

**GOVERNMENT COLLEGE (AUTONOMOUS),
BHAWANIPATNA**

(College with potential for excellence)



COURSES OF STUDIES

**FOR THREE YEAR DEGREE COURSE
IN
ARTS
(UNDER CBCS)**

SUB: ENGLISH

Semester-I	2017	Semester-II	2018
Semester-III	2018	Semester-IV	2019
Semester-V	2019	Semester-VI	2020

Published by:
Government College (Autonomous), Bhawanipatna
Bhawanipatna-766001, Kalahandi (Odisha)
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COURSE STRUCTURE

		Paper Code	Credit Points
Semester-I	1	AECC-1	02
	2	GE-1	06
	3	CORE-1	06
	4	CORE-2	06
		TOTAL	20
Semester-II	1	AECC-2	02
	2	GE-2	06
	3	CORE-3	06
	4	CORE-4	06
		TOTAL	20
Semester-III	1	SEC-1	02
	2	GE-3	06
	3	CORE-5	06
	4	CORE-6	06
	4	CORE-7	06
		TOTAL	26
Semester-IV	1	SEC-2	02
	2	GE-4	06
	3	CORE-8	06
	4	CORE-9	06
	4	CORE-10	06
		TOTAL	26
Semester-V	1	CORE-11	06
	2	CORE-12	06
	3	DSE-1	06
	4	DSE-2	06
		TOTAL	24
Semester-VI	1	CORE-13	06
	2	CORE-14	06
	3	DSE-3	06
	4	DSE-4	06
		TOTAL	24
		GRAND TOTAL	140

C O N T E N T

	Paper Code	Page No.
1	AECC	03
2	SEC	07
3	GE	09
4	CORE	21
5	DSE	29

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

SEMESTER-I

AECC-1: ENGLISH COMMUNICATION

CREDITS: 2, (Theory=2)

(Total Marks: 50, Mid Sem=10, Term End=40, Duration: 2 hrs)

This course aims at enhancing the English language proficiency of undergraduate students in humanity, science and commerce streams to prepare them for the academic, social and professional expectations during and after the course. The course will help develop academic and social English competencies in speaking, listening, pronunciation, reading and writing, grammar and usage, vocabulary, syntax, and rhetorical patterns.

Students, at the end of the course, should be able to use English appropriately and effectively for further studies or for work where English is used as the language of communication.

MODULE-1: Reading Comprehension [15]

- 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

MODULE-2: Writing [15]

Expanding an Idea	Writing a Memo	Report Writing
Creative Writing	News Story	Setting in Creative Writing
Writing a Business Letter	Letters to the Editor	Précis Writing
CV & Resume Writing	Dialog writing	Covering Letter
Writing Formal Email	Elements of Story Writing	Note Making
Information Transfer	Interviewing for news papers	

MODULE-3: Language functions in listening and conversation [06]

1. Discussion on a given topic in pairs
2. Speaking on a given topic individually

(Practice to be given using speaking activities from the prescribed textbooks)

Grammar and Usage [14]

Simple and Compound Sentences; Complex Sentences; Noun Clause; Adjective Clause; Adverb Clause; The Conditionals in English; The Second Conditional; The Third Conditional; Words and their features; Phrasal Verbs; Collocation; Using Modals; Use of Passives; Use of Prepositions; Subject-verb Agreement; Sentence as a system; Common Errors in English Usage

Examination pattern

Each reading and writing question will invite a 200 word response.

Language function questions set in context will carry 01 mark per response. There will be 15 bit questions.

Midterm test:	Writing : 1 question	04 x 01qn = 04 marks	
	Speaking: 2 questions	03x02 qns = 06 marks	
	Total	10 marks	
Term End :	MODULE-1	Reading: 05 questions	03x 05 qns= 15 marks
		(3 prose and two poetry questions)	
	MODULE-2	Writing: 03 questions	05 x 03 qns= 15 marks
	MODULE-3	Grammar & usage: 10 qns	01x 10 qns = 10 marks
	Total		40 marks

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

Book Prescribed

Vistas and Visions: An Anthology of Prose and Poetry. (Ed.)Kalyani Samantray, Himansu S. Mohapatra, Jatindra K. Nayak, Gopa Ranjan Mishra, Arun Kumar Mohanty, OBS

Texts to be studied : Prose (Decoding Newspapers, The Gold Frame, Of Truth, Lifestyle English)

Poetry (Lines Composed a few miles above Tintern Abbey; Sonnet 46 (Shakespeare); Pigeons)

All grammar and writing activities in the textbook



AECC-1: ODIA

SEMESTER-I

ଆସ୍ଥାନ୍ୟାୟିକ-୨, ମୋଟ୍‌ଶ୍ରେଣୀପାଠଦାନ-୨୦ ଘଣ୍ଟା, ଛୁଟିଫୁଲ୍-୫୦, ପରୀକ୍ଷା ସମୟ-୨ ଘଣ୍ଟା
ପାଠ୍ୟରୁକୋଶସି ଗୋଟିଏ ପାଠ୍ୟକୁ ବାଛିବାକୁ ହେବ ।

ପାଠ୍ୟ-୧

- ଉପାଂଶ-୧: (ଗଳ୍ପବିଭାଗ) ଗଳ୍ପ ତରଂଗ-ପ୍ରକାଶକ ସମ୍ବଲପୁର ସାହିତ୍ୟ ସଂସଦ
ଭଗବାନ ମଲାପରେ-ମହାପାତ୍ର ନାଳମଣି ସାହୁ
ବିଷକନ୍ୟା କାହାଣୀ-ମନୋଜ ଦାସ
ଦ୍ୱିତୀୟ ଶ୍ରେଣୀମାନଙ୍କୁ ବେହେରା
ଘୁଟି ପ୍ରଶ୍ନଗୋଷ୍ଠୀ ପ୍ରଶ୍ନର ଉତ୍ତର ପାଞ୍ଚଗୁ ଶବ୍ଦରେ ଲେଖିବାକୁ ହେବ । (୧୦)
- ଉପାଂଶ-୨: (କବିତାଶ୍ରୀ) ଅଭିଭାବ-ଘୋଷପାଠ୍ୟ ମହାନ୍ତି
ଲକ୍ଷ୍ମଣ-ରମାକାନ୍ତ ରଥ
କୁଞ୍ଜବିହାରୀ-ପ୍ରତିଭା ଶତପଥୀ
ଘୁଟି ପ୍ରଶ୍ନଗୋଷ୍ଠୀ ପ୍ରଶ୍ନର ଉତ୍ତର ପାଞ୍ଚଗୁ ଶବ୍ଦରେ ଲେଖିବାକୁ ହେବ । (୧୦)
- ଉପାଂଶ-୩: (ଅବବୋଧ) ଧକ୍ଷଣପ୍ରକାଶ ଶବ୍ଦର ଧକ ଅନୁସ୍ଥାପନ ପ୍ରଦାନ କରାଯିବ ।
୫ଟି ପ୍ରଶ୍ନ ପଢ଼ିବ ଧର୍ମ ପ୍ରତ୍ୟେକ ପ୍ରଶ୍ନକୁ ୩୨ । (୫x୨=୧୦)
- ଉପାଂଶ-୪: (ଭାବ ସଂପ୍ରସାରଣ) କୌଣସି ଧକ ଛାତ୍ର ପ୍ରଶ୍ନଭାବରେ ପ୍ରଦାନ କରାଯିବ । (୧୦)
- ଉପାଂଶ-୫: (ବିଭକ୍ତି) ବ୍ୟାକରଣ
ଆଠଟିରୁପାଞ୍ଚଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । କ୍ରତ୍ୟକ ପ୍ରଶ୍ନର ମୂଲ୍ୟ ୨ ନମ୍ବର । (୫x୨=୧୦)

ପାଠ୍ୟ-୨ / Course-୨ : ସଂପର୍କ ଅନୁସି

- ଉପାଂଶ-୧: ସଂପର୍କର ଭିତ୍ତି, ପରିଭାଷା, ଶୁଦ୍ଧି ଓ ପରିସର
- ଉପାଂଶ-୨: ସଂପର୍କର ପ୍ରକାରଭେଦ: କଥିତଲିଖିତ, ବ୍ୟକ୍ତିଗତ୍ତାମାଜିକ-ସଂସ୍କୃତିକ-ବ୍ୟାବସାୟିକ-ସାହିତ୍ୟିକ
- ଉପାଂଶ-୩: ସଂପର୍କର ବାଧକ ଓ ସଫଳସାଧନର ଦିଗ
- ଉପାଂଶ-୪: ସଂପର୍କରେ ସାହିତ୍ୟର ଶୃଙ୍ଖଳା
- ଉପାଂଶ-୫: ସଫଳ ସଂପର୍କର ଭାଷା

ପାଠ୍ୟ-୩ / Course-୩ : ସଂପର୍କର ରୀତି / ଭଙ୍ଗ ଓ ମାଧ୍ୟମ

- ଉପାଂଶ-୧: ସୁଗତକଥନ ଓ ସଂଳାପିକ ଭଙ୍ଗ / ସାହିତ୍ୟମାଧ୍ୟମ ଓ ଯୋଗାଯୋଗ
- ଉପାଂଶ-୨: ଦଳଗତ ଆଲୋଚନା ଓ ବିତର୍କ
- ଉପାଂଶ-୩: ସାକ୍ଷାତ୍‌କାର
- ଉପାଂଶ-୪: ପତ୍ରଲିଖନପଦ୍ଧତି / ବିବରଣୀ ଲିଖନ
- ଉପାଂଶ-୫: ବୈଷ୍ଟିକ ପଦ୍ଧତି ଓ ସଂପର୍କର ଭାଷା ରୁଚାକ୍ଷ, ସଂକ୍ଷିପ୍ତ ଛନ୍ଦା ପ୍ରେରଣ, ଦୃଶ୍ୟଶ୍ରବ୍ୟ ସଂଚାର ବିଧାନ, ଡେବ୍‌ସାଇଟ୍, ଆନ୍ତର୍ଜାତିକ ପଦ୍ଧତି / ଇଣ୍ଟରନେଟ୍

