

**GOVERNMENT COLLEGE (AUTONOMOUS),  
BHAWANIPATNA**

**(College with potential for excellence)**



**COURSES OF STUDIES**

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

**SUB: SOCIOLOGY**

<b>Semester-I</b>	<b>2017</b>	<b>Semester-II</b>	<b>2018</b>
<b>Semester-III</b>	<b>2018</b>	<b>Semester-IV</b>	<b>2019</b>
<b>Semester-V</b>	<b>2019</b>	<b>Semester-VI</b>	<b>2020</b>

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## COURSE STRUCTURE

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

## C O N T E N T

	Paper Code	Page No.
1	AECC	03
2	SEC	07
3	GE	09
4	CORE	22
5	DSE	31

# 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.

<b>Midterm test:</b>	Writing : 1 question	04 x 01qn = 04 marks	
	Speaking: 2 questions	03x02 qns = 06 marks	
	Total	10 marks	
<b>Term End :</b>	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**

ଆସ୍ଥାନ୍ୟାୟକ-୨, ମୋଟ୍‌ଗ୍ରେଣୀପାଠଦାନ-୨୦ ଘଣ୍ଟା, ଛୁଟିଫୁଲ-୫୦, ପରୀକ୍ଷା ସମୟ-୨ ଘଣ୍ଟା  
ପାଠ୍ୟରୁକୌଣସି ଗୋଟିଏ ପାଠ୍ୟକୁ ବାଛିବାକୁ ହେବ ।

**ପାଠ୍ୟ-୧**

- ଉପାଂଶ-୧: (ଗଳ୍ପବିଭାଗ) ଗଳ୍ପ ତରଂଗ-ପ୍ରକାଶକ ସମ୍ବଲପୁର ସାହିତ୍ୟ ସଂସଦ  
ଭଗବାନ ମଲାପରେ-ମହାପାତ୍ର ନାଳମଣି ସାହୁ  
ବିଷକନ୍ୟାର କାହାଣୀ-ମନୋଜ ଦାସ  
ଦ୍ୱିତୀୟ ଶୁଣାନ୍ତାମତସ୍ତୁ ବେହେରା  
ଘୁଟି ପ୍ରଶ୍ନଗୋଷ୍ଠୀ ପ୍ରଶ୍ନର ଉତ୍ତର ପାଞ୍ଚଗହ ଶବ୍ଦରେ ଲେଖିବାକୁ ହେବ । (୧୦)
- ଉପାଂଶ-୨: (କବିତାଶ୍ରୀ) ଅରୁଣଭବତ-ଘୁମୁସାସ ମହାନ୍ତି  
ଲକ୍ଷ୍ମନ-ରମାକାନ୍ତ ରଥ  
କୁଞ୍ଜବିହାରୀ-ପ୍ରତିଭା ଶତପଥୀ  
ଘୁଟି ପ୍ରଶ୍ନଗୋଷ୍ଠୀ ପ୍ରଶ୍ନର ଉତ୍ତର ପାଞ୍ଚଗହ ଶବ୍ଦରେ ଲେଖିବାକୁ ହେବ । (୧୦)
- ଉପାଂଶ-୩: (ଅବବୋଧ) ଧକଶହପଗାଶ ଶବ୍ଦର ଧକ ଅନୁକ୍ରମ ପ୍ରଦାନ କରାଯିବ ।  
୫ଟି ପ୍ରଶ୍ନ ପଢ଼ିବ ଧର୍ମ ପ୍ରତ୍ୟେକ ପ୍ରଶ୍ନକୁ ୩୨ । (୫x୨=୧୦)
- ଉପାଂଶ-୪: (ଭାବ ସଂପ୍ରସାରଣ) କୌଣସି ଧକ ଛୁକୁ 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, ଶ୍ରେଣି ଓ ପରିସର
- ଉପାଂଶ-୨: ସଂପର୍କର ପ୍ରକାରଭେଦ: କଥିତଲିଖିତ, ବ୍ୟକ୍ତିଗତାମାଜିକ-ସଂସ୍କୃତିକ-ବ୍ୟାବସାୟିକ-ସାହିତ୍ୟିକ
- ଉପାଂଶ-୩: ସଂପର୍କର ବାଧକ ଓ ସଫଳସାଧନର ଦିଗ
- ଉପାଂଶ-୪: ସଂପର୍କରେ ସାହିତ୍ୟର ଭୂମିକା
- ଉପାଂଶ-୫: ସଫଳ ସଂପର୍କର ଭାଷା

