲେଖାର ମୂଳସୂତ୍ର - ହରିଚନ୍ଦନ ନାଳାହିତୁଷଣ, ପି.ସି.ଆର୍ ପବ୍ଲିକେଶନ, ଭୁବନେଶ୍ଵର
୭. ସଂଯୋଗ ଅନୁବିଧି / ବ୍ୟାବହାରିକ ଓଡ଼ିଆ ଭାଷା ଓ ପ୍ରାୟୋଗାତ୍ମକ ବ୍ୟାକରଣ - ତ୍ରିପାଠୀ ସନ୍ତୋଷ, ନାଲନ୍ଦା, କଟକ
୮. ଓଡ଼ିଆ ପ୍ରକାଶନ ଓ ପ୍ରସାରଣର ଇତିହାସ - ମହାପାତ୍ର ଶ୍ରୀଧର, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ
୯. ସାରସ୍ଵତ ସାକ୍ଷାତକାର - ସିଂହ ବିଜୟାନନ୍ଦ, ବିଦ୍ୟାପୁରୀ, କଟକ
୧୦. ସମ୍ବାଦ ଓ ସାମ୍ବାଦିକତା-ମହାପାତ୍ର ଚନ୍ଦ୍ରଶେଖର, ଓଡ଼ିଶା ପାଠ୍ୟପୁସ୍ତକ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ଵର
୧୧. ବେତାର ନାଟକ କଳା - ମହାନ୍ତି, ବ୍ରଜମୋହନ, ଓଡ଼ିଶା ବୁକ୍‌ସ୍ଟୋର, କଟକ
୧୨. ଓଡ଼ିଶାର ଥିଏଟର - ସଂ. ଦାଶ ଗୌରାଙ୍ଗ ଚରଣ, କଟକେଇ ଘର, ଅନୁଗୋଳ
୧୩. ବାଣିଜ୍ୟିକ ପତ୍ରାବଳୀ - ବେହେରା ଡ. କୃଷ୍ଣଚରଣ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶିଂସ୍
୧୪. ଓଡ଼ିଆ ସାହିତ୍ୟକୁ ଆକାଶବାଣୀର ଦାନ- ମହାନ୍ତି, ବ୍ରଜ ମୋହନ, ଓଡ଼ିଶା ବୁକ୍‌ସ୍ଟୋର, କଟକ
୧୫. ଯୋଗାଯୋଗ ମୂଳକ ମାତୃଭାଷା (ଓଡ଼ିଆ) ସାମଲ, ବିରଞ୍ଚି ନାରାୟଣ, ସତ୍ୟନାରାୟଣ ବୁକ୍‌ସ୍ଟୋର, କଟକ ।

(19)

**SEMESTER- I / II**

**AECC : HINDI (MIL)**

Total No. of Credit – 02

Full Marks : 50

**UNIT-I**

कविता

- (i) कबीर – साखी : 1 से 10
- (ii) तुलसी – विनयपत्रिका – पद 1 और 2
- (iii) प्रसाद – मधुमय देश
- (iv) निराला – भिक्षुक
- (v) अज्ञेय – हिरोशिमा

**UNIT-II**

गद्य

- (i) रामचन्द्र शुक्ल – उत्साह
- (ii) हजारी प्रसाद द्विवेदी – कुटज
- (iii) हरिशंकर परसाई – सदाचार का तावीज

**UNIT-III**

शब्द ज्ञान

- (i) शब्द शुद्धि
- (ii) वाक्य शुद्धि
- (iii) पर्यायवाची शब्द
- (iv) विलोम शब्द

**UNIT-IV**

सामान्य ज्ञान

- (i) निबंध लेखन (Essay Writing)

अंक विभाजन :

विभाग-(क)	उपर्युक्त इकाइयों I, II, और IV से 03 प्रश्न पूछे जाएँगे। उनमें से 02 के उत्तर लिखने होंगे। (प्रत्येक उत्तर 700-1000 शब्दों के बीच)	10×2 = 20
विभाग-(ख)	उपर्युक्त इकाइयों I और II से 04 पद्यांश/गद्यांश पूछे जाएँगे। जिनमें से 02 के उत्तर लिखने होंगे। (प्रत्येक उत्तर 400-500 शब्दों के बीच)	5×2 = 10
विभाग-(ग)	युनिट III से अति संक्षिप्त प्रश्न पूछे जाएँगे।	2×5 = 10
	End Semester	40
	Internal	10
	Total	50

पाठ्य पुस्तक :

1. हिन्दी प्रसून – सं. डॉ अंजुमन आरा, प्लानेट भी, कटक

## SEC – 1 - ENGLISH COMMUNICATION

The purpose of this course is twofold: to train students in communication skills and to help develop in them a facility for communicative English.

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

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

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

### Unit 1

#### Introduction

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

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

<http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmljYXRpb25fVGh1b3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563>



## **Unit 2**

### **Language of Communication**

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

## **Unit 3**

### **Reading Comprehension**

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

## **Unit 4**

### **Writing**

- Expanding an Idea
- Note Making
- Information Transfer
- Writing a Memo
- Writing Formal Email
- Writing a Business Letter
- Letters to the Editor
- CV & Resume Writing
- Covering Letter
- Report Writing
- News Story
- Interviewing for news papers

## **Unit 5: Language functions in listening and conversation**

1. Discussion on a given topic in pairs
2. Speaking on a given topic individually
3. Group Discussion
4. Interview
5. Dialogue

### **Grammar and Usage**

1. Phrasal Verbs
2. Collocation
3. Using Modals
4. Use of Prepositions
5. Common Errors in English Usage

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

### **Prose**

- Decoding Newspapers
- Pleasures of Ignorance
- Playing the English Gentleman
- Lifestyle English
- A Cup of Tea

### **Poetry**

- Last Sonnet
- Sonnet 46 (Shakespeare)
- Pigeons
- Miracles

**Books Recommended:**

1. *Vistas and Visions: An Anthology of Prose and Poetry.* (Ed.) Kalyani Samantray, Himansu S. Mohapatra, Jatindra K. Nayak, Gopa Ranjan Mishra, Arun Kumar Mohanty. Orient BlackSwan
2. *Fluency in English – Part II*, OUP, 2006
3. *Business English*, Pearson, 2008
4. *Communicative English.* E. Suresh Kumar and P. Sreehari
5. *Language, Literature and Creativity*, Orient BlackSwan, 2013
6. *Language through Literature.* (forthcoming) ed. Gauri Mishra, Dr. Ranajan Kaul, Dr. Brati Biswas

## **SEC-II (4<sup>TH</sup> SEMESTER) FOR ARTS & SCIENCE (PASS & HONS.)**

### **MODERN OFFICE MANAGEMENT**

Full marks – 100

Mid Term-20

End Term-80

#### **Unit- I: Office**

What is a Business Enterprise? What is an Office? Who are Office Staff? What are the most Common Forms of Business Organization? What are the Advantages of Office Work? What are the Categories of Office Career and Job Classifications under Each Category? What are the Specific Skill Requirements for Office Jobs? Duties and Responsibilities of Office Staff

#### **Unit-II: Records Management**

Objectives of Record Keeping; What is Filing? What are the Different Kinds of Filing System? Steps in Filing; Indexing; Selecting the Appropriate Filing System; How to handle Incoming & Outgoing Mails

#### **Unit –III: Document/Report Writing**

Key points to write a document: The 5w-h plan for writing; Steps in writing workplace documents; Important things to remember when editing seven layout mistakes to avoid; Quick tips for report Writing; Basics of Meetings

#### **Unit-IV: Supervisory Skills**

What are the Skills of the Supervisor and How to Acquire Them? Functions of Supervisor