ଗନ୍ତ ତାଲିକା

- ୧- ଗଳ୍ପତରଂଗ- ପ୍ରକାଶକ ସମ୍ବଲପୁର ସାହିତ୍ୟ ସଂସଦ ।
- ୨- ସଂଯୋଗ ଅନୁସି/ବ୍ୟାବହାରିକ ଛାତ୍ର ଭାଷା ଓ ପ୍ରୟୋଗାତ୍ମକ ବ୍ୟାକରଣ, ସନ୍ତୋଷ ତ୍ରିପାଠୀ, ନାଳଦା, କଟକ ।
- ୩- ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା ।
- ୪- ସମ୍ବନ୍ଧ ଓ ସାମ୍ବାଦିକଚାଚକ୍ରଶେଖର ମହାପାତ୍ର, ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା ।
- ୫- କବିତାଶ୍ରୀ ।
- ୬- ଆଧୁନିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ ଧନେଶ୍ୱର ମହାପାତ୍ର ।



MODULE-1: कविता

- (i) कबीर - साखी : १ से १०
- (ii) तुलसी - विनयपत्रिका - पद १ और २
- (iii) प्रसाद - मधुमय देश
- (iv) निराला - भिक्षुक
- (v) अज्ञेय - हिरोशिमा

MODULE-2: गद्य

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

MODULE-3: शब्द ज्ञान

- (i) शब्द सुद्धि
- (ii) बाक्य सुद्धि
- (iii) पययिवाची शब्द
- (iv) विलोम शब्द

MODULE-4: सामान्य ज्ञान

- (i) निबंध लेखन

अंक विभाजन:

विभाग - (क)	अपर्युक्त इकाइयों I, II और IV से 03 प्रश्न पूछे जाएँगे। उनमें से 02 के उत्तर लिखने होंगे। (प्रत्येक उत्तर 700- 1000 शब्दों के बिच)	10X2=20
विभाग - (ख)	अपर्युक्त इकाइयों I और II से 04 पद्यांश / गद्यांश पूछे जाएँगे। जिनमें से 02 के उत्तर लिखने होंगे। (प्रत्येक उत्तर 400-500 शब्दों के बिच)	05X2=10
विभाग - (ग)	युनिट III से अति संक्षीप्त प्रश्न पूछे जाएँगे।	02X5=10
	End Semester	40
	Internal	10
	Total	50

पाठ्य पुस्तक:

हिन्दी प्रसून - सं डॉ अंजुमन आरा, प्लानेट भी, कटक

SEMESTER-II

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

AECC-II: ENVIRONMENT STUDIES (ENVS)

(CREDITS: 2, Theory=2)

(Total Marks: 50, Mid Sem=10, Term End=40, Duration: 2 hrs)

MODULE-1: Introduction to environmental studies and Ecosystem [BOTANY Dept]

Multidisciplinary nature of environmental studies;

Scope and importance; Concept of sustainability and sustainable development.

Ecosystems : [ZOOLOGY Dept]

What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: Food chains, food webs and ecological succession. Case studies of the aquatic ecosystems (ponds) (8 lectures)

MODULE-2:

Natural Resources: Renewable and Non-renewable Resources [ZOOLOGY Dept]

- Land resources and land use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, Biodiversity and tribal populations.
- Water : Use and over-exploitation of surface and ground water, floods, droughts, conflicts Over water (international & inter-state).
- Energy resources : Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies. (8 lectures)

MODULE-3: Biodiversity and Conservation [BOTANY Dept]

- Levels of biological diversity : genetic, species and ecosystem diversity; Biogeographic zones Of India; Biodiversity patterns and global biodiversity hot spots
- India as a mega---biodiversity nation; Endangered and endemic species of India
- Threats to biodiversity : Habitat loss, poaching of wildlife, man---wildlife conflicts, biological invasions;
- Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value. (8 lectures) [BOTANY Dept]

MODULE-4: Environmental Pollution [CHEMISTRY Dept]

- Environmental pollution : types, causes, effects and controls; Air, water, soil and noise pollution
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste.
- global warming, ozone layer depletion. (8 lectures)

References:

1. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation*. S.Chand Publishing, New Delhi.
2. Das and Mishra . Man and Environment.
3. S. Swain. Environmental Studies.
4. M C Dash. Fundamental of Ecology.
5. Shukla and Chandel. A Text Book of Plant Ecology.

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SKILL ENHANCEMENT COURSE (SEC)

SEMESTER-III

SEC-1: COMMUNICATIVE ENGLISH AND WRITING SKILL

(CREDITS: 2, Theory=2)

(Total Marks: 50, Mid Sem=10, Term End=40, Duration: 2 hrs)

MODULE-1: Communication Process: 10 Marks (1 long question / 2 short questions)

- Process of Communication, Characteristics of Business Communication, Inter-personal, Intra-personal and Group communication
- Definition, Objectives, Process, Channels and importance of Communication
- Principles of effective communication and Barriers to effective Communication.
- Types of Communication – Written, Verbal, Non-verbal, informal and Formal and Grape-vine
- Written Communication – Writing letters for inquiries, orders, complaints and claims, Condolence, Complement letters.

MODULE-2: Analytical Grammar: 10 Marks (1 x 10 = 10)

- **Vocabulary** : Phrasal Verbs, Synonyms, Antonyms, Idioms, Commercial Terms, Countable and uncountable Nouns, Tense Patterns, Modal Verbs, Prepositions and Phrasal Verbs, The Imperatives, Interrogative, The Passive, Direct and Reported Speech.

MODULE-3: WRITING SKILL: 10 Marks (1 long question/ 2 short questions)

- Writing paragraph, developing ideas into paragraphs, writing personal letters and notes, writing applications, official letters and business letters, writing curriculum vitae/resume, writing e-mails, sms, advertisement and short notes.

MODULE-4: Creative Skills 10 Marks (1 long question)

- Reporting (on issues, events and business matters), Note making and summarising, Description of objects/events/process, Writing and designing pamphlet/brochure, Writing Review/ comment.

Recommended reading:

1. Fluency in English – Part I & II, Oxford University Press.
2. A. J. Thomson & A. V. Martinet, Practice English Grammar.
3. L. Gartside (ELBS) Modern Business Letters.
4. Business English, Pearson, 2008
5. Pradhan, Bhende and Thakur – Business Communication, Himalaya Publishing House.
6. U. S. Rai & M. S. Rai, Business Communication, Himalaya Publishing House, Bombay.
7. Language, Literature and Creativity, Orient Blackswan 2013

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SEMESTER-IV

SEC-2: BASIC COMPUTER APPLICATION

(CREDITS: 2, Theory=2)

(Total Marks: 50, Mid Sem=10, Term End=40, Duration: 2 hrs)

Total Classes: 30 (Thirty)

MODULE-1: 4 classes

Introduction: Introduction to computer system: Computer, Hardware , Software, Types of software, Types of Computer, uses of computer.

MODULE-2: 6 Classes

Human Computer Interface: Operating system as user interface, utility programs, Input and output devices: Keyboard, Mouse, Joystick, Scanner (OCR, OBR, OMR, MICR), Digital Camera, Touch Screen. Monitor, Printer, Plotter,

Windows-Introduction, functions, properties and different versions, working with Start Menu, Control Panel, Explorer, Desktop and Icons, My computer, Recycle bin, My Document, Good practices to make the windows run efficiently.

MODULE-3: 6 classes

Memory: Primary, secondary, auxiliary memory, RAM, ROM, cache memory, hard disks, optical disks, USB storage, Memory Card, C.P.U., registers,ALU, Control Unit, system bus, processors(only basic idea about function and type).

MODULE-4: 5 classes

VIRUS –Meaning, function, characteristics and types, Uses of Firewall and Antivirus.

Electronic mail and its features- inbox, composing mails, sending mail, thrash, spam folder in email.

MODULE-5: 9 classes

Introduction to Ms.Office:

Ms.Word: Creating a file, Page formatting, editing, printing, saving a file, bullet and numbering, spell check, indenting, paragraph formatting, find and replace.

Ms. Excel: Spread sheet and its uses, Setting column and row, Inserting formula and uses of various functions(AND, IF, NOT, OR, SUM, MAX, COUNT, COUNTA, COUNTIF, AVERAGE), use of Auto sum, Formatting cell, printing, copying and saving.

Ms.Power Point: Features, Uses, Menus, Tool bar, template and wizard, creating animation and effects, saving, deleting and opening a presentations. characteristics of a good presentation.

Reference Book:

1. Computer Fundamental by PK Sinha – BPB publication.
2. Ms.Office 2007 by Rutkoshy, Seguin – BPB publication.
3. Goel, Computer Fundamentals, Pearson Education, 2010.

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GENERIC ELECTIVE (GE)

EDUCATION

SEMESTER-I

GE-1: VISION OF EDUCATION IN INDIA :ISSUES AND CONCERNS

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

MODULE-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.