**ପାଠ୍ୟ-୩ / Course-୩ : ସଂପର୍କର ରୀତି / ଭଙ୍ଗୀ ଓ ମାଧ୍ୟମ**

- ଉପାଂଶ-୧: ସୁଗତକଥନ ଓ ସଂଳାପିକ ଭଙ୍ଗୀ / ସାହିତ୍ୟମାଧ୍ୟମ ଓ ଯୋଗାଯୋଗ
- ଉପାଂଶ-୨: ଦଳଗତ ଆଲୋଚନା ଓ ବିତର୍କ
- ଉପାଂଶ-୩: ସାକ୍ଷାତ୍‌କାର
- ଉପାଂଶ-୪: ପତ୍ରଲିଖନପଦ୍ଧତି / ବିବରଣୀ ଲିଖନ
- ଉପାଂଶ-୫: ବୈଷ୍ଟିକ ପଦ୍ଧତି ଓ ସଂପର୍କର ଭାଷା ରୁଚା, ସଂକ୍ଷିପ୍ତ ଜ୍ଞାନ ପ୍ରେରଣ, ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ସଂଚାର ବିଧାନ, ଡ୍ରେସିଂଗର୍, ଆନ୍ତର୍ଜାତିକ ପଦ୍ଧତି / ଇଣ୍ଟରନେଟ୍

**ଗନ୍ତ ତାଲିକା**

- ୧- ଗଳ୍ପତରଂଗ- ପ୍ରକାଶକ ସମ୍ବଲପୁର ସାହିତ୍ୟ ସଂସଦ ।
- ୨- ସଂଯୋଗ ଅନୁସି/ବ୍ୟାବହାରିକ ଉପାଦାନ ଓ ପ୍ରୟୋଗାତ୍ମକ ବ୍ୟାକରଣ, ସନ୍ତୋଷ ତ୍ରିପାଠୀ, ନାଳଦା, କଟକ ।
- ୩- ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା ।
- ୪- ସମ୍ବନ୍ଧ ଓ ସାମ୍ବାଦିକତାତତ୍ତ୍ୱଗଣେଶ 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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**ENGLISH**  
**SEMESTER-I**

**GE-1: ACADEMIC WRITING AND COMPOSITION**

**(CREDITS: 6, Theory=6)**

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

**MODULE-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

**MODULE-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

**MODULE-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

**MODULE-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

**MODULE-5: Research writing: writing research papers and projects**

- Mechanics of research writing; principles of citation; summarizing and paraphrasing
- Identifying a potential research topic; preparing a synopsis; literature review; data collection and analysis; deriving conclusions from analysis

**Texts prescribed**

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

**Pattern of examination: End Semester examination [80 marks]**

Using texts (600 -700 words), students will be tested for

- Use of vocabulary in context **05 bits X 02 marks= 10marks**
- Use of grammar in context **05 bits X 02 marks= 10 marks**
- Use of cohesive and transitional devices in one paragraph **10 bits X 02 marks=20 marks**
- Writing two paragraphs (expository/ descriptive/ narrative/argumentative) using topic sentences **2qns x 10 marks= 20marks**
- Correcting in-text citation from given input **5bits x 02 marks=10marks**
- Preparing a correct version of Works Cited page from given input **05bits x 02 marks= 10marks**

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**ENGLISH**  
**SEMESTER-II**  
**GE-2 : MODERN INDIAN LITERATURE**

(CREDITS: 6, Theory=6)

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

The paper aims at introducing students to the richness and diversity of modern Indian literature written in many languages and translated into English.

**MODULE-1: Historical Overview**

Background, definition of the subject and historical perspectives will be covered.