##### **Communication**

Meaning; Process; Communicating Tools; Types, Barriers

#### **Unit-V: Leadership & Motivation**

Meaning and Concept; Importance of Leadership; Qualities of a Leader; Relationship & Differences Leadership and Motivation; Organizational Leadership; Leadership Ethics - Traits of an Ethical Leader; Leadership Styles - Important Leadership Styles- Situational Leadership – Emotional Intelligence of Leader; Which Leadership Style to Follow? Influence of Situational Leadership Styles on Subordinate Development;

References:–

1. Office Management  
By Ankita Bhatia  
Dr. R. K. Chopra
2. Office Management  
By Dr. P. Rizwan Ahmed
3. Office Management  
By R S N Pillai

## CBCS SYLLABUS

SEC-III- 5<sup>th</sup> Semester (FOR ARTS/SCIENCE) PASS STUDENTS ONLY

### FINANCIAL LITERACY AND BANKING

Full Marks – 100  
(Mid Sem-20 + End Sem-80)  
Credit Points - 4

**Objectives-** To make the students aware of the benefits of financial planning

**Unit: I – Basics of Savings and Investment:** Why are investing and savings important? Savings Vs Investment, Power of Compounding, What should be the investment objectives? Risk and Return, Inflation effects on Investment, Investor's Age and Assets Allocation

**Unit:-II- Banking Activities:** Deposits and Types of Deposits-Saving Bank Accounts, Fixed Deposit Accounts, Recurring Deposit Account, Special Term Deposit Schemes, Loans and Types of loan advanced by Banks and Other secondary functions of Bank. Banking structure in India and Role of Reserve Bank of India

**Unit: III- Financial Markets:** Capital Market Vs Money Market, Securities and its types, i.e., Equity, Debentures or Bonds, IPOs and FPOs, Mutual Funds, Types of Mutual Funds, Brokers, sub-brokers, Process for becoming a capital market investor

**Unit:IV- Protection Related products:** Insurance Policies, Life Insurance, Term Life Insurance, Endowment Policies, Pension Policies, ULIP, Health Insurance and its Plans, Understanding of Ponzi Schemes

**Unit: V- Tax saving Schemes-** Government Schemes-National Saving Certificates, Public Provident Fund, Post Office Schemes, Equity Linked Savings Schemes, Retirement Benefits Schemes- NPS (New Pension System)

**Output:** It will make a more responsible individual with a disciplined approach to money and helps people from overspending and inculcates a habit of savings and investments.

#### Books for References:

1. Investment Planning by SEBI
2. Indian financial System, by T. R. Jain and R. L. Sharma, VK Global Publisher
3. Money and Banking by T. R. Jain and R. K. Kaundal, VK Global Publisher

# Economics

## Generic Elective I: Indian Economy

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

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

Colonialism & British Rule: Exploitation and under-development in India; Basic features of India Economy; Indian Economy as a developing economy; Demographic trends in India - Size and growth of population, Occupational structure, Sex composition, Age structure and demographic dividend; Causes of population growth and population policy

### **Module II: Indian Agriculture**

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

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

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

### **Module IV: Service Sector in India**

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

### **Module V: Current Challenges facing Indian Economy**

Unemployment – Meaning; important employment Generation programmes, MGNREGS; Inequality in income distribution-Causes thereof; Government policy to check its growth

### **Basic Readings:**

1. Kapila U. *Indian economy since Independence*. Academic Foundation, New Delhi
2. Misra, S. K. and Puri V. K. *Indian Economy — Its Development Experience*. Himalaya Publishing House, Mumbai
3. Dutt R. and Sundharam K. P. M. *Indian Economy*. S. Chand & Company Ltd., New Delhi.
4. Agarawala, A. N. *Indian Economy*, New Age Publications, New Delhi

5. Panagariya, Arvind (2008): India: the Emerging Giant, Oxford University Press, New York
6. Acharya, S. and Mohan, R. (Eds.) (2010): India's Economy: Performance and Challenges, Oxford University Press, New Delhi.
7. Ahluwalia, I. J. and Little, I. M. D. (Eds.) (1998): India's Economic Reforms and Development: Essays for Manmohan Singh, Oxford University Press, New Delhi.

## **Generic Elective II: Indian Economy II**

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

### **Module I: External Sector in India**

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

### **Module II: Financial Markets in India**

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

### **Module III: Indian Public Finance**

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

### **Module IV: Economic Reforms, Globalisation in India, Foreign Capital and MNCs**

Genesis of Reforms, Macroeconomic Stabilisation, Structural Reforms, Appraisal  
Globalisation and its impact on the Indian Economy; Foreign Capital-Need, Components; MNCs – Reasons for Growth and Appraisal

### **Module V: Current Challenges Facing Indian Economy**

Inflation – Causes, Consequences and Anti-inflationary Policy; Poverty – Poverty line and Estimates, Major Poverty Alleviation Programmes; Environmental Degradation – Growth and Environment; Population Growth and Environment; Environment Policy

### **Basic Readings:**

1. Kapila U. *Indian economy since Independence*. Academic Foundation, New Delhi
2. Misra, S. K. and Puri V. K. *Indian Economy — Its Development Experience*. Himalaya Publishing House, Mumbai
3. Dutt R. and Sundharam K. P. M. *Indian Economy*. S. Chand & Company Ltd., New Delhi.
4. Agarawala, A. N. *Indian Economy*, New Age Publications, New Delhi



5. Panagariya, Arvind (2008): **India: the Emerging Giant**, Oxford University Press, New York
6. Acharya, S. and Mohan, R. (Eds.) (2010): **India's Economy: Performance and Challenges**, Oxford University Press, New Delhi.
7. Ahluwalia, I. J. and Little, I. M. D. (Eds.) (1998): **India's Economic Reforms and Development: Essays for Manmohan Singh**, Oxford University Press, New Delhi.

# Education

## **Generic Elective I : VISION OF EDUCATION IN INDIA : ISSUES AND CONCERNS**

### **INTRODUCTION**

Education is essentially a normative endeavour, hence is intentional. It intends, rather deliberately, to socialize children into a value frame or normative structure. That is why history reveals that every education system, at different historical periods, had been guided by certain value concerns. In contemporary times, the education system in India derives its values from the Constitution of India. While socializing children education has to negotiate within the frame of Constitutional values. Indian Constitution envisioned a humane society based on freedom, equality and justice, and this led to evolving many institutions to realize the vision. In this regard, education has been considered as an agency of social transformation and classroom as the shaper of the envisioned destiny. Since teachers ought to play crucial role in realizing the vision, they are to be informed the Constitutional vision so as to develop normative perspectives regarding education and thereby emerging concerns and issues. This normative perspective a teacher holds in turn guides his/her actions and acquires a meaning to action.

Education being an operational area, every citizen perceives several issues related to it through personal experience. The student-teachers need to understand the main issues that touch their functioning as also situate themselves in context. Such an understanding on at least a few issues and concerns will equip student teachers to be ready for dealing with other issues and concerns in the field. This is very relevant as it may not be possible to bring under scrutiny all issues and concerns.

Since, concerns and issues cannot and should not be 'informed' like 'ready to cook facts', the course is designed in such a fashion that prospective teachers would be encouraged to come to terms with concerns and issues that would emerge out of their reasoned engagement with contemporary educational reality in the light of professed humanistic values,

### ***Course Objectives***

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

- explain normative vision of Indian Society

- explain the view points of Indian thinkers on Education
- elaborate the contemporary issues like universalisation of school education, RTE act -2009 and Rastriya Madhyamika sikshya Abhiyan
- identify importance of common school system

**Unit – 1 Normative vision of Indian Education**

- Normative orientation of Indian Education: A historical enquiry.
- Constitutional provisions on education that reflect national ideas : Democracy, Equity, Liberty, Secularism and social justice
- India as an evolving nation state : Vision, nature and salient feature – Democratic and secular polity, federal structure : Implications for educational system .
- Aims and purposes of education drawn from the normative vision.