MODULE-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

MODULE-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

MODULE-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

MODULE-5: Education and Development – an interface

Education for National Development : Education Commission (1964-66)

Emerging trends in the interface between:

Political process and education

Political process and education

Economic Development and Education

Social cultural – changes in Education

REFERENCES

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

PRACTICAL: Mark 25 / Credit- 2

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

Distribution of Marks : Record=20 marks; Viva voce=05 marks

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EDUCATION

SEMESTER-II

GE-2: ASSESSMENT AND EVALUATION TECHNIQUES

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

MODULE-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.

MODULE-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.

MODULE-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.

MODULE-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.

MODULE-5 Contemporary Trends in Assessment

Marks vs Grading system

Credit system

Concept of Continuous and Comprehensive Evaluation (CCE)

Computers in student evaluation

REFERENCES

1. Aggrawal, J.C. (1997). Essentials of Examination System, Evaluation, Tests and Measurement. New Delhi: Vikas Publishing House Pvt Ltd.
2. Banks, S.R. (2005). Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
3. Blooms, B.S.(1956). Taxonomy of Educational Objectives. New York: Longman Green and Company
4. Cooper, D. (2007). Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson
5. Earl, L.M. (2006). Assessment as Learning: Using Classroom Assessment to Maximize Student Learning. Thousand Oaks, California: Corwin Press
6. Gronlund, N.E. (2003). Assessment of student Achievement. Boston: Allyn & Bacon.
7. Kaplan, R.M. & Saccuzzo. D.P. (2000). Psychological Testing, Principles, Applications & Issues. California: Wordsworth.
8. Linn, R.L. & Gronlund, N.E. (2000). Measurement and Assessment in Teaching London: Merrill Prentice Hall.

PRACTICAL: Mark 25 / Credit- 2

Achievement Test Construction

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

Distribution of Marks : Record=20 marks; Viva voce=05 marks

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HISTORY

SEMESTER-I

GE-1 : MAKING OF CONTEMPORARY INDIA

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

MODULE-1: Towards Independence and Emergence of the New State Government of India Act 1935, Negotiations for Independence and Popular Movements

Partition: Riots and Rehabilitation.

MODULE-2: Making of the Republic The Constituent Assembly

Drafting of the Constitution

MODULE-3: Integration of Princely States

MODULE-4: Non Aligned Movement

MODULE-5: Economy Society and Culture c 1950-1970s; The Land Question, Planned Economy, Industry.

ESSENTIAL READINGS

1. Granville Austin, Indian Constitution: Cornerstone of a Nation, New Edition, OUP, 2011_Francine Frankel, India's Political Economy,
2. 1947-2004, New Delhi: Oxford University Press, 2006.
3. Paul Brass, The Politics of India Since Independence, Cambridge:
4. Cambridge University Press, 1994. Ram Chandra Guha, India after
5. Gandhi: The History of the World's Largest Democracy, New Delhi:
6. Picador, 2007

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HISTORY

SEMESTER-II

GE-2: HISTORY OF INDIA (C. 1857 - 1950)

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

MODULE-1: Cultures changes and Social and Religious Reform Movements:

The advent of printing and its implications

Reform and Revival: Brahma Samaj, and Ramakrishna and Vivekananda, Arya Samaj,

Caste: sanskritisation and Westernization trends

MODULE-2: Nationalism: Trends up to 1919:

Formation of INC, Moderates and extremists trends in INC.; Swedish movement Revolutionaries

MODULE-3: Gandhian nationalism after 1919: Ideas and Movements:

Mahatma Gandhi: his Perspectives and Methods

Rowlett Act, Jallianwala Bagh Massacre, Non- Cooperation, Civil Disobedience, Quit India

Formation and Role of INA

States people movements and Integration of princely states

MODULE-4: Communalism:

Ideologies and practices, RSS, Hindu Maha Sabha, Muslim League.

MODULE-5: Independence and Partition

Negotiations for independence; Indian Independence Act 1947; Partition

ESSENTIAL READINGS

Judith Brown, Gandhi's rise to Power, 1915-22.

Paul Brass, The Politics of India Since Independence, OUP, 1990.

Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.

Bipan Chandra, Rise and Growth of Economic Nationalism in India.

Mohandas K. Gandhi, An Autobiography or The Story of My Experiments with Truth.

Ranjit Guha, ed., A Subaltern Studies Reader.

Peter Hardy, Muslims of British India.

Mushirul Hasan, ed., India's Partition, Oxford in India Readings.

John R. McLane, Indian Nationalism and the Early Congress.

Jawaharlal Nehru, An Autobiography.



SANSKRIT
SEMESTER-I

GE-1: MORAL TEACHINGS AND BASICS OF SANSKRIT

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

('a' karanta, 'i' karanta, 'ī'karanta, 'u'karanta, 'ū' karanta, 'in' bhaganta, Mātr, Pitr, Asmad, Yusmad, Tad(sabdarupas).Lat, Lañ, Vidhiliñ. Lrt, Lot and Litlakaras of Path, Ni, Kr, Sev, Han, Pā, Dā, Śru, Śī and Krīñ in the form of Ātmanepada, Parasmaipada or Ubhayapada whichever is applicable. (Dhaturupas)

MODULE-1 & 2: <i>Hitopodeśa</i> (From <i>Kathamukha</i> to <i>Grdhraivalakatha</i>)	30 Marks
Long Question-1	15 Marks
Short Questions-3	5×3= 15 Marks
MODULE-3 & 4: <i>Yaksaprasna</i> of <i>Mahabharata</i>	30 Marks
Long Question-1	15 Marks
Explanation - 1	8 Marks
Textual Translation of a Verse	7 Marks
MODULE-5: <i>Śabdarupa</i> & <i>Dhaturupa</i>	20 Marks
<i>Śabdarupa</i> -5	2×5= 10 Marks
<i>Dhaturupa</i> -5	2×5= 10 Marks

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 *Mahabharata*, Gitapress, Gorakhpur



SANSKRIT
SEMESTER-II

GE-2: POETRY & HISTORY OF SANSKRIT LITERATURE (SANSGE-2)

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

1. Meghadutam- (Purvamegha)	50 Marks
MODULE-1: Long Question-1	15 Marks
MODULE-2: Short Questions-2	15 Marks (7 ½ X 2)
MODULE-3: i) Explanation of One Verse	12 Marks
ii) Translation of One Verse	08 Marks
2. History of Sanskrit Literature-II	30 Marks
MODULE-4: (<i>Gitikavyas&Khandakavyas</i>)	
Long Question-1	10 Marks
Short Question-1	05 Marks
MODULE-5: (<i>Gadyakavyas, Kathasahitya</i>)	
Long Question-1	10 Marks
Short Question-1	05 Marks

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. *Samskrta Sahitya ka Itihasa*, Baladeva Upadhyaya, Choukhamba, Varanasi.
6. *Samskrta Sahitya ka Ruparekha*, Vacaspati Goreilla, Choukhamba Vidyabhavan, Varanasi.

SOCIOLOGY

SEMESTER-I

GE-1: INTRODUCTION TO SOCIOLOGY

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

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

MODULE-2: Basic Concepts: Society, Culture, Community, Institutions, Association, Social Structure, Status and Role, Norms and Values, Folkways and Mores

MODULE-3: Individual and Society : Individual and society, Socialization, Stages and agencies of Socialization, The Concept of Group : Types of Groups – Primary and Secondary groups, In-Group and Out-group, Reference Group

MODULE-4: Social Stratification: Caste, Class, Power, Gender and Race. Theories of Stratification – Functionalist, Marxist, Weberian. Social mobility and its determinants.

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

Social Processes: Associative and Dissociative processes – Cooperation, Assimilation, accommodation, Competition, and conflict

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SOCIOLOGY

SEMESTER-II

GE-2: INDIAN SOCIETY

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

MODULE-1 : Composition of Indian Society : Religious composition, ethnic composition, caste composition. Unity in Diversities. Threats to National Integration: Communalism, Castesim, Linguism and Regionalism.

MODULE-2: Historical moorings and bases of Hindu Social Organization, Varna, Ashrama and Purushartha. Doctrine of Karma.

MODULE -3 : Marriage and Family in India. Hindu marriage as Sacrament, Forms of Hindu Marriage. The Hindu joint family: Patriarchal and Matriarchal systems. Hindu Marriage Act of 1955. Changes in Marriage and Family.

MODULE-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 Tribe.

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

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ANTHROPOLOGY

SEMESTER-III

GE-3: ANTHROPOLOGY OF RELIGION, POLITICS AND ECONOMY

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

MODULE-1: Anthropological approaches to understand religion- magic, animism, animatism, totemism, naturism; witchcraft and sorcery; Religious specialists: shaman, priests, mystics;

MODULE-2: Overview of Anthropological Theories of Religion; Religion as the sacrality of ecological adaptation and socialness.

MODULE-3: Economic institutions: principles of production, distribution, and consumption in simple and complex societies; critical examination of relationship between economy and society through neoclassical, substantivist, and neo-Marxist approaches, various forms of exchange: barter, trade and market; Forms of currencies; reciprocities: generalized, balanced and negative.

MODULE-4: Political institutions: concepts of power and authority; types of authority; state and stateless societies; law and justice in simple and complex societies; the prospects for democracy and tolerance among and within the world's diverse civilizations; the meaning and sources of identity in complex contemporary societies; the origins of modern politics, its institutions, and cultures, both Western and non-Western.

MODULE-5: Interrelationship between religion, politics and economy; religious conversion and movements, emergence of new religious sects in the global order.

PRACTICAL: Mark 25 / Credit- 2

Case study of any of the social institute (religion, economic, political) with respect to culture perspective.