**MODULE-2: The Modern Indian Novel**

Fakir Mohan Senapati: *Six Acres and a Third* Or U. R. Ananthamurthy: *Sanskara*

**MODULE-3: The Modern Indian Short Story**

Selected stories by Fakir Mohan Senapati: "Rebati", Rabindra Nath Tagore: "Post Master" Premchand: "The Shroud", Ishmat Chughtai: "Lihaaf"

**MODULE-4: Modern Indian Life Writing**

Excerpts from M.K. Gandhi's Story of *My Experiments with Truth* (First two chapters), Amrita Pritam's *The Revenue Stamp* (first two chapters), *Autobiography* by Rajendra Prasad (chapter six & seven)

**MODULE-5: The Modern Indian Essay**

A. K. Ramanujan "Is there an Indian Way of Thinking? An Informal Essay" *Collected Essays*, OUP, 2013

"Decolonising the Indian Mind" by Namwar Singh. Tr. Harish Trivedi *Indian Literature*, Vol. 35, No. 5 (151) (Sept.-Oct., 1992), pp. 145-156

G. N. Devy's introduction to *After Amnesia*, pp. 1-5, *The G. N. Devy Reader*, Orient BlackSwan, 2009.

**Suggested Readings:**

1. Sisir Kumar Das, *History of Indian Literature 1910-1956, Triumph and Tragedy*, Sahitya Akademi, New Delhi, 2000
2. Amit Chaudhuri, *The Vintage Book of Modern Indian Literature*, 2004
3. M.K. Naik, *A History of Indian English Literature*, Sahitya Akademi, 2004

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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: Brahmo 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 Litlkaras of Path, Ni, Kr, Sev, Han, Pā, Dā, Śru, Śt and Krīñ in the form of Ātmanepada, Parasmaipada or Ubhayapada whichever is applicable. (Dhaturupas)

<b>MODULE-1 &amp; 2:</b> <i>Hitopodeśa</i> (From <i>Kathamukha</i> to <i>Grdhravidalakatha</i> )	30 Marks
Long Question-1	15 Marks
Short Questions-3	5×3= 15 Marks
<b>MODULE-3 &amp; 4:</b> <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
<b>MODULE-5:</b> <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*(*Mitralabha*) (Ed.) Kapildev Giri, Chaukhamba Publications, Varanasi.
2. *Hitopadesah* (*Mitralabha*) (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

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## 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.)

<b>1. Meghadutam- (Purvamegha)</b>	<b>50 Marks</b>
<b>MODULE-1:</b> Long Question-1	15 Marks
<b>MODULE-2:</b> Short Questions-2	15 Marks (7 ½ X 2)
<b>MODULE-3:</b> i) Explanation of One Verse	12 Marks
ii) Translation of One Verse	08 Marks
<b>2. History of Sanskrit Literature-II</b>	<b>30 Marks</b>
<b>MODULE-4:</b> ( <i>Gitikavyas&amp;Khandakavyas</i> )	
Long Question-1	10 Marks
Short Question-1	05 Marks
<b>MODULE-5:</b> ( <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.
7. *Samskrta Sahitya Itihasa*, H.K. Satapathy, Kitab Mahal, Cuttack

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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 of Nationalism. 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. Polanyi K. et al (1957), Trade and Market in the Early Empires. Chicago: Henry Regnery Company.
14. Balandier G. (1972). Political Anthropology. Middlesex: Penguine.



## 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 Oppurtunities", 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 19<sup>th</sup> 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 Pasts', 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 Algaovaad 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



