### Arts (Honours)

<table>
<thead>
<tr>
<th>Group</th>
<th>Subjects</th>
<th>No. of Papers</th>
<th>Total Credits</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>Core-1 to Core-14</td>
<td>14</td>
<td>$14 \times 6 = 84$</td>
<td>1400</td>
</tr>
<tr>
<td>DSE</td>
<td>DSE-1 to DSE-4</td>
<td>4</td>
<td>$4 \times 6 = 24$</td>
<td>400</td>
</tr>
<tr>
<td>AECC</td>
<td></td>
<td>2</td>
<td>$2 \times 4 = 8$</td>
<td>200</td>
</tr>
<tr>
<td>SEC</td>
<td></td>
<td>2</td>
<td>$2 \times 4 = 8$</td>
<td>200</td>
</tr>
<tr>
<td>GE</td>
<td></td>
<td>4</td>
<td>$4 \times 6 = 24$</td>
<td>400</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td></td>
<td><strong>26</strong></td>
<td></td>
<td><strong>2600</strong></td>
</tr>
</tbody>
</table>

N.B: - Arts (Hons.) course has Total Credits = 148, Total Marks = 2600.

Abbr. –
- DSE – Discipline Specific Elective
- AECC – Ability Enhancement Compulsory Course
- SEC – Skill Enhancement Course
- GE – Generic Elective

**Stipulations:**
1) An Arts (Hons.) student has to opt two different subjects as GE-A and GE-B other than core subject.
2) GE-A to be opted for Semester-I & III (as Paper-1 & 2) and GE-B Semester-II & IV (as Paper-1 & 2)
3) An Arts (Hons.) Student can opt maximum of two Practical Subjects.

### Semester – I

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Name of the Course</th>
<th>Paper</th>
<th>CP (Credit Point)</th>
<th>CH (Credit Hour)</th>
<th>Full Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CORE</td>
<td>I</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>CORE</td>
<td>II</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>GE - A</td>
<td>I</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>AECC (Environmental Studies)</td>
<td>I</td>
<td>4</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td>4</td>
<td><strong>22</strong></td>
<td><strong>220</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

### Semester – II

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Name of the Course</th>
<th>Paper</th>
<th>CP (Credit Point)</th>
<th>CH (Credit Hour)</th>
<th>Full Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CORE</td>
<td>III</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>CORE</td>
<td>IV</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>GE – B</td>
<td>I</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>AECC MIL(Communication) (Odia/Hindi/Urdu/A.E.)</td>
<td>II</td>
<td>4</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td>4</td>
<td><strong>22</strong></td>
<td><strong>220</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>
### SEMESTER – III

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Name of the Course</th>
<th>Paper</th>
<th>CP (Credit Point)</th>
<th>CH (Credit Hour)</th>
<th>Full Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CORE</td>
<td>V</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>CORE</td>
<td>VI</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>CORE</td>
<td>VII</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>GE - A</td>
<td>II</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>SEC</td>
<td>I</td>
<td>4</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>(English Communication)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>5</strong></td>
<td><strong>28</strong></td>
<td><strong>280</strong></td>
</tr>
</tbody>
</table>

### SEMESTER – IV

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Name of the Course</th>
<th>Paper</th>
<th>CP (Credit Point)</th>
<th>CH (Credit Hour)</th>
<th>Full Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CORE</td>
<td>VIII</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>CORE</td>
<td>IX</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>CORE</td>
<td>X</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>GE - B</td>
<td>II</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>SEC</td>
<td>II</td>
<td>4</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>(Modern Office Management)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>5</strong></td>
<td><strong>28</strong></td>
<td><strong>280</strong></td>
</tr>
</tbody>
</table>

### SEMESTER – V

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Name of the Course</th>
<th>Paper</th>
<th>CP (Credit Point)</th>
<th>CH (Credit Hour)</th>
<th>Full Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CORE</td>
<td>XI</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>CORE</td>
<td>XII</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>DSE</td>
<td>I</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>DSE</td>
<td>II</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>4</strong></td>
<td><strong>24</strong></td>
<td><strong>240</strong></td>
</tr>
</tbody>
</table>

### SEMESTER – VI

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Name of the Course</th>
<th>Paper</th>
<th>CP (Credit Point)</th>
<th>CH (Credit Hour)</th>
<th>Full Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CORE</td>
<td>XIII</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>CORE</td>
<td>XIV</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>DSE</td>
<td>III</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>DSE</td>
<td>IV</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>4</strong></td>
<td><strong>24</strong></td>
<td><strong>240</strong></td>
</tr>
</tbody>
</table>
CORE- I: 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.

I: Introducing Political Theory (30 Lectures)

1. What is Politics: Theorizing the ‘Political’
2. Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative
3. Approaches to Political Theory: Normative, Historical and Empirical
4. Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern

II: Political Theory and Practice (30 Lectures)

The Grammar of Democracy

1. Democracy: The history of an idea
2. Procedural Democracy and its critique
3. Deliberative Democracy
4. Participation and Representation

Essential Readings

I: Introducing Political Theory


II: The Grammar of Democracy


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.

I. The Constituent Assembly and the Constitution (16 lectures)
   a. Philosophy of the Constitution, the Preamble, and Features of the Constitution (2 weeks or 8 lectures)
   b. Fundamental Rights and Directive Principles (2 weeks or 8 lectures)

II. Organs of Government (20 lectures)
   a. The Legislature: Parliament (1.5 weeks or 6 lectures)
   b. The Executive: President and Prime Minister (2 weeks or 8 lectures)
   c. The Judiciary: Supreme Court (1.5 weeks or 6 lectures)

III. Federalism and Decentralization (12 lectures)
   a. Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules (2 weeks or 8 lectures)
   b. Panchayati Raj and Municipalities (1 week or 4 lectures)

READING LIST
I. The Constituent Assembly and the Constitution
   a. Philosophy of the Constitution, the Preamble, and Features of the Constitution

   Essential Readings:


b. Fundamental Rights and Directive Principles

Essential Readings:


II. Organs of Government

a. The Legislature: Parliament

Essential Readings:


b. The Executive: President and Prime Minister

Essential Readings:


c. The Judiciary: Supreme Court

Essential Readings:


Additional Reading:
III. Federalism and Decentralization

a. Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules

Essential Readings:


b. Panchayati Raj and Municipalities

Essential Readings:


Baviskar, B.S and George Mathew (eds) 2009 Inclusion and Exclusion in local governance: Field Studies from rural India, New Delhi, Sage
**CORE-3: POLITICAL THEORY-CONCEPTS AND DEBATES**

**Course Objective:** This course is divided into two sections. Section A helps 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. Section B introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political debates.