Suggested Readings:

2. Durkheim E. (1986). The elementary forms of the religious life, a study in religious sociology. New York:Macmillan.
3. Benedict A. (2006). Imagined Communities: Reflections on the Origin and Spread ofNationalism. Verso
4. Gledhill J. (2000). Power and Its Disguises: Anthropological Perspectives on Politics. 2nd ed. London:Pluto Press.
5. Ellis F. (2000). A framework for livelihood analysis. In Rural Livelihoods and Diversity in Developing,Countries . Oxford: Oxford University Press.
6. Henrich J, Boyd R, Bowles S, Camerer C, Fehr E, Gintis H, McElreath R, Alvard M et al. (2005). 'Economic Man' in cross-cultural perspective: Behavioral experiments in 15 small-scale societies. Behavior and Brain Science. 28(6):795-815;
7. Lambek. M. (2008) A Reader in the Anthropology of Religion.
8. Eller JD. (2007). Introducing Anthropology of Religion. New York: Routledge.
9. Glazier SD. (1997). Anthropology of Religion: A Handbook. Westport, CT: Greenwood Press.
10. Barbara M. (2011). Cultural Anthropology. New Jersey: Pearson Education.
11. Ember CR. (2011). Anthropology. New Delhi: Dorling Kinderslay.
12. Malinowski B. (1922) Argonauts of the Western Pacific. London: Routledge.
13. Polyani K. et al (1957), Trade and Market in the Early Empires. Chicago: Henry Regnery Company.
14. Balandier G. (1972). Political Anthropology. Middlesex: Penguin.



ANTHROPOLOGY

SEMESTER-IV

GE-4: TRIBAL CULTURES OF INDIA

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

MODULE-1: Concept of tribes and its problematic nature, General and specific characteristics of tribes, Classification and distribution of tribes based on their economy, occupation and religion,

MODULE-2: Racial elements among the tribes, Scheduled and non-scheduled categories of tribes, Particularly Vulnerable Tribal Groups (PVTGs).

MODULE-3: Tribe- caste continuum, Gender and Tribe, Distribution of tribes in India.

MODULE-4: Tribes: Nomenclature- emic and etic differences; Tribal movements, Problems of tribal development.

MODULE-5: Forest policies and tribes, Migration and occupational shift, Tribal arts and aesthetics Displacement, rehabilitation and social change Globalization among Indian tribes.

PRACTICAL: Mark 25 / Credit- 2

1. Distribution of Indian Tribes: PVTGs, ST
2. Location of different tribes on the map of India
3. Write an annotated bibliography on any one tribe
4. Write the social structure of any one tribe of India

Suggested Readings:

1. Behera, D.K and Georg pfeffer. Contemporary Society Tribal Studies, Volume I to VII. New Delhi: Concept Publishing Company
2. Georg Pfeffer. Hunters, Tribes and Peasant: Cultural Crisis and Comparison. Bhubaneswar: Niswas.
3. Vidarthy, L.P. and Rai. Applied Anthropology in India.
4. Vidarthy.L.P. and B.N. Sahay . Applied Anthropology and Development in India. New Delhi: National Publishing House

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ECONOMICS

SEMESTER-III

GE-3: FUNDAMENTALS OF ECONOMICS

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

MODULE-1: Meaning of demand, law of demand, determinants of market demand, elasticity of demand, degrees and elasticity of demand, determinants of elasticity of demand, Indifference curve: meaning, properties.

MODULE-2: Meaning of costs, types, short run cost curves, Revenues, types of revenue in different market structure.

MODULE-3: Meaning of market, types of market, equilibrium price determination in perfect competition market, monopoly market, monopolistic competition market.

MODULE-4: Meaning of national income, concepts of national income / identities, measurement of national income by income, product and expenditure methods, difficulties of measurement of national income.

MODULE-5: Meaning of inflation, types, causes and effects of inflation, meaning of deflation, types, causes and effects of deflation, methods of controlling inflation and deflation (monetary measures and fiscal measures)

Basic Readings:

1. Introductory Economics: by Siddique & Siddique, Laxmi Publication, New Delhi.
2. Principles of Micro Economics: by H.L.Ahuja, S.Chand Publication.
3. Macro Economic Analysis: by R.D. Gupta.
4. Monetary Economics: By R.R.Paul.

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ECONOMICS

SEMESTER-IV

GE-4: INDIAN ECONOMY

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

MODULE-1: Current challenges: Features of Indian economy,

Population Explosion: causes and effects.

Poverty: Definition and estimate, poverty line, poverty alleviation programmes.

Inequality: Income and Regional inequality, causes and corrective measures.

Unemployment: Concepts, Measurement, Types, Causes and Remedies.

MODULE-2: Agricultural development in India

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

MODULE-3: Industrial development in India

Trends in industrial output and productivities, Industrial Policies of 1948, 1956, 1977 and 1991. Industrial licensing policies-MRTP Act, FERA and FEMA, Growth and Problems of SSIs, Industrial Sickness, Industrial Finance, Industrial Labour.

MODULE-4: External Sector

Foreign trade: role, composition and direction of India's foreign trade, trends of export and import in India, export promotion versus import substitution, balance of payment of india, India's trade policies, **Foreign capital** : FDI, AID and MNCs.

MODULE-5: Indian monetary and credit system

Role of credit, sources of credit, role of RBI, Indian stock exchange: its role, importance and functions.

Basic Readings:

1. Indian Economy: by S.K.Mishra and V.K.Puri, Himalaya Publishing House, Mumbai.
2. Indian Economy Since Independence: by U.Kapila.
3. Indian Economy: by R.Dutt and K.P.M. Sundharam.
4. Misra, S. K. and Puri V. K. Indian Economy — Its Development Experience. Himalaya Publishing House, Mumbai
5. Agarawala, A. N. Indian Economy, New Age Publications, New Delhi
6. Acharya, S. and Mohan, R. (Eds.) (2010): India's Economy: Performance and Challenges, Oxford University Press, New Delhi.
7. Kapila U. *Indian economy since Independence*. Academic Foundation, New Delhi

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GEOGRAPHY

SEMESTER-III

GE-3: DISASTER MANAGEMENT

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

MODULE-1: Disasters: Definition and Concepts: Hazards, Disasters; Risk and Vulnerability; Classification

MODULE-2: Disasters in India:

Flood: Causes, Impact, Distribution and Mapping; Landslide: Causes, Impact, Distribution and Mapping; Drought: Causes, Impact, Distribution and Mapping

MODULE-3: Disasters in India:

Earthquake and Tsunami: Causes, Impact, Distribution; Mapping; Cyclone: Causes, Impact, Distribution and Mapping.

MODULE-4: Manmade disasters: Causes, Impact, Distribution and Mapping

MODULE-5: Response and Mitigation to Disasters:

Mitigation and Preparedness, NDMA and NIDM; Indigenous Knowledge and Community-Based Disaster Management; Do's and Don'ts During and Post Disasters

PRACTICAL: Mark 25 / Credit- 2

The Project Report based on any two fields based case studies among following disasters and one disaster preparedness plan of respective locality:

Flood; Drought; Cyclone and Hailstorms; Earthquake; Landslides; Human Induced Disasters: Fire Hazards, Chemical, Industrial accidents

Reading List

1. Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
2. Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
3. Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
4. Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3
5. Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
6. Sinha, A. (2001). Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi.
7. Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht.
8. Singh Jagbir (2007) "Disaster Management Future Challenges and Opportunities", 2007. Publisher-
9. I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).

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GEOGRAPHY

SEMESTER-IV

GE-4: CLIMATE CHANGE: VULNERABILITY AND ADAPTATION

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

MODULE-1: Science of Climate Change: Understanding Climate Change; Green House Gases and Global Warming; Global Climatic Assessment- IPCC

MODULE-2: Climate Change and Vulnerability: Physical Vulnerability; Economic Vulnerability; Social Vulnerability

MODULE-3: Impact of Climate Change: Agriculture and Water; Flora and Fauna; Human Health

MODULE-4: Adaptation and Mitigation: Global Initiatives with Particular Reference to South Asia.

MODULE-5: National Action Plan on Climate Change; Local Institutions (Urban Local Bodies, Panchayats)

PRACTICAL: Mark 25 / Credit- 2

The Project Report based on any two fields based case studies among following of respective locality

Climate Risk and Vulnerability Assessments

Identification of vulnerability situation

Impact of Climate Change: Agriculture and Water; Flora and Fauna; Human Health

Adaption and Mitigation measure: Agriculture and Water; Flora and Fauna; Human Health

Reading List

1. IPCC. (2007) Climate Change 2007: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change.
2. IPCC (2014) *Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.
3. IPCC (2014) *Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part B: Regional Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.
4. *Panel on Climate Change* Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.

5. Palutikof, J. P., van der Linden, P. J. and Hanson, C. E. (eds.), Cambridge University Press, Cambridge, UK.
6. OECD. (2008) Climate Change Mitigation: What Do we Do? Organisation and Economic Cooperation and Development.
7. UNEP. (2007) Global Environment Outlook: GEO4: Environment for Development, United Nations Environment Programme.
8. Singh, M., Singh, R.B. and Hassan, M.I. (Eds.) (2014) Climate change and biodiversity: Proceedings of IGU Rohtak Conference, Volume 1. Advances in Geographical and Environmental Studies, Springer
9. Sen Roy, S. and Singh, R.B. (2002) Climate Variability, Extreme Events and Agricultural Productivity in Mountain Regions, Oxford & IBH Pub., New Delhi.