**Unit – 2 Vision of Indian Education : Four Indian thinkers**

- An overview of salient features of the “Philosophy and Practice” of education advocated by these thinkers.
  - Rabindranath Tagore : Liberationist pedagogy
  - M.K. Gandhi : Basic Education
  - Jiddu Krishnamurty : Education for Individual and social Transformation
  - Sir Aurobindo : integral Education

**Unit – 3 Concern for Equality in Education: Concerns and Issues**

- Universalisation of school education
  - (i) Issues of
    - (a) Universal enrollment
    - (b) Universal Retention
    - (c) Universal success
  - (ii) Issues of quality and equity

**Unit – 4 Concern for Equality in Education**

- Equality of Educational opportunity
- Prevailing nature and forms of inequality including Dominant and Minor groups and the related issues.

- Inequality in schooling : Public-private schools, Rural-urban schools, single teachers schools and many other forms of inequalities in school systems and the process leading to disparity.
- Idea of common school system

#### **Unit – 5      Education and Development – an interface**

- Education for National Development : Education Commission (1964-66)
- Emerging trends in the interface between:
  - Political process and education
  - Economic Development and Education
  - Social cultural – changes in Education

#### **References**

- Agrawal, J.C. & Agrawal S.P. (1992). Role of UNESCO in Educational, Vikas Publishing House, Delhi.
- Anand, C.L et.al. (1983). Teacher and Education in Emerging in indian Society, NCERT, New Delhi.
- Govt, of India (1986). National Policy on Education, Min. of HRD, New Delhi.
- Govt, of India (1992). Programme of Action (NPE). Min of HRD,
- Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
- Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, New Delhi.
- Mistry, S.P. (1986). Non-formal Education-An Approach to Education for All, Publication, New Delhi.
- Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers.
- Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot, Baroda.
- Naik, J.P. & Syed, N., (1974). A Student's History of Education in India, MacMillan, New Delhi.
- NCERT (1986). School Education in India - Present Status and Future Needs, New Delhi.

- Ozial, A.O. 'Hand Book of School Administration and Management', London, Macmillan.
- Radha Kumud Mookerji. Ancient Indian Education (Brahmanical and Buddhist), Cosmo Publications, New Delhi -1999.
- Sainath P. (1996). Every body loves a good drought. Penguin Books New Delhi.
- Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
- Sykes, Marjorie (1988): The Story of Nai Talim, Naitalim Samiti: Wardha.
- UNESCO; (1997). Learning the Treasure Within.
- Dr. Vada Mitra. Education in Ancient India, Arya book Depot, New Delhi -1967
- Ministry of Education. '*Education Commission "Kothari Commission"*'. 1964-1966. Education and National Development. Ministry of Education, Government of India 1966.
- *Learning without Burden*, Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, October, 2004.
- *National Policy on Education. 1986*. Ministry of HRD, Department of Education, New Delhi.
- Seventh All India School Education Survey, NCERT: New Delhi. 2002
- UNDP. *Human Development Reports*. New Delhi. Oxford: Oxford University Press.
- UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report*. Paris.
- Varghese, N.V. (1995). *School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala*. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.
- World Bank, (2004). *Reaching The Child: An Integrated Approach to Child Development*. Oxford University Press, Delhi.

## **GE-1      Practical**

### **Term paper**

*Each student is required to prepare a term paper on the educational ideas of any Indian Thinkers or on any contemporary issues on Education.*

# **GENERIC ELECTIVE II: ASSESSMENT AND EVALUATION TECHNIQUES**

## **INTRODUCTION**

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

### ***Course Objectives***

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

- describe the role of assessment in education.
- differentiate measurement, assessment and evaluation.
- establish the relationship among measurement, assessment and evaluation.
- explain different forms of assessment that aid student learning.
- use wide range of assessment tools and techniques and construct these appropriately.
- classify educational objectives in terms of specific behavioral form
- prepare a good achievement test on any school subject

### **Unit – 1      The Measurement, Evaluation and Assessment Process**

- Educational Testing and Assessment : Context, Issues and Trends.
- The Role of Measurement, Evaluation and Assessment in Teaching.
- Instructional Goals and objectives : Foundation for Assessment.
- Types of Assessment: Placement, Formative, Diagnostic and Summative.

### **Unit – 2      Classroom tests and Assessment**

- Planning classroom tests and assessment
- Constructing objective test items: simple forms and multiple choice forms.
- Constructing Essay type questions: Form and uses; suggestions for scoring essay questions.

**Unit – 3      Alternative Techniques of Assessment**

- Observational Technique: Observation schedule, Anecdotal Records, Rating scales, Checklists
- Self – reporting Techniques: Interview, portfolio, questionnaire and inventories.
- Peer – appraisal: “Guess who” technique, sociometric technique.

**Unit – 4      Processing and Reporting in Assessment**

- Processing qualitative evaluation data: Content Analysis
- Considerations for reporting the performance
- Scheme of reporting: criterion – reformed and non reformed interpretation.
- Combining mark or grades over different subjects and reporting results of assessment to different users.

**Unit – 5      Contemporary Trends in Assessment**

- Marks vs Grading system
- Credit system
- Concept of Continuous and Comprehensive Evaluation (CCE)
- Computers in student evaluation

**REFERENCES**

- Aggrawal, J.C. (1997). Essentials of Examination System, Evaluation, Tests and Measurement. New Delhi: Vikas Publishing House Pvt Ltd.
- Banks, S.R. (2005). Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
- Blooms, B.S.(1956). Taxonomy of Educational Objectives. New York: Longman Green and Company

- Cooper, D. (2007). Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson
- Earl, L.M. (2006). Assessment as Learning: Using Classroom Assessment to Maximize Student Learning. Thousand Oaks, California: Corwin Press
- Gronlund, N.E. (2003). Assessment of student Achievement. Boston: Allyn & Bacon.
- Kaplan, R.M. & Saccuzzo. D.P. (2000). Psychological Testing, Principles, Applications & Issues. California: Wordsworth.
- Linn, R.L. & Gronlund, N.E. (2000). Measurement and Assessment in Teaching London: Merrill Prentice Hall.

## **GE-2          Practical**

### **Achievement Test Construction**

Each student is required to construct 50 objective based objective type test items along with a blue print.