**Section A: Core Concepts**

**I. Importance of Freedom (10 Lectures)**
- a) Negative Freedom: Liberty
- b) Positive Freedom: Freedom as Emancipation and Development
  
  *Important Issue:* Freedom of belief, expression and dissent

**II. Significance of Equality (12 lectures)**
- a) Formal Equality: Equality of opportunity
- b) Political equality
- c) Egalitarianism: Background inequalities and differential treatment
  
  *Important Issue:* Affirmative action

**III. Indispensability of Justice (12 Lectures)**
- a) Procedural Justice
- b) Distributive Justice
- c) Global Justice
  
  *Important Issue:* Capital punishment

**IV. The Universality of Rights (13 Lectures)**
- a) Natural Rights
- b) Moral and Legal Rights
- c) Three Generations of Rights
- d) Rights and Obligations
  
  *Important Issue:* Rights of the girl child

**Section B: Major Debates (13 Lectures)**

**I. Why should we obey the state? Issues of political obligation and civil disobedience.**

**II. Are human rights universal? Issue of cultural relativism.**

**III. How do we accommodate diversity in plural society? Issues of multiculturalism and toleration.**
Essential Readings
Section A: Core Concepts
I. Importance of Freedom


II. Significance of Equality


III. Indispensability of Justice

IV. The Universality of Rights


Section B: Major Debates


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.

I. Political Parties and the Party System (1.5 weeks or 6 lectures)
Trends in the Party System; From the Congress System to Multi-Party Coalitions

II. Determinants of Voting Behaviour (2 weeks or 8 lectures)
Caste, Class, Gender and Religion

III. Regional Aspirations (2 weeks or 8 lectures)
The Politics of Secession and Accommodation

IV. Religion and Politics (2 weeks or 8 lectures)
Debates on Secularism; Minority and Majority Communalism

V. Caste and Politics (1.5 weeks or 6 lectures)
Caste in Politics and the Politicization of Caste

VI. Affirmative Action Policies (1.5 weeks or 6 lectures)
Women, Caste and Class

VII. The Changing Nature of the Indian State (1.5 weeks or 6 lectures)
Developmental, Welfare and Coercive Dimensions

READING LIST

I. Political Parties and the Party System: Trends in the Party System; From the Congress System to Multi-Party Coalitions
Essential Readings:


Additional Reading:
II. Determinants of Voting Behaviour: Caste, Class, Gender and Religion
Essential Readings:


III. Regional Aspirations: The Politics of Secession and Accommodation
Essential Readings:


IV. Religion and Politics: Debates on Secularism: Minority and Majority Communalism
Essential Readings:


Additional Reading:


V. Caste and Politics: Caste in Politics and the Politicization of Caste
Essential Readings:
VI. Affirmative Action Policies: Women, Caste and Class

Essential Readings:


Essential Readings:


Additional Readings:


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. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.

I. Understanding Comparative Politics (8 lectures)
   a. Nature and scope
   b. Going beyond Eurocentrism

II. Historical context of modern government (16 lectures)
   a. Capitalism: meaning and development: globalization
   b. Socialism: meaning, growth and development
   c. Colonialism and decolonization: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonization

III. Themes for comparative analysis (24 lectures)
A comparative study of constitutional developments and political economy in the following countries: Britain, Brazil, Nigeria and China.

I. Understanding Comparative Politics

Essential Readings:

Additional Readings:
II Historical context of modern government

a. Capitalism

Essential Readings:


Additional Readings:


b. Socialism

Essential Readings:


Additional Readings:


23

c. Colonialism, decolonization & postcolonial society

Essential Readings:


Additional Reading:

III. Themes for Comparative Analysis

Essential Reading:
M. Kesselman, J. Krieger and William (2010), Introduction to Comparative Politics: Political Challenges and Changing Agendas, UK: Wadsworth. pp. 47-70 (Britain); 364-388 (Nigeria); 625-648 (China); 415-440 (Brazil).

Additional Reading:
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.

I. PUBLIC ADMINISTRATION AS A DISCIPLINE [ 15 lectures ]
- Meaning, Dimensions and Significance of the Discipline
- Public and Private Administration
- Evolution of Public Administration

II. THEORETICAL PERSPECTIVES [ 25 lectures ]

CLASSICAL THEORIES
- Scientific management (F.W.Taylor) 25
- Administrative Management (Gullick, Urwick and Fayol)
- Ideal-type bureaucracy (Max Weber)

NEO-CLASSICAL THEORIES
- Human relations theory (Elton Mayo)
- Rational decision-making (Herbert Simon)

CONTEMPORARY THEORIES
- Ecological approach (Fred Riggs)
- Innovation and Entrepreneurship (Peter Drucker)

III. PUBLIC POLICY [ 10 lectures ]
- Concept, relevance and approaches
- Formulation, implementation and evaluation

IV. MAJOR APPROACHES IN PUBLIC ADMINISTRATION [ 20 lectures ]
- New Public Administration
- New Public Management
- New Public Service Approach
- Good Governance
- Feminist Perspectives
READINGS

I. Public Administration as a Discipline
Meaning, Dimensions and Significance of the Discipline.

b. Public and Private Administration.

Evolution of Public Administration

II. Theoretical Perspectives
Scientific Management
P. Mouzelis, ‘The Ideal Type of Bureaucracy’ in B. Chakrabarty, And M. Bhattacharya, (eds), Public Administration: A Reader, New Delhi: Oxford University Press, 2003

Administrative Management
D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyanarayana, [eds.], Administrative Thinkers, Sterling Publishers, 2010
E. J. Ferreira, A. W. Erasmus and D. Groenewald, Administrative Management, Juta Academics, 2010

Ideal Type-Bureaucracy

Human Relations Theory
D. Gvishiani, Organisation and Management, Moscow: Progress Publishers, 1972

Rational-Decision Making
S. Maheshwari, Administrative Thinkers, New Delhi: Macmillan, 2009

Ecological approach

Innovation and Entrepreneurship
Peter Drucker, Innovation and Entrepreneurship, Harper Collins, 1999

III. Public Policy
Concept, Relevance and Approaches
**The Oxford Handbook of Public Policy**, OUP, 2006


**Formulation, implementation and evaluation**


**IV. Major Approaches in Public Administration**

**a. Development administration**

M. Bhattacharya, ‘Chapter 2 and 4’, in *Social Theory, Development Administration and Development Ethics*, New Delhi: Jawahar Publishers, 2006


**b. New Public Administration**

Essential Reading:


**c. New Public Management**


d. New Public Service Approach

e. Good Governance
U. Medury, Public administration in the Globalisation Era, New Delhi: Orient Black Swan, 2010

f. Feminist Perspective
Camila Stivers, Gender Images In Public Administration, California : Sage Publishers, 2002
Radha Kumar, The History of Doing, New Delhi: Kali For Women, 1998
Nivedita Menon [ed.], Gender and Politics, Delhi: Oxford University Press, 1999
Maxine Molyneux and Shahra Razavi, Gender, Justice, Development and Rights, Oxford: Oxford University Press, 2002
CORE-VII: 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. The course begins by historically contextualizing the evolution of the international state system before discussing the agency structure problem through the levels-of-analysis approach. After having set the parameters of the debate, students are introduced to different theories in 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.