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POLITICAL SCIENCE

SEMESTER-III

GE-3: NATIONALISM IN INDIA

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

MODULE-1: Nationalism; Approaches to the study of Nationalism in India.; Nationalist and Imperialist Interpretations.; Marxist and subaltern Interpretations

MODULE-2: Major Social and Religious movements in 19th century; Raja Rammohan Roy and Dayananda Saraswati; Jyotiba Phule and Iswar Chandra Bidyasagar.

MODULE-3: Nationalist Politics and Expansion of its Social Base; Phases of Nationalist Movement: Liberal Constitutionalists (Moderates), Swadeshi (Extremists) and the Radicals. Gandhi and Mass Mobilisation, Congress socialists, Communists.

MODULE-4: Social Movements; The Women's Question: Participation in the National Movements, Its Impact (Role of Women in Indian Nationalism).

Anti Brahmanical movements, peasant and tribal.

MODULE-5: Partition and Independence; Communalism in Indian Politics: Causes and Impact.

The Two-Nation Theory and Partition: Iqbal Sayeed Ahmed Khan, Jinnah and The Mountbatten Plan.

Reading List

S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp. 184-191.

R. Thapar, (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in P. DeSouza, (ed.) *Contemporary India: Transitions*, New Delhi: Sage Publications, pp. 25-36.

S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp. 139-158, 234-276.

A. Sen, (2007) 'The idea of Social Reform and its Critique among Hindus of Nineteenth Century India', in S. Bhattacharya, (ed.) *Development of Modern Indian Thought and the Social Sciences*, Vol. X. New Delhi: Oxford University Press.

S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 279-311.

S. Sarkar, (1983) *Modern India (1885-1947)*, New Delhi: Macmillan,

P. Chatterjee, (1993) 'The Nation and its Past', in P. Chatterjee, *The Nation and its Fragments: Colonial and Postcolonial Histories*. New Delhi: Oxford University Press, pp. 76-115.

A. Jalal, and S. Bose, (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 135-156.

A. Nandy, (2005) *Rashtravad banam Deshbhakti* Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. (The original essay in English is from A. Nandy, (1994) New Delhi: Oxford University Press, pp.18.)

Additional Readings:

B. Chakrabarty and R. Pandey, (2010) *Modern Indian Political Thought*, New Delhi: Sage Publications.

P. Chatterjee, (1993) *The Nation and its Fragments: Colonial and Postcolonial Histories*, New Delhi: Oxford University Press.

R. Pradhan, (2008) *Raj to Swaraj*, New Delhi: Macmillan (Available in Hindi).

S. Islam, (2006) *Bharat Mein Algaavaad aur Dharm*, New Delhi: Vani Prakashan.

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POLITICAL SCIENCE

SEMESTER-IV

GE-4: GANDHI AND CONTEMPORARY WORLD

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

MODULE-1: Gandhi and Legacy

Gandhi and Anti-racism, Gandhi in South Africa, Gandhi and Martin Luther

Gandhi and Freedom struggle: Concept of swaraj, Non-cooperation Movement, Civil Disobedience Movement, Quit India Movement

MODULE-2: Gandhi and Techniques:

Non-Violence, Swadeshi, Concept of Satyagraha, Fasting and Picketing
Communal harmony, Women Emancipation and Critique Caste.

MODULE-3: Gandhi and Mass Mobilisation

Peasant mobilization: Champaran and Kheda.

Gandhi and Democracy.

MODULE-4: Gandhi and Communitarian values

Role of state & participatory democracy, Panchayati Raj system.

Modernization: Ahmedabad Mill strike, concept of Trusteeship and Narmada Bachao Andolan.

MODULE-5: Relevance of Gandhi

Jayaprakash Narayan: Total Revolution.

Vinoba Bhave: Bhoodan Movement.

READING LIST

B. Parekh, (1997) 'The Critique of Modernity', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 63-74.

K. Ishii, (2001) 'The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development', *Review of Social Economy*. Vol. 59 (3), pp. 297-312.

D. Hardiman, (2003) 'Narmada Bachao Andolan', in *Gandhi in his Time and Ours*. Delhi: Oxford University Press, pp. 224- 234.

A Baviskar, (1995) 'The Politics of the Andolan', in *In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley*, Delhi: Oxford University Press, pp.202-228.

R Iyer, (ed) (1993) 'Chapter 4' in *The Essential Writings of Mahatma Gandhi*, New Delhi: Oxford University Press.

R. Ramashray, (1984) 'Liberty Versus Liberation', in *Self and Society: A Study in Gandhian Thought*, New Delhi: Sage Publication.

B. Parekh, (1997) 'Satyagrah', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 51-63.

D. Dalton, (2000) 'Gandhi's originality', in A. Parel (ed) *Gandhi, Freedom and Self-Rule*, New Delhi: Lexington Books, pp.63-86.

D. Hardiman, (1981) 'The Kheda Satyagraha', in *Peasant Nationalists of Gujarat: Kheda District, 1917-1934*, Delhi: Oxford University Press, pp. 86-113.

J. Brown, (2000) 'Gandhi and Human Rights: In search of True humanity', in A. Parel (ed) *Gandhi, Freedom and Self-Rule*, New Delhi: Lexington Books, pp. 93-100.

R. Iyer, (2000) 'Chapter 10 and 11', in *The Moral and Political Thought of Mahatma Gandhi*, New Delhi: Oxford University Press, pp. 251-344

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ODIA
SEMESTER-III
GE-3: ODIA

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

GE-3 : ସାହିତ୍ୟ ଅଧ୍ୟୟନ

୧ମ ଉପାଂଶ : ପ୍ରବନ୍ଧ ଚୟନ (ସଂ ଉତ୍କଳ ବିଶ୍ୱବିଦ୍ୟାଳୟ)

ପାଠ୍ୟ : ଅନନ୍ତ ପ୍ରେମ - ବିଶ୍ୱନାଥ କରପାଠକା ସାହିତ୍ୟ- ବଂଶଧର ମହାନ୍ତି ସ୍ୱାଧିକାରୀ କବି ଛାନ୍ଦ ଚନ୍ଦ୍ରଶେଖର ରଥ

୨ୟ ଉପାଂଶ : କବିତା ଚୟନ (ସଂ ଉତ୍କଳ ବିଶ୍ୱବିଦ୍ୟାଳୟ)

ପାଠ୍ୟ : କଞ୍ଚୁକର ଭବନୀ ରାଧାନାଥ ରାୟ; ତିନୋଟି ସନେଟ ମାୟାଧର ମାନସିଂହ ସମ୍ପଦ ଓ ମୁଁ ସୌଭାଗ୍ୟ କୁମାର ମିଶ୍ର

୩ୟ ଉପାଂଶ : ଅବବୋଧ ପରୀକ୍ଷଣ - (ଗୋଟିଏଥ ପଦ୍ୟ ପରିଚ୍ଛେଦ ୦୦ ଶବ୍ଦ ମଧ୍ୟରେ ଅଥବା ଛାନ୍ଦ କବିତାଟିଏ ପଢ଼ିବ ।

ତତ୍ପରେ ପ୍ରଶ୍ନ ଅବବୋଧ ପରୀକ୍ଷଣ ଉତ୍ତର ପାଇଁ ଆଗତ ହେବ ।

୪ର୍ଥ ଉପାଂଶ : ପ୍ରବଚନ/ଛାନ୍ଦ ଆଶ୍ରିତ ସର୍ଜନାଲିଖନ (ଗୋଟିଏଥ ପ୍ରବଚନ / ଛାନ୍ଦ / ଛାନ୍ଦ ଆଗତ କରାଯିବ । ଓଡ଼ ଭବାନୀ

୨୦୦ଟି ଶବ୍ଦ ମଧ୍ୟରେ ସଂପ୍ରସାରଣ କରି ଲେଖିବାକୁ ଶିକ୍ଷା ଦିଆଯିବ)

୫ମ ଉପାଂଶ : ଶବ୍ଦ ଅର୍ଥ ଓ ତାହାର ଛାନ୍ଦ ଲିଖନ (ସର୍ବମୁଖ୍ୟ ଅର୍ଥ/ପ୍ରତ୍ୟୟଲିଖନ ଅର୍ଥ/ବଚନଗତ ଅର୍ଥ/ସମାସ-

ଲିଙ୍ଗ-ବନାନଗତ ଅର୍ଥ ଓ ସେଥିରୁ ମିଶ୍ରଣ)

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ODIA
SEMESTER-IV

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

GE-4: ଗାମ୍ୟ କୈତ୍ରିକ ପଦ୍ୟ ଓ ଗଦ୍ୟ

୧ମ ଉପାଂଶ : ପଲ୍ଲୀ କୈତ୍ରିକ କବିତା

ଗ୍ରାମ ଖଳା - ନବକିଶୋର ବଳ ଛୋଟ ମୋର ଗାଁଟି ସଜ୍ଜିଦାନଦରୁତରାୟ; ଗ୍ରାମପଥ - ବିନୋଦ ନାୟକ

୨ୟ ଉପାଂଶ : କୃଷି ଓ ଗ୍ରାମ୍ୟକୈତ୍ରିକ ଉପନ୍ୟାସ

ମାଟିର ମଣିଷ କାଳିନ୍ଦୀ ଚରଣ ଅଥବା-ପଠି ଗୋଟେ ଗାଁ ଥିଲୁ ରଶ୍ମୀ ରା

୩ୟ ଉପାଂଶ : ଗାମ୍ୟକୈତ୍ରିକ ଗଦ୍ୟ

ଗାଁ ମଞ୍ଜିରି ଦୁରେକୃଷ୍ଣ ମହତାବ, ୧ମ ଭାଗ, ୩ଟି ପ୍ରବନ୍ଧ ଅଥବା-ଗାଁର ତାଳ- ଭୁବନେଶ୍ୱର ବେହେରା, ପ୍ରଥମ ତିନୋଟି