# History

## **GENERIC ELECTIVE I: HISTORY AND CULTURE OF ODISHA**

### **Unit-I: Socio-political life of Early and Medieval Odisha:**

- [1] Kalinga War (261 B.C.) and its significance
- [2] Mahameghavahan Kharavela: His times and achievements
- [3] The Bhauma Karas and The Somavamsis
- [4] The Gangas and The Suryavamsis

### **Unit-II: Religion, Art and Literature of Early and Medieval Odisha:**

- [1] Buddhism, Jainism and Sanatana Dharma in Odisha.
- [2] Development of Art and Architecture: Buddhist Art, Temples and Jaina Sculptures
- [3] Evolution and Growth of Odia Language and Literature: Sarala Mohabharata
- [4] Panchasakhas, Sri Chaitanya and Bhakti Movement in Odisha

### **Unit-III: Political and Economic structure in Medieval Odisha:**

- [1] Mughal Administration
- [2] Maratha Administration
- [3] Impact on Odisha's Socio-Economic Condition

### **Unit-IV: Colonialism in Odisha:**

- [1] The Early British Administration: Its Socio-economic impact
- [2] The Odia Identity Movement
- [3] Freedom Struggle in Odisha

### **Unit-V: Socio-cultural Changes in Modern Odisha:**

- [1] Development of Modern Education
- [2] Social Reform Movements in Odisha
- [3] Modern Odia Literature: Radhanath Roy, Phakir Mohan Senapati and Gangadhar Meher

### **Reading List:**

- A. Easchman et al (eds) The Cult of Jagannath and Regional Tradition of Orissa, Manohar, New Delhi, 1978.
- A. K. Mishra, Intellectual Tradition of Orissa, Bhubaneswar, 2006.
- , The Raj, Nationalists and Reforms, Bhubaneswar, 2007.
- ....., Indian Culture, Science and Technology (with special emphasis on Odisha), 2011.
- B.C. Ray, Orissa under the Mughals
- , Orissa under the Marahatas
- , Foundation of British Orissa
- B.K. Mallik, Medieval Orissa: Literature, Society, Economy, Bhubaneswar, 1996
- , Paradigms of Dissent and Protest: Social Movements in Eastern India (1400-1700 AD Manahar, New Delhi, 2004.
- J. Dora, Sakta Monuments of Orissa, A Study of Art, Architecture and Iconography, New Delhi, 2010.
- K.C. Mishra, The Cult Jagannath.

M.N. Das (ed) Sidelights on History and Culture of Orissa, Vidyapuri  
M. A. Haq, Muslim Administration in Orissa  
A.C. Pradhan, A Study of History of Orissa, Bhubaneswar, Panchsheel  
K.C. Panigrahi, History of Orissa, Cuttack, Kitab Mahal, First edition, 1981  
Chittaranjan Das, A Glimpse into Oriya Literature, Orissa Sahitya Akademi, Bhubaneswar,  
1962  
K.B. Tripathi, The Evolution of Oriya Language and Script, Utkal University, Bhubaneswar  
K.C. Panigrahi, Sarala Dasa, Sahitya Akademi, New Delhi, 1975  
Khageswar Mahapatra, (ed), Charyagitika

## **GENERIC ELECTIVE II: FREEDOM MOVEMENT IN INDIA**

### **Unit-I: Growth of National Consciousness in 19<sup>th</sup> century:**

- [1] Socio-Economic impact of British Rule
- [2] Role of Press and Journalism
- [3] Formation of Political associations prior to 1885

### **Unit-II: Nationalism: Trends up to 1919:**

- [1] Formation of Indian National Congress: Its ideology and Performance
- [2] Moderates and Extremists
- [3] Swadeshi Movement and its impact

### **Unit-III: Gandhian nationalism after 1919: Ideas and Movements:**

- [1] Mahatma Gandhi: Perspectives and Methods
- [2] Non- Cooperation, Civil Disobedience, Quit India Movements
- [3] Indian National Army (INA) and Subash Chandra Bose

### **Unit-IV: Communalism and Partition:**

- [1] Ideologies and practices: Hindu Mahasabha, Muslim League
- [2] Partition and Independence

### **Unit-V: Emergence of a New Nation:**

- [1] Making of the Constitution
- [2] Integration of Princely States
- [3] Land Reforms and beginnings of Planning

### **Reading List:**

- 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 Hasan, ed., India's Partition, Oxford in India Readings.  
D.A. Low, ed., Congress and the Raj.  
John R. McLane, Indian Nationalism and the Early Congress.  
Jawaharlal Nehru, An Autobiography.  
Gyanendra Pandey, The Construction of Communalism in colonial north India.  
Sumit Sarkar, Modern India, 1885-1947.  
Anil Seal, Emergence of Indian Nationalism.  
Ram Lakhan Shukla (ed.), Adhunik Bharat ka Itihas.  
Eleanor Zelliot, From Untouchable to Dalit: Essays on the Ambedkar Movement.  
Judith Brown, Gandhi: (et al) A Prisoner of Hope.  
Bipan Chandra, Communalism in Modern India, 2nd ed., 1987.  
Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya 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.  
Ranjit 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

# Hindi

(32)

## SEMESTER-I

### GE - I

मध्यकालीन इतिहास और भक्ति कविता

Total No. of Credit – 06

Full Marks : 100

#### UNIT-I

मध्यकाल सामान्य परिचय, भक्तिकाल की पृष्ठभूमि, भक्तिकालीन साहित्य की प्रमुख प्रवृत्तियाँ।

#### UNIT-II

भक्तिकाल की प्रमुख काव्य धाराएँ  
निर्गुण काव्य – ज्ञानाश्रयी शाखा एवं प्रेममार्गी शाखा  
सगुण काव्य – कृष्णभक्ति शाखा एवं रामभक्ति शाखा

#### UNIT-III

पाठ्य पुस्तक : हिन्दी काव्य संग्रह : सं. रामवीर सिंह, केन्द्रीय हिन्दी संस्थान, आगरा  
कबीर दास – साखी 1 to 21  
मलिक मुहम्मद जायसी – नागमति वियोग वर्णन 1 to 08

#### UNIT-IV

सूरदास – विनय के पद 1 to 5  
भ्रमरगीत 6 to 10

#### UNIT-V

तुलसीदास – भरत-महिमा 1 to 10

अंक विभाजन :

विभाग-(क)	उपर्युक्त इकाइयों से 05 प्रश्न पूछे जाएँगे। उनमें से 03 के उत्तर लिखने होंगे। (प्रत्येक उत्तर 700-1000 शब्दों के बीच)	15×3 = 45
विभाग-(ख)	उपर्युक्त इकाइयों से 05 संक्षिप्त प्रश्न/पद्यांश पूछे जाएँगे। उनमें से 03 के उत्तर लिखने होंगे। (प्रत्येक उत्तर 400-500 शब्दों के बीच)	5×3 = 15
विभाग-(ग)	सभी इकाइयों में से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे।	2×10 = 20
	End Semester	80
	Internal	20
	Total	100

अनुमोदित ग्रन्थ :

1. मध्यकालीन भारत राजनीति, समाज और संस्कृति – प्रो. सतीश चन्द्र, ओरियंट लॉन्गमैन।
2. Medieval India - Prof Yusuf Hussain
3. हिन्दी साहित्य की भूमिका – आचार्य हजारी प्रसाद द्विवेदी, राजकमल, दिल्ली।

(35)

**SEMESTER-IV**

**GE - IV**

हिन्दी और उसकी बोलियाँ

Total No. of Credit – 06

Full Marks : 100

**UNIT-I**

आधुनिक आर्यभाषाओं का विकास, क्षेत्र और परिचय

**UNIT-II**

आधुनिक आर्यभाषाओं का वर्गीकरण

**UNIT-III**

हिन्दी भाषा क्षेत्र और बोलियों का विभाजन

**UNIT-IV**

हिन्दी की प्रमुख बोलियाँ : अवधी, भोजपुरी, मैथली, ब्रजभाषा

**UNIT-V**

हिन्दी की प्रमुख बोलियाँ : हरियाणवी, बुंदेली, मारवाड़ी, गढ़वाली

अंक विभाजन :

विभाग-(क)	उपर्युक्त इकाइयों से 05 प्रश्न पूछे जाएँगे। उनमें से 03 के उत्तर लिखने होंगे। (प्रत्येक उत्तर 700-1000 शब्दों के बीच)	15×3 = 45
विभाग-(ख)	उपर्युक्त इकाइयों से 05 संक्षिप्त प्रश्न पूछे जाएँगे। उनमें से 03 के उत्तर लिखने होंगे। (प्रत्येक उत्तर 400-500 शब्दों के बीच)	5×3 = 15
विभाग-(ग)	सभी इकाइयों में से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे।	2×10 = 20
	End Semester	80
	Internal	20
	Total	100