A. Studying International Relations (15 Lectures)
   i. How do you understand International Relations: Levels of Analysis (3 lectures)
   ii. History and IR: Emergence of the International State System (2 Lectures)
   iii. Pre-Westphalia and Westphalia (5 lectures)
   iv. Post-Westphalia (5 lectures)

B. Theoretical Perspectives (25 Lectures)
   i. Classical Realism & Neo-Realism (6 lectures)
   ii. Liberalism & Neoliberalism (5 lectures)
   iii. Marxist Approaches (5 lectures)
   iv. Feminist Perspectives (4 lectures)
   v. Eurocentricism and Perspectives from the Global South (5 Lectures)

C. An Overview of Twentieth Century IR History (20 Lectures)
   i. World War I: Causes and Consequences (1 Lecture)
   ii. Significance of the Bolshevik Revolution (1 Lecture)
   iii. Rise of Fascism / Nazism (2 Lectures)
   iv. World War II: Causes and Consequences (3 Lectures)
v. Cold War: Different Phases (4 Lectures)
vi. Emergence of the Third World (3 Lectures)
vii. Collapse of the USSR and the End of the Cold War (2 Lectures)
viii. Post Cold War Developments and Emergence of Other Power Centers of Power (4 Lectures)

**Essential Readings:**

**Additional Readings:**

**History and IR: Emergence of the International State System:**
Essential Readings:

Additional Readings:


**How do you Understand IR (Levels of Analysis):**

Essential Readings:


Additional Readings:


**Theoretical Perspectives:**

**Classical Realism and Neorealism**

Essential Readings:


Additional Readings:


**Liberalism and Neoliberalism**

Essential Readings:


Additional Readings:

**Marxist Approaches**

Essential Readings:


Additional Readings:


**Feminist Perspectives**

Essential Readings:


Additional Readings:

**IR, Eurocentricism and Perspectives from the Global South on Eurocentricism**

Essential Readings:

Additional Readings:

**An Overview of Twentieth Century IR History**

**(a) World War I: Causes and Consequences**

(b) Significance of the Bolshevik Revolution

(c) Rise of Fascism / Nazism

(d) World War II: Causes and Consequences

(e) Cold War: Different Phases
34
(f) **Emergence of the Third World**


(g) **Collapse of the USSR and the End of the Cold War**


(h) **Post Cold War Developments and Emergence of Other Power Centres of Power: Japan, European Union (EU) and Brazil, Russia, India, China (BRIC)**


Course objective: In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative political.

I. Approaches to Studying Comparative Politics (8 lectures)
   a. Political Culture
   b. New Institutionalism

II. Electoral System (8 lectures)
Definition and procedures: Types of election system (First Past the Post, Proportional Representation, Mixed Representation)

III. Party System (8 lectures)
Historical contexts of emergence of the party system and types of parties

IV. Nation-state (8 lectures)
What is nation-state? Historical evolution in Western Europe and postcolonial contexts 'Nation' and 'State': debates

V. Democratization (8 lectures)
Process of democratization in postcolonial, post-authoritarian and post-communist countries.

VI. Federalism (8 lectures) Historical context Federation and Confederation: debates around territorial division of power.

READING LIST

I: Approaches to Studying Comparative Politics

Essential Readings:
New Delhi, pp. 13-40.
Cambridge: Cambridge University Press.
Additional Readings:

II: Electoral System
Essential Readings:
Additional Reading:

III: Party System
Essential Readings:
Additional Readings:

IV: Nation-state
Essential Readings:
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, pp. 36-46.

Additional Reading:

**V. Democratization**

Essential Readings:


Additional Reading:

**VI: Federalism**

Essential Readings:


Additional Reading:
Objective: The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

I. Public Policy [10 lectures]
   a. Definition, characteristics and models
   b. Public Policy Process in India

II. Decentralization [10 lectures]
   a. Meaning, significance and approaches and types
   b. Local Self Governance: Rural and Urban

III. Budget [12 lectures]
   a. Concept and Significance of Budget
   b. Budget Cycle in India
   c. Various Approaches and Types Of Budgeting

IV. Citizen and Administration Interface [15 lectures]
   a. Public Service Delivery
   b. Redressal of Public Grievances: RTI, Lokpal, Citizens’ Charter and E-Governance

V. Social Welfare Administration [20 lectures]
   a. Concept and Approaches of Social Welfare
   b. Social Welfare Policies:
      • Education: Right To Education,
      • Health: National Health Mission,
      • Food: Right To Food Security
      • Employment: MNREGA

READINGS

Public Policy


**Decentralization**

Satyajit Singh and Pradeep K. Sharma [eds.] *Decentralisation: Institutions And Politics In Rural India*, OUP, 2007


**III. Budget**


**IV Citizen And Administration Interface**


**V. Social Welfare Administration**


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


Basu Rumki (2015) *Public Administration in India Mandates, Performance and Future*
**CORE- X: 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.