ପ୍ରବନ୍ଧ

୪ର୍ଥ ଉପାଂଶ : ଓଡ଼ିଆ ଜଗତମାଳି

୫ମ ଉପାଂଶ : ଓଡ଼ିଆ ପର୍ବପର୍ବାଣିଆଖାଣ୍ଡ, ରଜ ପର୍ବ)

ସହାୟକ ଗ୍ରନ୍ଥାଳୟ :

୧- ପ୍ରାୟୋଗିକ ଭାଷା ବିଜ୍ଞାନର ଦିଗବିଦିଗ : ପଟ୍ଟନାୟକ କେ ବି, ଓଡ଼ିଆ ଭାଷା ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର

୨- ସଂଯୋଗ ଅନୁକ୍ରମ : ଦିପାଠୀ ସନ୍ତୋଷ, ନାଲନ୍ଦାକଟକ

୩- କବିତାର ମାନବିକ : ମହାନ୍ତି ଜାନକୀ ବଲ୍ଲଭ, ପ୍ରେମସାହିତ୍ୟକଟକ

୪- ଓଡ଼ିଆ ଭାଷା ବିଭବ : ମହାପାତ୍ର ବିଜୟ ପ୍ରସାଦ, ବିଦ୍ୟାଳୟ କଟକ

୫- ବୃତ୍ତି ଓ ମୋ ପୋଷଣ : ମହାନ୍ତି ପଞ୍ଚାନନ, ଭୁବନେଶ୍ୱର

୬- ପ୍ରାଚୀନ ପୋଥି ଓ ସଂପାଦନା ପଦ୍ଧତି ଓ ଅନୁବାଦ ଲେଖକ - ପଟ୍ଟନାୟକ, ଆକ୍ଷତାଷ, ଭୁବନେଶ୍ୱର

୭- ମଞ୍ଚ ଓ ନାଟକର କଳାକୌଶଳ - ସାହୁ ନାରାୟଣ, ଓଡ଼ିଶା ସାହିତ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା

୮- ଶବ୍ଦର ଆକାଶ ଦୃଶ୍ୟର ଦିଗ୍‌ଲକ୍ଷ୍ୟ - ଶତପଥୀ ରବି, କଟକ

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ENGLISH
SEMESTER-I

CORE-1: BRITISH POETRY AND DRAMA: 14TH AND 17TH CENTURIES

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

MODULE-1: A historical overview: The period is remarkable in many ways: 14th century poetry evokes an unmistakable sense of “modern” and the spirit of Renaissance is marked in the Elizabethan Drama. The Reformation brings about sweeping changes in religion and politics. A period of expansion of horizons: intellectual and geographical.

MODULE-2: Chaucer: *The Wife of Bath’s Tale*

MODULE-3: Thomas Campion: “Follow Thy Fair Sun, Unhappy Shadow”, Sir Philip Sidney: “Leave , O Love, which reachest but to dust”, Edmund Waller: “Go, lovely Rose”, Ben Jonson: “Song to Celia”, William Shakespeare: Sonnets: “Shall I compare thee to a summer’s day?”, “When to the seasons of sweet silent thought”, “Let me not to the marriage of true minds.”

MODULE-4: William Shakespeare: *King Lear*

MODULE-5: Marlowe: *The Jew of Malta*

Suggested Readings:

1. Weller Series (OBS): *King Lear*
2. Chaudhury&Goswami: *A History of English Literature: Traversing Centuries*. Orient Blackswan
3. Harold Bloom: *Shakespeare: The Invention of the Human*
4. Sanders, Andrews: *The Short Oxford History of English Literature*. Oxford: OUP

Scheme of Evaluation:

1 long answer question + 1 short note/analysis/annotation (12+04) =16 marks from each Module with alternatives from the same MODULE-1n the same pattern.

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CORE-2: BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURY

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

MODULE-1: A historical overview: 17th C: Period of the English Revolution (1640–60); the Jacobean period; metaphysical poetry; cavalier poetry; 18th C: Puritanism; Restoration; Neoclassicism;

MODULE-2: John Milton: *Lycidas*; John Donne: *A Nocturnall upon S. Lucie’s Day, Love’s Deity*; Andrew Marvel: *A Red, Red Rose*;

MODULE-3: Ben Jonson: *Volpone*

MODULE-4: Pope: *Ode on Solitude, Summer, Sound and Sense, The Dying Christian to his Soul*; and Robert Burns: *A Red Red Rose, A Fond Kiss, A Winter Night, My Heart’s in the Highlands*

MODULE-5: Dryden : *All for Love*

Suggested readings:

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

Scheme of Evaluation:

1 long answer question + 1 short note/analysis/annotation (12+04) =16 marks from each Module with alternatives from the same MODULE-1n the same pattern.

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SEMESTER-II

CORE-3 : BRITISH LITERATURE: 18TH CENTURY

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

MODULE-1: A historical overview: Restoration, Glorious Revolution, Neo-classicism, Enlightenment.

MODULE-2: Richard Steele: Recollections; On Long-Winded People

MODULE-3: Daniel Defoe: Robinson Crusoe

MODULE-4: Oliver Goldsmith: A City Night-Piece; On National Prejudices; Man in Black.

Samuel Johnson: Expectations of Pleasure frustrated; Domestic Greatness Unattainable; Mischief of Good Company; The Decay of Friendship;

MODULE-5: Thomas Gray: Elegy written in a country churchyard

Suggested Readings:

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

Scheme of Evaluation:

1 long answer question + 1 short note/analysis/annotation (12+04) =16 marks from each Module with alternatives from the same MODULE-1 in the same pattern

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CORE-4 : INDIAN WRITING IN ENGLISH (ENG 4)

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

MODULE-1: A historical overview of Indian writing in English the key points of which are East India Company's arrival in India, Macaulay's 1835 Minutes of Education, India's first war of independence and the establishment of colleges to promote Western education.

MODULE-2: Crystallization: R.K. Narayan, *The Bachelor of Arts*

MODULE-3: Flowering: R. Parthasarathy (ed) *Ten Twentieth Century Indian Poets*. The following poets and their poems are to be studied.
Nissim Ezekiel, "Good Bye Party for Miss Puspa T.S.", "Poet, Lover, Bird Watcher", Kamala Das, "My Grandmother's House", "A Hot Noon in Malabar", Jayanta Mahapatra, "Indian Summer", "Grass"

MODULE-4: Performing: Mahesh Dattani, *The Final Solution*

MODULE-5: Maturation: Kiran Desai, *The Inheritance of Loss*

Suggested Readings:

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

Scheme of Evaluation:

1 long answer question + 1 short note/analysis/annotation (12+04) =16 marks from each Module with alternatives from the same MODULE-1 in the same pattern.

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SEMESTER-III

CORE-5: BRITISH ROMANTIC LITERATURE

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

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

MODULE-1: A Historical Overview: The period otherwise known as The Romantic Revival may also be called as The Age of Revolution as it owes its origin to the Epoch making French Revolution of 1789. The emphasis on individual liberty and unbridled desire free from the shackles of classicism made this period unique, intriguing and controversial.

MODULE-2: William Blake: "The Holy Thursday" and "London"

MODULE-3: William Wordsworth: "Tintern Abbey" and "Ode on Intimations of Immortality"
Samuel Taylor Coleridge: "Kubla Khan"

MODULE-4: John Keats: "Ode on a Grecian Urn" and "Ode on Melancholy"

P.B. Shelley: "Ode to the West Wind" and "To a Skylark"

MODULE-5: P.B. Shelley: "A Defence of Poetry"

Suggested Reading:

The Routledge History of Literature in English

History of English Literature: Traversing the Centuries – Chowdhury & Goswami

Romantic Imagination by C. M. Bowra

Pelican Guide to English Literature. Vol.5. Edited by Boris Ford

SCEHEME OF VALUATION:

Midterm test: 02 questions X 7.5 marks=15 marks, Tutorial : 5 marks; End Semester Examination: For every Modules:1 long answer question + 1 short note/analysis (10+06) =16marks X 5 = 80 marks

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CORE-6: 19TH CENTURY BRITISH LITERATURE

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

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

MODULE-1: A Historical Overview

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

MODULE-2: Essays: Leigh Hunt: "A Few Thoughts on sleep"

R L Stevenson: "Walking Tours"

MODULE-3: Novels: Mary Shelly: *Frankenstein*

MODULE-4: Novel: Jane Austen: *Pride and Prejudice*

MODULE-5 : Criticism: Mathew Arnold: *Culture and Anarchy* (Chapter-1)

Suggested Reading:

Chapter 4, 5 from a *Short Introduction to English Literature* by Jonathan Bate

The English Novel by Terry Eagleton

The Cultural Critics by Leslie Johnson

SCEHEME OF VALUATION:

Midterm test: 02 questions X 7.5 marks=15 marks, Tutorial : 5 marks

End Semester Examination:

For every Modules: 1 long answer question + 1 short note/analysis (10+06) =16marks X 5 = 80 marks

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CORE-7: AMERICAN LITERATURE

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

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

MODULE-1: Genesis and evolution, and the defining myths of American Literature—city on a hill, the frontier spirit, the American Dream, manifest destiny, e pluribus unum

MODULE-2: Harriet Jacobs *Incidents in the Life of a Slave Girl*

MODULE-3: *Billy Budd*—Herman Melville

MODULE-4: Walt Whitman: “when I heard the learn’d astronomer” and “A noiseless patient spider”; Emily Dickinson: “Success is counted sweetest” and “‘Faith’ is fine invention”; Robert Frost: “The road not taken” and “Fire and Ice”; Wallace Stevens: “Thirteen ways of looking at a blackbird” and “Disillusionment of ten o’ clock”

MODULE-5: *Desire under the Elms*—Eugene O’Neill

Suggested Reading

- Lewisohn, Ludwig. *The Story of American Literature*. The Modern Library, N. Y.
- Horton, Rod & Herbert W.. Edwards. *Backgrounds of American Literary Thought* . 3rd edition.
- Stewart, Randall(ed). *Living Masterpieces Of American Literature* . Brown University
- Norton Anthology of American Literature. 8th edition.