सहायक ग्रन्थ :

1. हिन्दी भाषा : डा. भोलानाथ तिवारी - किताब महल, इलाहाबाद
2. हिन्दी उदभव विकास और रूप : डा. हरदेव बाहरी, किताब महल, इलाहाबाद

# Odia

## ଆନ୍ତଃସମସ୍ତମୂଳକ ଲକ୍ଷ୍ୟଧାର ପାଠ – ଓଡ଼ିଆ

### Generic Electives (GE) - Course

#### ସୂଚନା :

୧. ପଢ଼ାସଂଖ୍ୟା – ୨ / ୨ ଗୋଟି ପାଠ୍ୟ ଦିଆଯିବ – ୨ ଟି ଯାକ ପାଠ୍ୟ ବାଧ୍ୟତାମୂଳକ ।
୨. ପ୍ରତ୍ୟେକ ପଢ଼ା – ୧୦୦ ନମ୍ବର ବିଶିଷ୍ଟ / ମୋଟ – ୨୦୦
୩. ପ୍ରତ୍ୟେକ ପଢ଼ାରେ ୫ ଗୋଟି ଏକକ ରହିବ ।
୪. ପ୍ରାଥମିକ ପର୍ଯ୍ୟାୟ ୧, ୨ (ସେମିଷ୍ଟର ୧-୨) ରେ (୧ମ ପଢ଼ା) ଏବଂ ପ୍ରାଥମିକ ପର୍ଯ୍ୟାୟ (ସେମିଷ୍ଟର ୩-୪) ରେ (୨ୟ ପଢ଼ା) ଭାବେ ଓଡ଼ିଆ ବିଷୟ ନିଆଯାଇପାରେ ।
  - ପ୍ରାଥମିକ ପର୍ଯ୍ୟାୟ – ୧ (Sem – I) ପ୍ରଥମ ପଢ଼ା / ପାଠ୍ୟ – ୧
  - ପ୍ରାଥମିକ ପର୍ଯ୍ୟାୟ – ୨ (Sem – II) ପ୍ରଥମ ପଢ଼ା / ପାଠ୍ୟ – ୧
  - ପ୍ରାଥମିକ ପର୍ଯ୍ୟାୟ – ୩ (Sem – III) ଦ୍ୱିତୀୟ ପଢ଼ା / ପାଠ୍ୟ – ୨
  - ପ୍ରାଥମିକ ପର୍ଯ୍ୟାୟ – ୪ (Sem – IV) ଦ୍ୱିତୀୟ ପଢ଼ା / ପାଠ୍ୟ – ୨

#### ନମ୍ବର ବିଭାଜନ ବିଧି :

- କ) ପ୍ରତ୍ୟେକ ପଢ଼ାର ମୋଟ ନମ୍ବର – ୧୦୦
- ଖ) ଆନ୍ତଃପରୀକ୍ଷା – ୨୦ / ମୁଖ୍ୟ ପରୀକ୍ଷା – ୮୦
- ଗ) ମୁଖ୍ୟ ପରୀକ୍ଷାରେ ପ୍ରତ୍ୟେକ ଏକକରୁ ଦୁଇଟି ଲେଖାଏଁ ୧୨ ନମ୍ବର ବିଶିଷ୍ଟ ପସନ୍ଦମୂଳକ ବୋଧଜ୍ଞାନ ମାପକ ୧୦ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନ ପଢ଼ିବ । ୧୦ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନରୁ ୫ଟିର ଉତ୍ତର ଦେବାକୁ ହେବ ।  
(୫×୧୨ = ୬୦)
- ଘ) ପ୍ରତ୍ୟେକ ଏକକରୁ ୨ ନମ୍ବର ବିଶିଷ୍ଟ ଲକ୍ଷ୍ୟାନୁମୂଳକ ୧୫ଟି ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଢ଼ିବ । ମୋଟ ୧୫ ଗୋଟି ପ୍ରଶ୍ନରୁ ୧୦ ଗୋଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ ।  
(୨×୧୦ = ୨୦)

### ସବିଶେଷ ପାଠ୍ୟକ୍ରମ

#### ପ୍ରଥମ ପର୍ଯ୍ୟାୟ (Semester – I) ଓ ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (Semester – II)

- ପାଠ୍ୟ – ୧ / ପଢ଼ା – ୧ (Core Course - 1) : ବେତାର କଳା, ସର୍ଜନଶାଳ କଳା ଓ ବିଜ୍ଞାପନ କଳା
- ୧ମ ଏକକ : ଗଣମାଧ୍ୟମ ଓ ତା'ର ପ୍ରକାରଭେଦ
- ୨ୟ ଏକକ : ଓଡ଼ିଶାର ବେତାର କାର୍ଯ୍ୟକ୍ରମ
- ୩ୟ ଏକକ : ସର୍ଜନଶାଳତାର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ଲକ୍ଷଣ
- ୪ର୍ଥ ଏକକ : ବିଜ୍ଞାପନର ପରିଭାଷା, ପରିସର ଓ ଉଦ୍ଦେଶ୍ୟ

୫ମ ଏକକ : ବିଜ୍ଞାପନର ପ୍ରସ୍ତୁତି ଓ ଉପଯୋଗିତା

ଏଥିରେ ପ୍ରଥମ ଓ ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (Semester-I & II)ରେ ଥିବା ଓଡ଼ିଆ ବିଷୟରେ ‘ବେତାର କଳା, ସର୍ଜନଶୀଳ କଳା ଓ ବିଜ୍ଞାପନ କଳା’ ପାଠ୍ୟ ପଢ଼ାଯିବ । ନିର୍ଦ୍ଧାରିତ ପାଠ୍ୟ (୫ଗୋଟି ଏକକ) ରୁ ପ୍ରତ୍ୟେକଟିରୁ ୨ଟି ଲେଖାଏଁ ମୋଟ ୧୦ଟି ୧୨ ନମ୍ବର ବିଶିଷ୍ଟ ଦୀର୍ଘ ପ୍ରଶ୍ନ ଆସିବ । ସେଥିରୁ ୫ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । ସେହିପରି ୫ଟି ଏକକରୁ ୧୫ଟି ୨ ନମ୍ବର ବିଶିଷ୍ଟ ଅତି ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ଆସିବ । ସେଥିରୁ ଯେକୌଣସି ୧୦ ଗୋଟିକର ଉତ୍ତର ଦେବାକୁ ହେବ ।

ବି.ଦ୍ର : ପ୍ରଥମ ଓ ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (1<sup>st</sup> & IInd Semester) ପରୀକ୍ଷାରେ ଆନ୍ତଃ ସମ୍ପର୍କମୂଳକ (G.E) ଲକ୍ଷ୍ୟାଧୀନ ପାଠ (ଓଡ଼ିଆ) ଭାବେ ଉକ୍ତ ପାଠ୍ୟ ପଢ଼ାଯିବ । G.E (1<sup>st</sup> Paper) ଓଡ଼ିଆ ଭାବେ ଉଭୟ ପ୍ରଥମ ଓ ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟର ଛାତ୍ରଛାତ୍ରୀମାନେ ସମାନ ପାଠ୍ୟ ପଢ଼ିବେ ।