**I. Globalization: Conceptions and Perspectives (23 lectures)**

a. Understanding Globalization and its Alternative Perspectives (6 lectures)
b. Political: Debates on Sovereignty and Territoriality (3 lectures)
d. Cultural and Technological Dimension (3 lectures)
e. Global Resistances (Global Social Movements and NGOs) (3 lectures)

**II. Contemporary Global Issues (20 lectures)**

a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate (7 lectures)
b. Proliferation of Nuclear Weapons (3 lectures)
c. International Terrorism: Non-State Actors and State Terrorism: Post 9/11 developments (4 lectures)
d. Migration (3 lectures)
e. Human Security (3 lectures)

**III. Global Shifts: Power and Governance (5 lectures)**

**READING LIST**

**I. Globalization – Conceptions and Perspectives**

**Understanding Globalization and its Alternative Perspectives**

Essential Readings:


Additional Reading:

**Political: Debates on Sovereignty and Territoriality**

Essential Readings:

Additional Reading:


Essential Readings:

Additional Readings:


**Cultural and Technological Dimension**

Essential Readings:


Additional Reading:


**Global Resistances (Global Social Movements and NGOs)**

Essential Readings:


Additional Readings:


**II. Contemporary Global Issues**

**Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate**

Essential Readings:


Additional Readings:


**Proliferation of Nuclear Weapons**

Essential Readings:


Additional Reading:


**International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments**

Essential Readings:


Additional Readings:


**Migration**

Essential Readings:


**Human Security**

Essential Readings:


Additional Reading:


**III. Global Shifts: Power and Governance**

Essential Readings:


CORE- XI: 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.

I. Text and Interpretation (2 weeks)

II. Antiquity

Plato (2 weeks)
Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism Presentation theme: Critique of Democracy; Women and Guardianship, Censorship

Aristotle (2 weeks)
Forms, Virtue, Citizenship, Justice, State and Household Presentation themes: Classification of governments; man as zoon politikon

III. Interlude:

Machiavelli (2 weeks)
Virtu, Religion, Republicanism Presentation themes: morality and statecraft; vice and virtue

IV. Possessive Individualism

Hobbes (2 weeks)

Locke (2 weeks)
Laws of Nature, Natural Rights, Property, Presentation themes: Natural rights; right to dissent; justification of property

READING LIST

I. Text and Interpretation

Essential Readings:
B. Constant, (1833) ‘The Liberty of the Ancients Compared with that of the Moderns’, in D.

Additional Readings:


**II. Antiquity:**

**Plato**

Essential Readings:


Additional Readings:


**Aristotle**

Essential Readings:


Additional Readings:
III. Interlude: Machiavelli

Essential Readings:


Additional Reading:


IV. Possessive Individualism Hobbes

Essential Readings:


Additional Readings:


**Locke**

Essential Readings:


Additional Readings:
CORE- XII: INDIAN POLITICAL THOUGHT-I

Course objective: This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.

I. Traditions of Pre-colonial Indian Political Thought (8 lectures)
   a. Brahmanic and Shramanic
   b. Islamic and Syncretic.
II. Ved Vyasa (Shantiparva): Rajadharma (5 lectures)
III. Manu: Social Laws (6 lectures)
IV. Kautilya: Theory of State (7 lectures)
V. Aggannasutta (Digha Nikaya): Theory of kingship (5 lectures)
VI. Barani: Ideal Polity (6 lectures)
VII. Abul Fazal: Monarchy (6 lectures)
VIII. Kabir: Syncretism (5 lectures)

READING LIST

I. Traditions of Pre-modern Indian Political Thought:
   Essential Readings:
II. Ved Vyasa (Shantiparva): Rajadharma

Essential Readings:


III. Manu: Social Laws

Essential Readings:


IV. Kautilya: Theory of State

Essential Readings:


Additional Reading:


V. Agganna Sutta (Digha Nikaya): Theory of Kingship

Essential Readings:

Academy, pp. 44-49.


Additional Reading:

VI. Barani: Ideal Polity

Essential Reading:

Additional Reading:

VII. Abul Fazal: Monarchy

Essential Readings:


Additional Readings:


VIII. Kabir: Syncreticism

Essential Readings:


Additional Reading:
CORE- XIII: 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.

I. Modernity and its discourses (8 lectures)
This section will introduce students to the idea of modernity and the discourses around modernity. Two essential readings have been prescribed.

II. Romantics (16 lectures)
a. Jean Jacques Rousseau (8 Lectures)
Presentation themes: General Will; local or direct democracy; self-government; origin of inequality.
b. Mary Wollstonecraft (8 Lectures)
Presentation themes: Women and paternalism; critique of Rousseau’s idea of education; legal rights

III. Liberal socialist (8 lectures)
a. John Stuart Mill
Presentation themes: Liberty, suffrage and subjection of women, right of minorities; utility principle.

IV. Radicals (16 lectures)
a. Karl Marx (8 Lectures)
Presentation themes: Alienation; difference with other kinds of materialism; class struggle
b. Alexandra Kollontai (8 Lectures)
Presentation themes: Winged and wingless Eros; proletarian woman; socialization of housework; disagreement with Lenin

Reading List
I. Modernity and its discourses
Essential Readings:
I. Kant. (1784) ‘What is Enlightenment?,’ available at http://theliterarylink.com/kant.html,
II. Romantics

Essential Readings:


III. Liberal Socialist

Essential Readings:


IV. Radicals

Essential Readings:


Additional Readings:


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.

I. Introduction to Modern Indian Political Thought (4 lectures)
II. Rammohan Roy: Rights (4 lectures)
III. Pandita Ramabai: Gender (4 lectures)
IV. Vivekananda: Ideal Society (5 lectures)
V. Gandhi: Swaraj (5 lectures)
VI. Ambedkar: Social Justice (5 lectures)
VII. Tagore: Critique of Nationalism (4 lectures)
VIII. Iqbal: Community (5 lectures)
IX. Savarkar: Hindutva (4 lectures)
X. Nehru: Secularism (4 lectures)
XI. Lohia: Socialism (4 lectures)

Reading List

I. Introduction to Modern Indian Political Thought

Essential Readings:
V. Mehta and T. Pantham (eds.), (2006) ‘A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian civilization’

II. Rammohan Roy: Rights

Essential Readings:


Additional Reading:


III. Pandita Ramabai: Gender

Essential Readings:


Additional Reading:


IV. Vivekananda: Ideal Society

Essential Readings:


Additional Reading:

**V. Gandhi: Swaraj**

Essential Readings:


Additional Reading:

**VI. Ambedkar: Social Justice**

Essential Readings:


Additional Reading:
VII. Tagore: Critique of Nationalism

Essential Readings:


Additional Reading:


VIII. Iqbal: Community

Essential Readings:


Additional Reading:


IX. Savarkar: Hindutva

Essential Readings:


Additional Reading:

**X. Nehru: Secularism**

Essential Readings:

Additional Reading:

**XI. Lohia: Socialism**

Essential Readings:
DSE – I - THEMES IN COMPARATIVE POLITICAL THEORY

Course Objective: This course aims to familiarize students with the need to recognize how conceptual resources in political theory draw from plural traditions. By chiefly exploring the Indian and Western traditions of political theory through some select themes, the overall objective is to appreciate the value and distinctiveness of comparative political theory.