SCEHEME OF VALUATION:

Midterm test: 02 questions x 7.5 marks=15 marks, Tutorial : 5 marks

End Semester Examination:

For every Modules: 1 long answer question+ 1 short note/analysis (10+06) =16marks X 5 = 80 marks

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SEMESTER-IV

CORE-8: BRITISH LITERATURE: EARLY 20TH CENTURY

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

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

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

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

MODULE-3: War Poetry: Wilfred Owen “Dulce Et Decorumest”; Siegfred Sassoon “Suicide in the Trenches”

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

MODULE-4: Virginia Woolf: *Mrs. Dalloway*

MODULE-5: Literary Criticism: T.S. Eliot, “Tradition and Individual Talent”

Suggested Readings:

1. *Pelican Guide to English Literature: The Modern Age*(ed.) Boris Ford
2. Jonathan Bate, *English Literature: A Very short Introduction*, Oxford Paperback
3. Peter Faulkner, *Modernism*. London: Methuen
4. Peter Childs, *Modernism, New Accents*. Routledge

SCEHEME OF VALUATION:

Midterm test: 02 questions x 7.5 marks=15 marks, Tutorial : 5 marks

End Semester Examination:

For every Modules: 1 long answer question+ 1 short note/analysis (10+06) =16marks X 5 = 80 marks

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CORE-9: EUROPEAN CLASSICAL LITERATURE

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

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

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

MODULE-2: Epic poetry: Homer – *Odyssey* (Book I)

MODULE-3: Tragedy: Sophocles – *Oedipus the King*

MODULE-4: Comedy: Aristophanes – *Frogs*

MODULE-5: Criticism: Aristotle – *Poetics*, Chapter 6,7,8

Suggested Readings:

Auerbach, Erich. *Mimesis: The Representation of Reality in Western Literature*. USA: Princeton University Press. 2013.

Beye, Charles Rowan. *Ancient Greek Literature and Society*. Ithaca, New York: Cornell University Press. 1987

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

SCEHEME OF VALUATION:

Midterm test: 02 questions x 7.5 marks=15 marks, Tutorial : 5 marks

End Semester Examination:

For every Modules: 1 long answer question + 1 short note/analysis (10+06) =16marks X 5 = 80 marks

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CORE-10: WOMEN'S WRITING

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

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

MODULE-1: In Defence of A Literature of Their Own

Sarala Devi: "NariraDabi" (The Claim of the Woman) Trans. S.Mohanty, Chapters 13 & 17 from the collective novel *Basanti* (The first two in *Lost Tradition: Early Women's Writing from Orissa* and the third in *Indian Literature* No.)

MODULE-2: Desiring Self: Fiction by Women from the Centre

Emily Bronte: *Wuthering Heights*; Dorris Lessing: *The Grass is Singing*

MODULE-3: Desiring and Dissenting Self: Fiction by Women from the Periphery

Prativa Ray: *Yajnaseni*

MODULE-4: Tongues of Flame: Poetry by Women from Across the World

*Any Four Poets to be read

Kamala Das "An Introduction" & "The Sunshine Cat"

TishaniDoshi "Ode to the Walking Woman" & "What the Body Knows"

Maya Angelou "Phenomenal Woman" & "I Know Why the Caged Bird Sings"

Sylvia Plath "Mirror" & "Barren Woman"

MODULE-5: Discoursing at Par: Literary Criticism by Women

Simone de Beauvoir: "Introduction" from *The Second Sex*

Web Resources:

- Virginia Woolf, A Room of One's Own <https://victorianpersistence.files.wordpress.com/2013/03/a-room-of-ones-own-virginia-woolf-1929.pdf>
- Mary Wollstonecraft, *A Vindication of the Rights of Women*: Introduction <http://pinkmonkey.com/dl/library1/vindicat.pdf>
- Maya Angelou's Poems http://www.poemhunter.com/li/ebooks/pdf/maya_angelou_2012_6.pdf

- Sylvia Plath's Collected Poems
https://monoskop.org/images/2/27/Plath_Sylvia_The_Collected_Poems_1981.pdf
- Margaret Atwood's Poems
<http://www.poemhunter.com/margaret-atwood/poems/>
- Eunice de Souza, "Remember Medusa?" & "Women in Dutch Painting"
<http://www.poetrynook.com/poem/remember-medusa> ,
<http://www.gallerie.net/issue14/poetry1.html>
- TishaniDoshi's Poems
http://www.poemhunter.com/i/ebooks/pdf/tishani_doshi_2012_6.pdf
- Simone de Beauvoir *The Second Sex*<http://burawoy.berkeley.edu/Reader.102/Beauvoir.I.pdf>

Suggested Reading:

- Torill Moi, *Sexual Textual Criticism*
- Elaine Showalter, *A Literature of Their Own*
- Sandra Gilbert and Susan Guber, *The Mad Woman in the Attic*
- Gill Plain and Susan Sellers, *A History of Feminist Literary Criticism*. Cambridge University Press. 2007. Essays to be read: Helen Carr, "A History of Women's Writing" and Mary Eagleton, "Literary Representations of Women" https://mthoyibi.files.wordpress.com/2011/09/05-history-of-feminist-literary-criticism_gill-plain-and-sus.pdf

SCEHEME OF VALUATION:

Midterm test: 02 questions x 7.5 marks=15 marks, Tutorial : 5 marks

End Semester Examination:

For every Modules: 1 long answer question+ 1 short note/analysis (10+06) =16marks X 5 = 80 marks

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SEMESTER - V

CORE-11: MODERN EUROPEAN DRAMA

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

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

MODULE-1: Politics, social change and the stage; text and performance; European Drama: Realism and Beyond; Tragedy and Heroism in Modern European Drama; The Theatre of the Absurd

MODULE-2: August Strindberg: *Miss Julie*

MODULE-3: Heiner Muller: *Hamletmachine*

MODULE-4: Jean Genet: *The Maids*

MODULE-5: Bertolt Brecht: *The Good Woman of Szechuan*

Web Resources

- *Hamletmachine*: <http://theater.augent.be/file/13>
- Pirandello: <http://www.eldritchpress.org/lp/six.htm>
- Ionesco: <http://www.kkoworld.com/kitabiar/ejen-ionesko-kergedan-eng.pdf>
- Genet: <http://web.mit.edu/jscheib/Public/phf/themaids.pdf>
- Ibsen: <http://www.gutenberg.org/files/8121/8121-h/8121-h.htm>
- Strindberg: <https://archive.org/details/missjulieotherpl00striala>

Suggested Reading:

1. Constantin Stanislavski, *An Actor Prepares*, Chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1,2, 7,8,9, pp. 121-5, 137-46.
2. Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. And tr. John Willet (London: Methuen, 1992) pp.68-76, 121-8.
3. George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303-24.
4. Raymond Williams, "Tragedy and Revolution" in *Modern Tragedy*, Rvsd Ed (London: Verso, 1979) pp. 61-84.
5. Jean Genet, Reflections on Theatre (London:Faber& Faber) Chapter 2: "The Strange World Urb..." pp. 63-74.

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CORE-12: INDIAN CLASSICAL LITERATURE

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

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

MODULE-1: Vedic Literature

1. *SivasankalpaSukta* Yajur Veda XXX.I.6
2. *PurushaSukta* Yajur Veda XV.XXXI. 1-16

References: The New Vedic Selection Vol 1, Telang and Chaubey, BharatiyaVidyaPrakashan, New Delhi

MODULE-2: Selections from Epic Lit.

'Ayodhya Kanda' (Book II), 1st Canto—The Ramayana of Valmiki. Gita Press Edition.

MODULE-3: Sanskrit Drama

Kalidasa, *Abhijnanasakuntalam*, Act IV, tr. M.R Kale, MotilalBanarasiDass, New Delhi

MODULE-4: Sanskrit Drama

Mrcchakatika by Sudraka, Act I, tr. M.M. Ramachandra Kale (New Delhi: MotilalBanarasidass, 1962)

MODULE-5: Aesthetics and Maxims

- Bharata's *Natyasastra*, Chapter VI on Rasa theory (References: English Translation by M.M. Ghosh, Asiatic Society, Kolkata, 1950)

Suggested Reading:

- Kalidasa. Critical Edition, SahityaAkademi
- B.B Choubey, New Vedic Selection, Vol 1, BharatiyaVidyaPrakashan, New Delhi
- H.H.Wilson (Tr.)- *Rig Veda*
- Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol.I, 2 ndedn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
- J.A.B.VanBuitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., Indian Philosophy, vol. V, Theory of Value: A Collection of Readings (New York: Garland, 2000) pp.33–40.
- VinayDharwadkar, 'Orientalism and the Study of Indian Literature', in Orientalism and the Postcolonial Predicament: Perspectives on South Asia, ed. Carol A.Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95
- Universals of Poetics by Haldhar Panda

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SEMESTER - VI

CORE-13: POSTCOLONIAL LITERATURE

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

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

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

Prescribed Reading:

Achebe, Chinua "An image of Africa: Racism in Joseph Conrad's Heart of Darkness," *Research in African Literatures*, Vol. 9, No.1, Special Issue on Literary Criticism. (Spring, 1978), pp. 1-15.