### **ତୃତୀୟ ପର୍ଯ୍ୟାୟ (Semester – III) / ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟ (Semester – IV)**

ପାଠ୍ୟ – ୨ / ପଢ଼ା – ୨ (Core Course - 2) : ଓଡ଼ିଆ ଭାଷାର ବିବିଧତା

୧ମ ଏକକ – ୟୁନିଟ୍-୧) ଓଡ଼ିଆ ଭାଷାର ପରିଚୟ

(ମାନକ ଭାଷା, କଥିତ ଭାଷା ଓ ଆଞ୍ଚଳିକ ଭାଷା)

୨ୟ ଏକକ – ୟୁନିଟ୍-୨) ଓଡ଼ିଆ ଭାଷାର ମୂଳ ଉତ୍ପତ୍ତି ନିରୂପଣ

(ସଂସ୍କୃତ, ପାଳି, ପ୍ରାକୃତ ଓ ଅପଭ୍ରଂଶ)

୩ୟ ଏକକ – ୟୁନିଟ୍-୩) ଓଡ଼ିଆ ଭାଷା ଉପରେ ବୈଦେଶିକ ଭାଷାର ପ୍ରଭାବ

(ହାବିଡ଼, ଅଷ୍ଟ୍ରିକ୍, ଯାବନିକ ଏବଂ ଇଂରାଜୀ)

୪ର୍ଥ ଏକକ – ୟୁନିଟ୍-୪) ଓଡ଼ିଆ ଶବ୍ଦ ଭଣ୍ଡାରର ପରିଚୟ

(ତତ୍ତ୍ୱ, ତତ୍ତ୍ୱ, ଦେଶଜ ଓ ବୈଦେଶିକ)

୫ମ ଏକକ – ୟୁନିଟ୍-୫) ଭାଷା ସାହିତ୍ୟ ଅଧ୍ୟୟନ

(କ) ଗ୍ରାମ୍ୟ କୈତ୍ତିକ ଉପନ୍ୟାସ-ମାଟିର ମଣିଷ-କାଳିନ୍ଦୀ ଚରଣ ପାଣିଗ୍ରାହୀ

(ଖ) ଗ୍ରାମ୍ୟ କୈତ୍ତିକ ଗଳ୍ପ – ମାଗୁଣିର ଶଗଡ଼-ଗୋଦାବରୀ ମହାପାତ୍ର

ଆକାଶ ଦୀପ – ରବୀନ୍ଦ୍ର ନାରାୟଣ ମିଶ୍ର

ନମ୍ବର ବିଭାଜନ ବିଧି

କ) ମୋଟ ନମ୍ବର – ୧୦୦

ଖ) ଆନ୍ତଃ ପରୀକ୍ଷା – ୨୦/ମୁଖ୍ୟ ପରୀକ୍ଷା – ୮୦

ଗ) ମୁଖ୍ୟ ପରୀକ୍ଷାରେ ପ୍ରତ୍ୟେକ ଏକକରୁ ୨ଟି ଲେଖାଏଁ ୧୨ ନମ୍ବର ବିଶିଷ୍ଟ ପସନ୍ଦମୂଳକ ବୋଧାଜ୍ଞାନ ମାପକ ୧୦ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନ ପଢ଼ିବ । ୧୦ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନରୁ ୫ଟିର ଉତ୍ତର ଦେବାକୁ ହେବ ।

(୧୨ x ୫ = ୬୦)



ଘ) ପ୍ରତ୍ୟେକ ଏକକରୁ ୨ ନମ୍ବର ବିଶିଷ୍ଟ ୧୫ଟି ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଢ଼ିବ । ମୋଟ ୧୫ଟି ପ୍ରଶ୍ନରୁ ୧୦ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ ।

(୧୦ x ୨ = ୨୦)

ବି.ଦ୍ର : ତୃତୀୟ ଓ ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟ (IIIrd & IVth Semester) ପରୀକ୍ଷାରେ ଆନ୍ତଃ ସମ୍ପର୍କମୂଳକ (G.E) ଲକ୍ଷ୍ୟାଧୀନ ପାଠ ଓଡ଼ିଆ ଭାବେ ଉଚ୍ଚ ପାଠ୍ୟ ପଢ଼ାଯିବ । GE (2<sup>nd</sup> Paper) ଓଡ଼ିଆ ଭାବେ ଉଭୟ ତୃତୀୟ ଓ ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟର ଛାତ୍ରଛାତ୍ରୀମାନେ ସମାନ ପାଠ୍ୟ ପଢ଼ିବେ ।

### ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ପ୍ରାୟୋଗିକ ଭାଷା ବିଜ୍ଞାନର ଦିଗବିଦିଗ : ପଟ୍ଟନାୟକ, କେ.ବି., ଓଡ଼ିଆ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୨. ସଂଯୋଗ ଅନୁବିଧି : ତ୍ରିପାଠୀ, ସନ୍ତୋଷ, ନାଲନ୍ଦା, କଟକ
୩. କବିତାର ମାନଚିତ୍ର : ମହାନ୍ତି, ଜାନକୀ ବଲ୍ଲଭ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୪. ଓଡ଼ିଆ ଭାଷା ବିଭବ : ମହାପାତ୍ର, ବିଜୟ ପ୍ରସାଦ, ବିଦ୍ୟାପୁରୀ, କଟକ
୫. ବୃତ୍ତି ଏବଂ ମୋ ପୋଷେ କୁରୁମି : ମହାନ୍ତି, ପଞ୍ଚାନନ, ଭୁବନେଶ୍ୱର
୬. ପ୍ରାଚୀନ ପୋଥି ଶୁଦ୍ଧ ସଂପାଦନା ପଦ୍ଧତି ଓ ଅନୁବାଦ କୌଶଳ - ପଟ୍ଟନାୟକ, ଆଶୁତୋଷ, ଭୁବନେଶ୍ୱର
୭. ମଞ୍ଚ ଓ ନାଟକର କଳାକୌଶଳ - ସାହୁ, ନାରାୟଣ, ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା
୮. ଶବ୍ଦର ଆକାଶ ଦୃଶ୍ୟର ଦିଗ୍‌ବଳୟ - ଶତପଥୀ, ରବି, କଟକ
୯. ଓଡ଼ିଆ ସାହିତ୍ୟକୁ ଆକାଶବାଣୀର ଅବଦାନ - ମହାନ୍ତି, ବ୍ରଜମୋହନ, ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର, କଟକ
୧୦. ସମ୍ବାଦପତ୍ର ଓ ଗଣମାଧ୍ୟମ : ଗୁରାଜୀ, ମୃଗାଳ, ଶେଫାଳି କମ୍ୟୁନିକେସନ, ସଞ୍ଚାରମାର୍ଗ, ଦେଈନାଳ
୧୧. ଓଡ଼ିଆ ଶବ୍ଦ ରୂପସୂତ୍ର ବିଜ୍ଞାନ : ସାହୁ, ବାସୁଦେବ, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ
୧୨. ସର୍ବସାର ବ୍ୟାକରଣ : ମହାପାତ୍ର, ନାରାୟଣ ଓ ଦାସ, ଶ୍ରୀଧର, ନିଉ ଷ୍ଟୁଡେଣ୍ଟ୍ସ ବୁକ୍ ଷ୍ଟୋର, କଟକ
୧୩. ଓଡ଼ିଶାରେ ସମ୍ବାଦପତ୍ରର ଇତିହାସ : ଗୁରାଜୀ, ମୃଗାଳ, ଶେଫାଳି କମ୍ୟୁନିକେସନ, ସଞ୍ଚାରମାର୍ଗ, ଦେଈନାଳ
୧୪. ମୁଁ କହିଲି ଲେଖଣୀ : ସଂକଳନ - ସିଂହ, ବିଜୟାନନ୍ଦ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୧୫. ଓଡ଼ିଆ ଭାଷାର ଉନ୍ନେଷ ଓ ବିକାଶ - ସାହୁ, ବାସୁଦେବ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୧୬. ଭାଷା ବିଜ୍ଞାନର ରୂପରେଖ - ସାହୁ, ବାସୁଦେବ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

# English

## **GENERIC ELECTIVE I: ACADEMIC WRITING AND COMPOSITION**

This is a generic academic preparatory course designed to develop the students' writing skills from basic to academic and research purposes. The aim of this course is to prepare students to succeed in complex academic tasks in writing along with an improvement in vocabulary and syntax.