1. Distinctive features of Indian and Western political thought (08 lectures)
2. 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 (26 lectures)
3. Indian Thought: Thinkers and Themes
   a. Kautilya on State
   b. Tilak and Gandhi on Swaraj
   c. Ambedkar and Lohia on Social Justice
   d. Nehru and Jayaprakash Narayan on Democracy
   e. Pandita Ramabai on Patriarchy (26 lectures)

Readings:
Topic 1.


**Topic 2.**


**Topic 3.**


DSE – II - ADMINISTRATION AND PUBLIC POLICY: CONCEPTS AND THEORIES

Topics:

1. Public administration as a discipline: Meaning, scope and significance of the subject, public and private administration, brief evolution and major approaches, and comparative approaches to public administration. (16 lectures)

2. Administrative theories: the classical theory, scientific management, the human-relation theory, and rational decision-making. (16 lectures)

3. Understanding public policy: concept and theories, relevance of policy making in public administration and process of policy formulation and implementation and evaluation. (14 lectures)

4. From Development Administration to New Public Management. Elements and politics of development administration, the New Public Management paradigm – a critical perspective in the post globalized era.

Readings:

**Topic 1. Public administration as a discipline**


**Topic 2. Administrative theories**


**Topic 3. Development administration**


**Topic 4. Understanding public policy**


**Additional Readings:**


DSE – 3 - DEMOCRACY AND GOVERNANCE

Lectures: 60

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.


Lectures 15

2. Ideas, Interests and Institutions in Public Policy:
   a. Contextual Orientation of Policy Design
   b. Institutions of Policy Making

Lectures 15

a. Regulatory Institutions – SEBI, TRAI, Competition Commission Of India,

Lectures 05

b. Lobbying Institutions: Chambers of Commerce and Industries, Trade Unions, Farmers Associations, etc.

Lectures 05


Lectures 10

4. 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

Essential Readings:


Corbridge, Stuart and John Harris, Reinventing India: Liberalisation, Hindu Nationalism and Popular Democracy OUP, 2000.


Saima Saeed, Screening the Public Sphere: Media and Democracy in India,2013 Nick Stevenson, Understanding Media Cultures, 2002


Vasu Deva, E-Governance In India : A Reality, Commonwealth Publishers,2005


Pankaj Sharma, E-Governance: The New Age Governance, APH Publishers,2004


**Additional Readings**

Baxi, Upendra and Bhikhu Parekh, (ed.) Crisis and Change in Contemporary India, New Delhi, Sage, 1994.


Kothari, Rajini, Politics in India, Delhi, Orient Longman, 1970.


Rob Jenkins – Regional Reflections: Comparative Politics Across India’s States, New Delhi, OUP, 2004.


Basu Rumki et, al(ed) Democracy and good governance: Reinventing the Public service Delivery System in India, New Delhi, Bloomsbury India, 2015
Course Objective: The Purpose of this course is to give students a basic understanding of what is meant by the phenomenon of globalization, its sources and forms. In addition, students will obtain a familiarity with both key global actors and certain urgent problems that require solutions at global level.

1. Globalization
   a) What is it?
   b) Economic, Political, Technological and Cultural Dimensions (09 Lectures)

2. Contemporary World Actors
   a) United Nations
   b) World Trade Organisation (WTO)
   c) Group of 77 Countries (G-77) (25 Lectures)

3. Contemporary World Issues
   a) Global Environmental Issues (Global Warming, Bio-diversity, Resource Scarcities)
   b) Poverty and Inequality
   c) International Terrorism (26 Lectures)

Reading List

Essential Readings


http://www.opendemocracy.net/conflict/article_1865.jsp


Unit - I

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

Unit – III

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
Ability Enhancement Compulsory Course (AECC)

MIL Communications – Odia

(2nd Semester) 2nd 

(CBCS / Hons) 400

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

2)  (20)

3)  (90)
ଫଳଘଟକୋଷଟ୍ର

ମାରାମାର୍କର ନାମାପାତି – ଓଡ଼ିଆ (AECC)

ମାରାକ୍କ- ୧ / Course – ୧ : ମାରାମାର୍କର ନାମାପାତି, ଓଡ଼ିଆ ପାଠ

ସମାପ୍ତି : ମାରାମାର୍କର ନାମାପାତି, ଓଡ଼ିଆ, ଓଡ଼ିଆ ଓ ଭୁପତ୍ତିହ

ପରିବୃତ୍ତି : ମାରାମାର୍କର ନାମାପାତି ଓ ଭୁପତ୍ତିହ

ପରିବୃତ୍ତି : ମାରାମାର୍କର ନାମାପାତି, ଓଡ଼ିଆ ଓ ଭୁପତ୍ତିହାର୍କ ଭୋଙ୍କ

ରହବର ପରିବୃତ୍ତି : ଓଡ଼ିଆ ଭାବର ଭୁପତ୍ତିହ ଓ ଭୁପତ୍ତିହାର୍କ


d (ପତିକ ପୁରୁଷ ଓ ବର୍ଣ ପାଠର ଅପକର ପରିବୃତ୍ତି, ମାରାମାର୍କର ନାମାପାତି, ଓଡ଼ିଆ ପାଠର ଅପକର ପରିବୃତ୍ତି, ଓଡ଼ିଆ ପାଠର ଅପକର ପରିବୃତ୍ତି, ମାରାମାର୍କର ନାମାପାତି, ଓଡ଼ିଆ ପାଠର ଅପକର ପରିବୃତ୍ତି, ଓଡ଼ିଆ ପାଠର ଅପକର ପରିବୃତ୍ତି – ବ୍ୟବହାର ପରିବୃତ୍ତିକ ଭାବର ଅପକର ପରିବୃତ୍ତି)