MODULE-2: Indian : R K Narayan: *The English Teacher*

MODULE-3: Caribbean and African : V S Naipaul: *The Mimic Men*

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

MODULE-5: Criticism: Chinua Achebe: "English and the African Writer" and

NgugiwaThiong'o: "The Quest for Relevance" from *Decolonising the Mind: The Politics of Language in African Literature*

Web Resources

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

Suggested Reading:

- Ashcroft, Bill, Gareth Griffiths, Helen Tiffin. "Introduction", *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London, New York: Routledge, 2nd edition, 2002.
- Bhabha, Homi K. *The Location of Culture*. Noida: Atlantic Books. 2012.
- Gandhi, Leela. *Postcolonial Theory: An Introduction*. OUP. 1998.
- Said, Edward. *Orientalism*. India: Penguin. 2001.
- Spivak, GayatriChakraborty. *Can the Subaltern Speak?* UK: Macmillan.1998
<http://planetarities.web.unc.edu/files/2015/01/spivak-subaltern-speak.pdf>

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CORE-14: POPULAR LITERATURE

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

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

MODULE-1: Introduction to the concept : What is popular literature?; Debate between popular and high cultures ('high brow' v/s 'low brow'); What is Genre fiction?; Debate between genre fiction and literary fiction

Essays for discussion:

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

MODULE-2: Detective Fiction: Sherlock Holmes: *The Hound of the Baskervilles*

MODULE-3: Romance: Nicholas Sparks: *The Notebook*

MODULE-4: Campus Fiction: David Lodge: *Small World: An Academic Romance*

MODULE-5: Rewriting Mythology: Amish Tripathi: *The Immortals of Meluha*

Suggested Reading

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

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DISCIPLINE SPECIFIC ELECTIVE (DSE)

ENGLISH SEMESTER-V

DSE-1: LITERARY THEORY

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

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

Starred texts are to be taught. Questions with alternatives are also to be set from these texts.

MODULE-1: Overview

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

MODULE-2: New Criticism and Formalism: with an emphasis on the main critical concepts of NC such as paradox, irony, tension, intentional and affective fallacy, heresy of paraphrase and of Formalism such as ostranenie, literariness, foregrounding, dominant and deviant

- *Cleanth Brooks, "The Language of Paradox" Or W.K. Wimsatt Jr. and Monroe Beardsley, "The Intentional Fallacy"
- *Viktor Shklovsky, "Art as Device" Or Roman Jakobson, "Linguistics and Poetics"

MODULE-3: Structuralism and Poststructuralism: with an emphasis on the main critical concepts of Structuralism such as binary opposition, synchrony and diachrony, syntagm and paradigm and of Poststructuralism such as collapse of the binary, difference, mise-en-abym, erasure

- *Gerard Genette, "Introduction" to *Narrative Discourse* (https://archive.org/stream/NarrativeDiscourseAnEssayInMethod/NarrativeDiscourse-AnEssayInMethod_djvu.txt) Or Roland Barthes, "Face of Garbo" and "French Fries" (from *Mythologies*)
- Jacques Derrida, "On the Idea of the Supplement" (from *Of Grammatology*) Or Michel Foucault, "What is an Author?" (http://artsites.ucsc.edu/faculty/Gustafson/FILM%20162_W10/readings/foucault.author.pdf) (Either of the two essays can be taught depending on availability)

MODULE-4: Marxism and New Historicism: with an emphasis on main critical concepts of Marxism such as base, superstructure, ideology, commodification, determination and of New Historicism such as power, resistance, high-low dialectic

- *Louis Althusser, "Letters on Art" (from *Lenin and Philosophy and Other Essays*) Or Georg Lukacs, "On Reification" (from *History and Class Consciousness*)
- Raymond Williams, "In Memory of Lucien Goldmann" Or Stephen Greenblatt, "Learning to Curse" (Either of the two essays can be taught depending on availability)

MODULE-5: Eco-criticism and Eco-feminism: with an emphasis on main critical concepts of Ecology as environment, balance, food chain and of Eco-feminism as body and its colonisation, patriarchy, woman as a creative principle in harmony with nature

- *Rachel Carson, "A Fable for Tomorrow" and "The Obligation to Endure" (from *Silent Spring* (http://library.uniteddiversity.coop/More_Books_and_Reports/Silent_Spring_Rachel_Carson-1962.pdf))
- *Mack-Canty, Colleen, "Third-Wave Feminism and the Need to Reweave the Nature/Culture Duality." *NWSA Journal* 16, no. 3 (2004): 154-179 (from [JSTOR Arts & Sciences VI](#))

Suggested Reading:

Terry Eagleton, *Literary Theory: An Introduction for Foreign Students*
David Robey and Anne Jefferson, *Modern Literary Theory*

Jonathan Culler, *Literary Theory: A Very Short Introduction*
 Richard Barry, *Beginning Theory*
 Tony Bennett, *Formalism and Marxism*
 Terence Hawkes, *Structuralism and Semiotics*
 Christopher Norris, *Deconstruction: Theory and Practice*
 Veenser H. Aram (ed), *The New Historicism Reader*
 Greg Gerrard, *Eco-Criticism*

MIDTERM: 20 marks
 MODULE-1: 02 questions x 10 marks=20 marks

TERM-ENG: 80 marks
 MODULE-2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks
 MODULE-3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks
 MODULE-4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks
 MODULE-5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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DSE-2: READING WORLD LITERATURE

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

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

MODULE-1: Concept

- The idea of world literature: Scope and definition
- Uses of reading world literature

MODULE-2: European

Albert Camus *The Outsider*

MODULE-3: Caribbean and Africa

Chimamanda Ngozi Adichie *Purple Hibiscus*

MODULE-4: Canadian Short Fiction

Margaret Atwood *Stone Mattress & Pretend Blood*

MODULE-5: Latin American Poetry

Pablo Neruda "Death Alone", "Furies and Suffering", "There's no Forgetting", "Memory"

Web Resources:

- The Complete Stories by Franz Kafka http://www.vanderbilt.edu/olli/class-materials/Franz_Kafka.pdf
- What is world Literature? (Introduction) David Damrosch <http://press.princeton.edu/chapters/i7545.html>
- Tagore's comparative world literature https://www.academia.edu/4630860/RabindranathTagores-Comparative_World_Literature
- Dostoevsky's *Notes from Underground* <http://www.gutenberg.org/files/600/600-h/600-h.htm>
- Margaret Atwood's *Stone Mattress* <http://www.newyorker.com/magazine/2011/12/19/stone-mattress>
- Margaret Atwood's *Pretend Blood* <http://www.independent.co.uk/arts-entertainment/books/features/first-lives-club-pretend-blood-a-short-story-by-margaret-atwood-1779529.html>
- Alice Munro's short Stories <http://www.newyorker.com/magazine/2013/10/21/the-bear-came-over-the-mountain-2>, <http://www.newyorker.com/magazine/2008/09/08/face>
- Poems of Octavio Paz http://www.poetrysoup.com/famous/poems/uk/octavio_paz

Suggested Reading:

- Weltliteratur: John Wolfgang von Goethe in *Essays on Art and Literature* Goethe : The Collected Works Vol.3
- Rabindranath Tagore "World Literature": Selected Writings On Literature and Language: Rabindranath Tagore Ed. Sisir Kumar Das and Sukanta Chaudhuri Damrosch
- Goethe's "World Literature Paradigm and Contemporary Cultural Globalization" by John Pizer
- "Something Will Happen to You Who Read": Adrienne Rich, Eavan Boland' by Victor Luftig .JSTOR iv. Comparative Literature University of Oregon.
- David Damrosch, *What is World Literature?* Princeton University Press
- "WLT and the Essay" *World Literature Today* Vol. 74, No. 3, 2000. JSTOR Irish University Review, Vol.23 Spring 1, Spring-Summer.

MIDTERM:	20 marks
MODULE-1:	02 questions x 10 marks=20 marks
TERM-END:	80 marks
MODULE-2:	1 long answer question+ 1 short note/analysis (14+06) =20 marks
MODULE-3:	1 long answer question+ 1 short note/analysis (14+06) =20 marks
MODULE-4:	1 long answer question+ 1 short note/analysis (14+06) =20 marks
MODULE-5:	1 long answer question+ 1 short note/analysis (14+06) =20 marks

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SEMESTER-VI

DSE-3: Research Methodology

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

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

MODULE-1: Research and the Initial Issues

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

MODULE-2: Literature review

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

MODULE-3: Hypotheses and formulation of research design

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

MODULE-4: Results and documentation

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

MODULE-5: Practical (for Internal Assessment)

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

Pattern of examination

MIDTERM: 20 marks

Literature review of 1000 words on a research question 10 marks

A book review of 500 words 10 marks

TERM-END: 80 marks

MODULE-1: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

MODULE-2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

MODULE-3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

MODULE-4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Texts prescribed

- i. K Samantray, *Academic and Research Writing*. Orient Blackswan (2015)
- ii. Kothari & Garg, *Research Methodology*. New Age Publishers
- iii. Deepak Chawla & Neena Sondhi. *Research methodology: Concepts & Cases*. Vikas Publishing

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DSE-4: PROJECT (CREDIT=6 / MARKS=100) (End Semester Evaluation)

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