### **Unit 1 Instruments of writing I**

- Vocabulary development: synonyms and antonyms; words used as different parts of speech; vocabulary typical to 'science' and 'commerce'
- Collocation; effective use of vocabulary in context

### **Unit 2 Instruments of writing II**

- Syntax: word order; subject-predicate; subject-verb agreement; simple, complex, compound, compound-complex sentences; structure and uses of active and passive sentences
- Common errors in Indian writing

### **Unit 3 Academic writing I**

- What is academic writing?
- The formal academic writing process: the 'what' and the 'how' of writing; use of cohesive and transitional devices in short and extended pieces of writing

### **Unit 4 Academic writing II**

- Paragraph writing: topic sentence, appropriate paragraph development ; expository, descriptive, narrative and argumentative paragraphs
- Extended pieces of writing: process development using comparison-contrast, cause and effect, argumentation, and persuasion

### **Unit 5 Project writing: (writing projects)**

- What's a Project: reading-based, field work-based project : how to pick a topic for the project; background reading

- Structure of a Project: Title, aim of the project (a short statement), other objectives if any, significance of the Project : why is the project being undertaken, sources/books to be consulted for the study, method: Is it quantitative (field work) or qualitative (text-related), analysis/interpretation, findings, conclusion

### **Texts prescribed**

1. K Samantray, *Academic and Research Writing: A Course for Undergraduates*, Orient BlackSwan
2. Leo Jones (1998) *Cambridge Advanced English: Student's Book* New Delhi: CUP
3. Stanley Fish (2011) *How to Write a Sentence*

## **GENERIC ELECTIVE II: WRITING FOR THE ELECTRONIC MEDIA**

This paper is designed to equip students with writing skills needed for the digital medium.

### **Unit 1**

- Similarities and differences between writing for the print media and writing for the electronic media
- New Media—definition, function

### **Unit 2**

Copywriting; writing for commercials

### **Unit 3**

Writing for the web: e-mail and blogging

### **Unit 4**

Website content writing

### **Unit 5**

Online Journalism

Suggested Reading:

- *Electronic Literature: New Horizons for the Literary* by N. Katherine Hayles
- *Releasing the Image: From Literature to New Media* by Jacques Khalip & Robert Mitchell

# Political Science

## **GENERIC ELECTIVE I: FEMINISM: THEORY AND PRACTICE**

**Course Objective:** The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. Part II of the paper covers history of feminism in the west, socialist societies and in anti-colonial struggles. Part III focuses a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities. And the last section aims to understand the issues with which contemporary Indian women's movements are engaged with.

### **I. Approaches to understanding Patriarchy (22 Lectures)**

- Feminist theorising of the sex/gender distinction. Biologism versus social constructivism
  - Understanding Patriarchy and Feminism
  - Liberal, Socialist, Marxist, Radical feminism, New Feminist Schools/Traditions

### **II. History of Feminism (22 Lectures)**

- Origins of Feminism in the West: France, Britain and United States of America
- Feminism in the Socialist Countries: China, Cuba and erstwhile USSR
- Feminist issues and women's participation in anti-colonial and national liberation movements with special focus on India

### **III. The Indian Experience (16 Lectures)**

- Traditional Historiography and Feminist critiques. Social Reforms Movement and position of women in India. History of Women's struggle in India
- Family in contemporary India - patrilineal and matrilineal practices. Gender Relations in the Family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights
- Understanding Woman's Work and Labour – Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care), Underpaid and Paid work,- Methods of computing women's work , Female headed households

### **Essential Readings**

#### **I. Approaches to understanding Patriarchy**

Geetha, V. (2002) *Gender*. Calcutta: Stree.

Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.

Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350.

### **Supplementary Readings:**

Ray, Suranjita. *Understanding Patriarchy*. Available at:

[http://www.du.ac.in/fileadmin/DU/Academics/course\\_material/hrge\\_06.pdf](http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf)

Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.

## **II. History of Feminism**

Rowbotham, Shiela. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.

Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.

Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.

### **Supplementary Readings:**

Eisentein, Zillah. (1979) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: Monthly Review Press, pp. 271-353.

Funk, Nanette & Mueller, Magda. (1993) *Gender, Politics and Post-Communism*. New York and London: Routledge, Introduction and Chapter 28.

Chaudhuri, Maiyatree. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.

Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) *Urban Women in Contemporary India: A Reader*. New Delhi: Sage.

## **III. Feminist Perspectives on Indian Politics**

Roy, Kumkum. (1995) 'Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women', in Sarkar, Tanika & Butalia, Urvashi. (eds.) *Women and the Hindu Right*. Delhi: Kali for Women, pp. 10-28.

Chakravarti, Uma. (1988) 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History', *Social Scientist*, Volume 16, No. 8.

Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.

**Additional Readings**

Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.

Shinde, Tarabai (1993) 'Stri-Purush Tulna', in Tharu, Susie & Lalita, K. (eds.) *Women Writing in India, 600 BC to the Present. Vol. I*. New York: Feminist Press.

Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book Trust.

# **GENERIC ELECTIVE II: GOVERNANCE: ISSUES AND CHALLENGES**

**Objectives:** This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

## **1. GOVERNMENT AND GOVERNANCE: CONCEPTS [ 12 lectures ]**

Role of State In The Era Of Globalisation State,  
Market and Civil Society

## **2. GOVERNANCE AND DEVELOPMENT [ 12 lectures ]**

Changing Dimensions of Development Strengthening Democracy through Good  
Governance

## **3. ENVIRONMENTAL GOVERNANCE [ 12 lectures ]**

Human-Environment Interaction  
Green Governance: Sustainable Human Development

## **4. LOCAL GOVERNANCE [ 12 lectures ]**

Democratic Decentralisation People's  
Participation In Governance

## **5. GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES [ 20 lectures ]**

- Public Service Guarantee Acts
- Electronic Governance
- Citizens Charter & Right to Information
- Corporate Social Responsibility

### **READINGS**

#### **GOVERNMENT AND GOVERNANCE: CONCEPTS**

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

United Nation Development Programme , *Reconceptualising Governance*, New York, 1997



Carlos Santiso, *Good Governance and Aid Effectiveness: The World Bank and Conditionality*  
Johns Hopkins University, The Georgetown Public Policy Review ,Volume VII, No.1, 2001  
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

## **GOVERNANCE AND DEVELOPMENT**

B. C. Smith, *Good Governance and Development*, Palgrave, 2007

World Bank Report, *Governance And Development*, 1992

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

## **ENVIRONMENTAL GOVERNANCE**

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.

### **LOCAL GOVERNANCE**

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

### **GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES**

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

Pushpa Sundar, *Business & Community: The Story of Corporate Social Responsibility in India*, New Delhi: Sage Publications, 2013

# Sociology

## **GENERIC ELECTIVE I: INTRODUCTION TO SOCIOLOGY**

This introductory paper intends to acquaint the students with Sociology as a social science and the basic concepts used in the discipline. It also focuses on the social processes and the social institutions that man encounters as a member of the society.