d ପାଠର ଅପକର ପରିବୃତ୍ତି ଓ ଭୁପତ୍ତିହ: ଓଡ଼ିଆ ପାଠର ଅପକର ପରିବୃତ୍ତି


dଓଡ଼ିଆ ପାଠର ଅପକର ପରିବୃତ୍ତି ଓ ଭୁପତ୍ତିହାର୍କ: ଓଡ଼ିଆ ପାଠର ଅପକର ପରିବୃତ୍ତି


dକୋଳ ପାଠର ଅପକର ପରିବୃତ୍ତି ଓ ଭୁପତ୍ତିହାର୍କ: ଓଡ଼ିଆ ପାଠର ଅପକର ପରିବୃତ୍ତି


dକୋଳ ପାଠର ଅପକର ପରିବୃତ୍ତି ଓ ଭୁପତ୍ତିହାର୍କ: ଓଡ଼ିଆ ପାଠର ଅପକର ପରିବୃତ୍ତି


dକୋଳ ପାଠର ଅପକର ପରିବୃତ୍ତି ଓ ଭୁପତ୍ତିହାର୍କ: ଓଡ଼ିଆ ପାଠର ଅପକର ପରିବୃତ୍ତି


dକୋଳ ପାଠର ଅପକର ପରିବୃତ୍ତି ଓ ଭୁପତ୍ତିହାର୍କ: ଓଡ଼ିଆ ପାଠର ଅପକର ପରିବୃତ୍ତି


dକୋଳ ପାଠର ଅପକର ପରିବୃତ୍ତି ଓ ଭୁପତ୍ତିହାର୍କ: ଓଡ଼ିଆ ପାଠର ଅପକର ପରିବୃତ୍ତି
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 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 I
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

Suggested Reading:
Fluency in English – Part II, OUP, 2006
Communicative English. E. Suresh Kumar and P. Sreehari
(19)

SEASON- I / II
AECC : HINDI (MIL)

Total No. of Credit – 02
Full Marks : 50

UNIT-I

कविता

(i) कबीर - साहित्य : 1 से 10
(ii) तुलसी - विनयपत्रिका - पद 1 और 2
(iii) प्रसाद - मधुमच देशा
(iv) निराला - भिक्षुक
(v) अंजेय - हरिश्चंद्रा

UNIT-II

गद्य

(i) रामचन्द्र शुल्क - उत्साह
(ii) हजारी प्रसाद क्रिश्ची - कुटज
(iii) हरिशंकर परसाई - सदाचार का तावीज

UNIT-III

शब्द ज्ञान

(i) शब्द रूपक
(ii) वाक्य रूपक
(iii) पदार्थवाची शब्द
(iv) विलोम शब्द

UNIT-IV

सामान्य ज्ञान

(i) निबन्ध लेखन (Essay Writing)

अंक विभाजन :

विभाग-(क) उपर्युक्त इकाइयों I, II, और IV से 03 प्रश्न पूछे जाएंगे। 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 जाएंगे। जिनमें से 02 के उत्तर लिखने होंगे।

(प्रत्येक उत्तर 400-500 शब्दों के बीच) 5×2 = 10

विभाग-(ग) इकाइयों III से अंत संशोधन प्रश्न पूछे जाएंगे।

2×5 = 10

End Semester 40

Internal 10

Total 50

पाठ्य पुस्तक :

1. हिन्दी प्रश्न - सं. डॉं संजीवन आरा, प्लानेट भी, कटक
The purpose of this course is twofold: to train students in communication skills and to help develop in them a facility for communicative English. Since language 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 Zelley

http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmljYXRpb25fVGVhIb3J5LnBkZg%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 newspapers
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:

2. *Fluency in English – Part II*, OUP, 2006
4. *Communicative English*. E. Suresh Kumar and P. Sreehari
SEC-II (4TH 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
**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:**
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 throws 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:
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 viewpoint 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.
  o Rabindranath Tagore: Liberationist pedagogy
  o M.K. Gandhi: Basic Education
  o Jiddu Krishnamurty: Education for Individual and social Transformation
  o 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:
  o Political process and education
  o Economic Development and Education
  o Social cultural – charges in Education

References

• Govt, of India (1992). Programme of Action (NPE). Min of HRD,


Dr. Vada Mitra. Education in Ancient India, Arya book Depot, New Delhi -1967


Seventh All India School Education Survey, NCERT: New Delhi. 2002


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.
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
- 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


GE-2 Practical

Achievement Test Construction
Each student is required to construct 50 objective based objective type test items along with a blue print.
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. Budhism, Janisim 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:
…………….., 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
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
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), Charyagita
GENERIC ELECTIVE II: FREEDOM MOVEMENT IN INDIA

Unit-I: Growth of National Consciousness in 19th century:
[1] Socio-Economic impact of British Rule
[2] Role of Press and Journalism
[3] Formation of Political associations prior to 1885

Unit-II: Nationalism: Trends up to 1919:
[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:
[2] Integration of Princely States
[3] Land Reforms and beginnings of Planning

Reading List:
Judith Brown, Gandhi’s rise to Power, 1915-22.
Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.
Bipan Chandra, Rise and Growth of Economic Nationalism in India.
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 Lakan 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, 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.
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

SEMESTER-I

GE-I

मध्यकालीन इतिहास और भवित कविता

Total No. of Credit – 06

Full Marks : 100

UNIT-I

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

UNIT-II

भक्तिकाल की प्रमुख काव्य धाराएँ

निर्गुण काव्य – ज्ञानार्थी शाखा एवं प्रगाढ़ी शाखा

समकाल – कृष्णभक्ति शाखा एवं रामभक्ति शाखा

UNIT-III

पाठ्य पुस्तक : हिंदी काव्य संग्रह : सं. रामचंद्र सिंह, केंद्रीय हिंदी संस्थान, आगरा

कक्षा लाई – साप्ताहिक 1 to 21

मलिक महमुद जायसी – नामगल्लि वियोग वर्ग 1 to 08

UNIT-IV

सूरदास – विचार के पद 1 to 5

भमरगीत 6 to 10

UNIT-V

तुलसीदास – भरत-महिमा 1 to 10

अंक विभाजन :

विभाग-(क) उपर्युक्त इकाइयों से 05 प्रश्न पूछें जाएंगे। उनमें से 03 के उत्तर लिखने होंगे।

(प्रत्येक उत्तर 700–1000 शब्दों के बीच) 15x3 = 45

विभाग-(ख) उपर्युक्त इकाइयों से 06 संक्षिप्त प्रश्न/पद्धार्मिक पूछें जाएंगे। उनमें से 03 के उत्तर लिखने होंगे।

(प्रत्येक उत्तर 400–500 शब्दों के बीच) 5x3 = 15

विभाग-(ग) सभी इकाइयों में से 10 वस्तुनिष्ठ प्रश्न पूछें जाएंगे।

2x10 = 20

End Semester 80

Internal 20

Total 100

अनुमोदित पुस्तक :

1. मध्यकालीन भारत राजनीति, समाज और संस्कृति – प्रो. सतीश चन्द्र, ओरियंट लैबरेटरी।
2. Medieval India - Prof Yusuf Hussain
3. हिंदी साहित्य की भूमिका – आचार्य हजारी प्रसाद डिवेली, राजकमल, दिल्ली।
(35)
SEMESTER-IV
GE - IV
हिंदी और उसकी बोलियाँ

Total No. of Credit – 06
Full Marks : 100

UNIT-I
आधुनिक आर्थिकाओं का विकास, क्षेत्र और परिचय

UNIT-II
आधुनिक आर्थिकाओं का वर्गीकरण

UNIT-III
हिंदी भाषा क्षेत्र और बोलियाँ का विभाजन

UNIT-IV
हिंदी की प्रमुख बोलियाँ : अवधी, भोजपुरी, मैथिली, प्रजाभाषा

UNIT-V
हिंदी की प्रमुख बोलियाँ : हरियाणवी, बुंदेली, माघवाड़ी, गढवाली

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 ग्रंथ :
1. हिंदी भाषा : डा. भोलानाथ तिवारी – किताब महल, इलाहाबाद
2. हिंदी उदभव विकास और रूप : डा. हरदेव बाहरी, किताब महल, इलाहाबाद
Odia

Generic Electives (GE) - Course

বিষয়:

১. টাৰম লিপি - ৯ / ৯ টাৰম লিপি স্মৃতিতে - ৯ টাৰম লিপি স্মৃতিতে

২. গুৰুপ্রত্য রূপ - ৫০০ গুৰু রূপ / গুৰু - ৫০০

৩. গুৰুপ্রত্য রূপ - ৫০০ গুৰু রূপ / গুৰু - ৫০০

৪. অলঙ্করণ স্মৃতিতে ২, ৯ (স্মৃতিতে ২-৯) এবং (২-৯) এবং অলঙ্করণ স্মৃতিতে ১-৪ (১৪ অলঙ্করণ স্মৃতিতে)

→ অলঙ্করণ স্মৃতিতে - ২ (Sem I) এবং গুৰু / গুৰু - ২

→ অলঙ্করণ স্মৃতিতে - ৯ (Sem II) এবং গুৰু / গুৰু - ৯

→ অলঙ্করণ স্মৃতিতে - ৪ (Sem III) এবং গুৰু / গুৰু - ৪

→ অলঙ্করণ স্মৃতিতে - ১-৪ (Sem IV) এবং গুৰু / গুৰু - ১-৪

পূর্ন স্মৃতিতে হয়:

২) দুইপ্রত্য রূপ ঢান গুৰু / গুৰু - ১০০

৩) গুৰুপ্রত্য রূপ - ১০ / গুৰুপ্রত্য রূপ - ১০

(২) পূর্ন স্মৃতিতে অলঙ্করণ স্মৃতিতে, দুইপ্রত্য রূপ এবং গুৰুরূপ স্মৃতিতে ২-৯ স্মৃতিতে এবং স্মৃতিতে ১-৪ স্মৃতিতে এবং গুৰুরূপ স্মৃতিতে ২-৯ স্মৃতিতে এবং গুৰুরূপ স্মৃতিতে ২-৯ স্মৃতিতে এবং গুৰুরূপ স্মৃতিতে ২-৯ স্মৃতিতে.

(৪×৯ = ৩৬)

(৩) পূর্ন স্মৃতিতে ১০ এবং গুৰুরূপ স্মৃতিতে ২-৯ এবং গুৰুরূপ স্মৃতিতে ২-৯ এবং গুৰুরূপ স্মৃতিতে ২-৯ এবং গুৰুরূপ স্মৃতিতে ২-৯.

(৯×১০ = ৯০)

প্রিয়ভাষ অংশকল্প

প্রথাপ্রতিষ্ঠান (Semester - I) এবং প্রথাপ্রতিষ্ঠান (Semester - II)

অলঙ্করণ - ২ / গুৰু - ২ (Core Course - 1): স্মৃতিতে গুৰু, স্মৃতিতে গুৰু, এবং স্মৃতিতে গুৰু

১ঃ অংশকল্প: প্রথাপ্রতিষ্ঠান (Sem I) প্রথাপ্রতিষ্ঠান

২: অংশকল্প: প্রথাপ্রতিষ্ঠান (Sem I) প্রথাপ্রতিষ্ঠান

৩: অংশকল্প: প্রথাপ্রতিষ্ঠান (Sem I) প্রথাপ্রতিষ্ঠান

৪: অংশকল্প: প্রথাপ্রতিষ্ঠান (Sem I) প্রথাপ্রতিষ্ঠান
শ্রেণীর নাম: বিদ্যালয় ঋষী ও লক্ষ্মীর

প্রথম পর্যায় এবং দ্বিতীয় পর্যায় (Semester-I & II) এর প্রথম পর্যায়ে চিত্রকরণ ‘চলচ্চিত্র চলচ্চিত্র চলচ্চিত্র শিক্ষা দিলাম। দ্বিতীয় পর্যায় (Semester-II) এর বিষয়। প্রথম পর্যায়ে রাজু রাজু রাজুর বিরুদ্ধে পাঁচ জুন। রাজুর চলচ্চিত্রে রাজুর শিখন। রাজুর চলচ্চিত্রে রাজুর শিখন। রাজুর চলচ্চিত্রে রাজুর শিখন। রাজুর চলচ্চিত্রে রাজুর শিখন।

বিষয়: প্রথম ও দ্বিতীয় চরণ (1st & 2nd Semester) এর প্রথম ও দ্বিতীয় চরণ (G.E) ছাত্রাবাস এলাকা (রাজু) দিলাম। দ্বিতীয় চরণ (G.E 1st Paper) ছাত্রাবাস এলাকা দিলাম। দ্বিতীয় চরণ (Semester – III) / তৃতীয় চরণ (Semester – IV)

প্রথম পর্যায়ে 9 / 9 (Core Course - 2) : বাছাস দাবাস কিচিদ

১ঃ ব্যাখ্যা - পুরুষ-২ (বাছাস দাবাস কিচিদ)
   (জীবন করল, জীবন করল ও জীবন করল)

২ঃ ব্যাখ্যা - পুরুষ-২ (বাছাস দাবাস কিচিদ)
   (জীবন করল, জীবন করল ও জীবন করল)

৩ঃ ব্যাখ্যা - পুরুষ-২ (বাছাস দাবাস কিচিদ)
   (জীবন করল, জীবন করল ও জীবন করল)