**Objectives:** After studying these two papers, the student can

- Can get to know the convergence and divergence of Sociology with other social science disciplines in terms of the subject matter, nature and scope of the discipline and its approach.
- Develop knowledge about its historicity.
- Can get acquainted with the basic concepts used in the subject.
- Can generate ideas about the social processes and social institutions man encounters as a member of the society.

**Learning Outcomes:** This paper is expected to clarify and broaden the student's notion about the subject, the basic concepts used and some universal societal processes. This will provide a wholesome picture about what the subject is all about.

Unit-1: Sociology: Definition and Subject matter, Nature and Scope, Emergence of Sociology, Sociology and its relationship with Anthropology, Political Science, Economics, and History

Unit-2: Basic Concepts: Society, Culture, Community, Institutions, Association, Social Structure, Status and Role, Norms and Values, Folkways and Mores, Associative and Dissociative processes – Cooperation, Assimilation, Accommodation, Competition, and conflict

Unit-3 : Individual and Society : Individual and society, Socialization, Stages and Agencies of Socialization, Development of Self – Contributions of George Herbert Mead, C.H. Cooley's Looking Glass Self The Concept of Group : Types of Groups – Primary and Secondary groups, In-Group and Out-group, Reference Group

Unit-4: Social Stratification: Meaning and definition, Dimensions of Stratification, Theories of Stratification – Functionalist, Marxist, Weberian. Social mobility and its determinants.

Unit-5: Social Control: Meaning and types, Formal and Informal social control, Agencies of Social control

**Essential readings:**

1. Bottomore, T.B. 1972, *Sociology: A guide to problems and literature*. Bombay :George Allen and Unwin (India)
2. Harlambos, M.1998. *Sociology: Themes and perspectives*. New Delhi Oxford University Press
3. Inkeles, Alex, 1987. *What is Sociology?* New Delhi: Prentice-Hall of India
4. Jaigaram, No. 1988 . *What is Sociology* .Madras:Macmillan, India :
5. Johnson, Harry M. 1995. *Sociology: A Systematic Introduction*. New Delhi , Allied Publishers
6. Schaefer, Richard T. and Robert P. Lamm. 1999 *Sociology*. New Delhi Tata-Mac Graw Hill.

## **GENERIC ELECTIVE II: INDIAN SOCIETY**

Every society has its own peculiar structure and there are some institutions universal to every society, but with their unique manifestations in each society. There are some change agents and initiatives that enable the society to change with the passage of time. This paper focuses on the structure of the Indian society and the changing aspects with the processes operating, change agents and initiatives.

**Objectives:** After studying these two papers on Indian society, the student can

- Get an impression about the basic composition of Indian society, its historical moorings, basic philosophical foundations of the society and the institutions.
- Learn about the changing institutions, the processes, the agents and the interventions that bring about change in the Indian society.

**Learning Outcomes:** This paper is expected to bring familiarity in a student about Indian society. It will present a comprehensive, integrated and empirically –based profile of Indian society. It is hoped that the structure and processes operative in the society, the change agents operating in Indian society presented in this course will also enable students to gain a better understanding of their own situation and region.

Unit-1 : Composition of Indian Society : Caste, Tribe, Religion, Language. Unity in Diversities, Threats to national integration

Unit-2 Hindu Social Organisation: Bases of Hindu Social Organization, Varna, Ashrama and Purushartha. Doctrine of Karma.

Unit-3 : Marriage and Family in India: Hindu marriage as Sacrament, Forms of Hindu Marriage. The Hindu joint family: Patriarchal and Matriarchal systems. Marriage and family among the Muslims. Changes in the institutions of Marriage and Family.

Unit-4 : The Caste system in India: Origin, Features and Functions. Caste and Class, The Dominant Caste, Changes in Caste system, Caste and Politics in India

Constitutional and legal provisions for the Scheduled Castes, Scheduled Tribes.

Unit-5 : Social Change in Modern India : Sanskritization, Westernization, Secularization, and Modernization

**Essential readings:**

1. Bose, N.K. 1967, Culture and Society in India. Bombay : Asia Publishing House
2. Bose, N.K. 1975, Structure of Hindu Society. New Delhi
3. Dube, S.C. 1990, Society in India.(New Delhi: National Book Trust.)
4. Dube, S.C. 1995, Indian Village (London : Routledge)
5. Dube, S.C. 1958: India's changing Villages (London: Routledge and Kegan Paul).
6. Karve, Irawati, 1961 : Hindu Society : An Interpretation(Poona : Deccan- College) :: Lannoy,
7. Mandelbaum, D.G. 1970 : Society in India (Bombay: Popular Prakashan)
8. Srinivas, M.N. 1980 : India: Social Structure ( New Delhi: Hindustan -Publishing Corporation)
9. Srinivas, M.N. 1963: Social Change in Modern India (California, Berkeley: University of California Press).

10. Singh, Yogendra, 1973: Modernization of Indian Tradition (Delhi: Thomson Press).



# Sanskrit

## GENERIC ELECTIVE I: MORAL TEACHINGS AND BASICS OF SANSKRIT

1. *Hitopodeśa Mitralabha* (From *Kathāmukha* to *Gṛdhravidalakatha*)
2. *Yaksaprasna of Mahabharata*(*Aranyakaparva, ch.313*  
*from Verses no. 41 to 133*)
3. *Śabdarupa&Dhaturupa*  
( 'a' karanta, 'i' karanta, 'ī' karanta, 'u' karanta, 'ū' karanta, 'in' bhaganta, Māṭṛ, Pitr, Asmad, Yusmad, Tad (sabdarupas).Lat, Lañ, Vidhiliñ, Lṛt, Lot and Litlakaras of Path, Ni, Kṛ, Sev, Han, Pā, Dā, Śru, Śī and Krīṅ in the form of Ātmanepada, Parasmaipada or Ubhayapada whichever is applicable. (Dhaturupas)

### Books for Reference:

1. *Hitopadesah (Mitralabhah)* (Ed.) Kapildev Giri, Chaukhamba Publications, Varanasi.
2. *Hitopadesah (Mitralabhah)* (Ed.) N.P. Dash and N.S. Mishra, Kalyani Publishers, New Delhi
3. *Vyakaranadarpana*, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar, 2013
4. Critical edition of the *Mahabharata*, (Ed.) V.S. Sukthankar, BORI, Pune
5. *Mahabharata*, Gitapress, Gorakhpur (Prescribed Text)
6. *Yaksaprasna*, T. K. Ramaayiyar, R. S. Vadhyar & Sons. Palkad, Kerala

## **GENERIC ELECTIVE II: POETRY & PROSE WRITING**

1. Meghadutam (Purvamegha)
2. Gita (Chapter.XV)
3. Prose Writing (Essay in Sanskrit)

### **Books for Reference:**

1. *Meghadutam* (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St., Calcutta
2. *Meghadutam* (Ed.) M.R. Kale, Motilal Banarsidass, Delhi
3. *Meghadutam* (Ed.) Radhamohan Mahapatra, Books and Books, Vinodvihari, Cuttack, 1984
4. *Meghadutam* (Ed.) B.S. Mishra, Vidyapuri, Cuttack, 1st Edn-1999
5. *Shrimad-bhagavad-gita* (Ed.) S. Radhakrishnan, Bharatiya Vidya Bhavan
6. *Shrimad-bhagavad-gita* (Ed.) Gambhirananda, Ramakrishna Mission
7. *Shrimad-bhagavad-gita*, Gita Press, Gorakhpur
8. Prabandharatnakara, Ramesh Chandra Sukla, Chawkhamba Publications, Varanasi
9. Nibandhasatakam, Kapildev Dwivedi, Chawkhamba Publications, Varanasi