৪ঃ ব্যাখ্যা - পুরুষ-২ (বাছাস দাবাস কিচিদ)
   (জীবন করল, জীবন করল ও জীবন করল)

৫ঃ ব্যাখ্যা - পুরুষ-২ (বাছাস দাবাস কিচিদ)
   (জীবন করল, জীবন করল ও জীবন করল)

৬ঃ ব্যাখ্যা - পুরুষ-২ (বাছাস দাবাস কিচিদ)
   (জীবন করল, জীবন করল ও জীবন করল)

৭ঃ ব্যাখ্যা - পুরুষ-২ (বাছাস দাবাস কিচিদ)
   (জীবন করল, জীবন করল ও জীবন করল)

৮ঃ ব্যাখ্যা - পুরুষ-২ (বাছাস দাবাস কিচিদ)
   (জীবন করল, জীবন করল ও জীবন করল)

কলেজ সমূহ শিক্ষা

১) এরলে এলে ২০০

২) এরলে এলে ২০০/এরলে এলে ২০০

৩) এরলে এলে ২০০/এরলে এলে ২০০

৪) এরলে এলে ২০০/এরলে এলে ২০০

৫) এরলে এলে ২০০/এরলে এলে ২০০

(১৯ x ৪ = ৭৬)
(10 x 9 = 90)

(IIIrd & IVth Semester) 

1. উম্মেন্দ্র হাদসন ৩ কলেজ লিখিত ২৪৯ হলী উম্মেন্দ্র হাদসন লিখিত । গণনা ২৪৯ হলী উম্মেন্দ্র সমূহ গণনা করলে হয়ে।

2. উম্মেন্দ্র হাদসন লিখিত লিখিত : অধ্যাপক, কাজী, উম্মেন্দ্র সমূহ সমূহ ৩ দিনের সপ্তাহের লিখিত করা।

3. গণিত গণিত : গণিত, ভূমি, বাংলা, রবীন্দ্র

4. উম্মেন্দ্র হাদসন লিখিত : অধ্যাপক, কাজী, উম্মেন্দ্র সমূহ, লিখিত

5. উম্মেন্দ্র হাদসন লিখিত : অধ্যাপক, কাজী, উম্মেন্দ্র সমূহ

6. গণিত গণিত : গণিত, ভূমি, বাংলা, রবীন্দ্র, সমূহ সমূহ, লিখিত

7. উম্মেন্দ্র হাদসন লিখিত : অধ্যাপক, কাজী, উম্মেন্দ্র সমূহ, লিখিত

8. গণিত গণিত : গণিত, ভূমি, বাংলা, রবীন্দ্র

9. উম্মেন্দ্র হাদসন ৩ কলেজ ৩ কলেজ - এফ, লিখিত, উম্মেন্দ্র সমূহ সমূহ ৩ দিনের সপ্তাহের লিখিত করা।

10. গণিত গণিত : গণিত, ভূমি, বাংলা, রবীন্দ্র, সমূহ সমূহ, লিখিত

11. উম্মেন্দ্র হাদসন লিখিত : অধ্যাপক, কাজী, উম্মেন্দ্র সমূহ

12. গণিত গণিত : গণিত, ভূমি, বাংলা, রবীন্দ্র

13. উম্মেন্দ্র হাদসন : অধ্যাপক, কাজী, উম্মেন্দ্র সমূহ, লিখিত

14. গণিত গণিত : গণিত, ভূমি, বাংলা, রবীন্দ্র, সমূহ সমূহ, লিখিত

15. উম্মেন্দ্র হাদসন লিখিত : অধ্যাপক, কাজী, উম্মেন্দ্র সমূহ, লিখিত

16. গণিত গণিত : গণিত, ভূমি, বাংলা, রবীন্দ্র

17. উম্মেন্দ্র হাদসন লিখিত : অধ্যাপক, কাজী, উম্মেন্দ্র সমূহ, লিখিত

18. গণিত গণিত : গণিত, ভূমি, বাংলা, রবীন্দ্র, সমূহ সমূহ, লিখিত

19. উম্মেন্দ্র হাদসন লিখিত : অধ্যাপক, কাজী, উম্মেন্দ্র সমূহ, লিখিত

20. গণিত গণিত : গণিত, ভূমি, বাংলা, রবীন্দ্র, সমূহ সমূহ, লিখিত

21. উম্মেন্দ্র হাদসন লিখিত : অধ্যাপক, কাজী, উম্মেন্দ্র সমূহ, লিখিত

22. গণিত গণিত : গণিত, ভূমি, বাংলা, রবীন্দ্র, সমূহ সমূহ, লিখিত

23. উম্মেন্দ্র হাদসন লিখিত : অধ্যাপক, কাজী, উম্মেন্দ্র সমূহ, লিখিত

24. গণিত গণিত : গণিত, ভূমি, বাংলা, রবীন্দ্র, সমূহ সমূহ, লিখিত

25. উম্মেন্দ্র হাদসন লিখিত : অধ্যাপক, কাজী, উম্মেন্দ্র সমূহ, লিখিত
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
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
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-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:
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-5 :  Social Change in Modern India : Sanskritization, Westernization, Secularization, and Modernization

**Essential readings:**
6. Karve, Irawati, 1961 : Hindu Society : An Interpretation(Poona : Deccan- College) :: Lannoy,
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, Mātr, Piṭr, Asmad, Yusmad, Tad (sabdarupas). Lat, Lañ, Vidhiliṅ, Lṛt, Lot and Litlakaras of Path, Ni, Kṛ, Sev, Han, Pā, Dā, Śru, Śī and Krīṇ in the form of Ātmanepada, Parasmaipada or Ubhayapada whichever is applicable. (Dhaturupas)

Books for Reference:
2. Hitopadesah (Mitralabhas) (Ed.) N.P. Dash and N.S. Mishra, Kalyani Publishers, New Delhi
5. Mahabharata, Gitapress, Gorakhpur (Prescribed Text)
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
3. Meghadutam (Ed.) Radhamohan Mahapatra, Books and Books, Vinodvihari, Cuttack, 1984
5. Shrimad-bhagavad-gita (Ed.) S. Radhakrishnan, Bharatiya Vidyabhaban
6. Shrimad-bhagavad-gita (Ed.) Gambhirananda, Ramakrishna Mission
7. Shrimad-bhagavad-gita, Gita Press, Gorakhpur
8. Prabandharatnakara, Ramesh Chandra Sukla, Chawkhamba Publications, Varanasi