**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 ସ୍ତୁତିତ୍ୟର୍ପଣା କବି ଛାନ୍ଦ ଚତୁଶ୍ଳୋକ ରଥ

**୨ୟ ଉପାଂଶ :** କବିତା ଚୟନ (ସଂ ଉତ୍କଳ ବିଶ୍ୱବିଦ୍ୟାଳୟ)

**ପାଠ୍ୟ :** କଞ୍ଚୁକିର ଭବନା 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 ।

ତତ୍ପରୁ ଚି ପ୍ରଶ୍ନ ଅବବୋଧ ପରୀକ୍ଷଣ ଉତ୍ତର ପାଇଁ ଆଗତ ହେବ ।

**୪ର୍ଥ ଉପାଂଶ :** ପ୍ରବଚନ/ଛାନ୍ଦ ଆଶ୍ରିତ ସର୍ଜନାତ୍ମକ ଲିଖନ (ଗୋଟିଏଥ ପ୍ରବଚନ / ଛାନ୍ଦ /ଛାନ୍ଦ ଆଗତ କରାଯିବ । ଓଡ଼ ଭବାନୀ

୨୦୦ଟି ଶବ୍ଦ ମଧ୍ୟରେ ସଂପ୍ରସାରଣ କରି ଲେଖିବାକୁ ଶିକ୍ଷା ଦିଆଯିବ)

**୫ମ ଉପାଂଶ :** ଶବ୍ଦ ଅର୍ଥ ଓ ତାହାର ଛାନ୍ଦ ଲିଖନ (ସର୍ଜନାତ୍ମକ ଅର୍ଥ/ପ୍ରତ୍ୟୟାତ୍ମକ ଅର୍ଥ/ବଚନଗତ ଅର୍ଥ/ସମାସ-

ଲିଙ୍ଗ-ବନାନଗତ ଅର୍ଥ ଓ ସେସବୁ ନିରୂପଣ)

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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 :** ପଞ୍ଜୀ 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 ମଞ୍ଜିସି** 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 ଗ୍ରନ୍ଥାଳି :**

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

୨- ସଂଯୋଗ ଅନୁକ୍ରମ : ଦ୍ୱିପାଠୀ ସନ୍ତୋଷ, ଲାଦା, କଟକ

୩- କବିତାର ମାନବିକ : ମହାନ୍ତି ଜାନକୀ ବଲ୍ଲଭ, ପ୍ରେମସାହିତ୍ୟକର୍ତ୍ତା

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 ଲିଖନ - ପଟ୍ଟନାୟକ, ଆକ୍ଷତା, ଭୁବନେଶ୍ୱର

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

୮- ଶବ୍ଦର ଆକାଶ ଦୃଶ୍ୟର ଦିଗ୍‌ଲକ୍ଷ୍ୟ - ଶତପଥୀ ରବି, କଟକ

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## SOCIOLOGY

### SEMESTER-I

#### CORE-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, Development of Self – contributions of George Herbert Mead, C.H. Cooley's Looking Glass Self The Concept of Group : Types of Groups – Primary and Secondary groups, In-Group and Out-group, Reference Group

**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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#### CORE-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. Marriage and family among the Muslims. 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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## SEMESTER-II

### CORE-3: SOCIOLOGICAL THOUGHT

(CREDITS: 6, Theory=6)

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

**MODULE-1: Auguste Comte** : Law of the Three Stages, Hierarchy of Sciences, Positivism

**MODULE-2: Herbert Spencer** : Organismic Analogy, Theory of Social Evolution

**MODULE-3: Karl Marx** : Dialectical Materialism, Class struggle, Alienation, Sociology of Capitalism

**MODULE-4: Emile Durkheim** : Division of Labour in Society, Rules of Sociological Method, Theory of Suicide.

**MODULE-5: Max Weber** : Social Action, Protestant ethic and the spirit of capitalism, Ideal type, Bureaucracy, Authority

#### Essential readings:

1. Aron, Ramond. 1967(1982 reprint). Main currents in sociological thoughts (2 volumes). Harmondsworth, Middlesex: Penguin Books
2. Barnes, H.E. 1959. Introduction to the history to the sociology The University of Chicago press
3. Coser, Lewis A. 1979. Masters of Sociological Thought. New York : Harcourt Brance Jovanovich
4. Fletcher, Ronald. 1994.The Making of Sociology (2 volumes) Jaipur-Rawat
5. Shankar Rao C. N. 2004. Sociology – Primary Principles. S. Chand & Co, New Delhi.(Part XI)
6. Abraham F., Morgan J. H. 1995. Sociological Thought from Comte to Sorokin, Macmillan India Ltd. New Delhi.
7. Kar Parimal B. 2001, Sociology- the Discipline and its Dimensions, Central educational Enterprises, Calcutta. (Chapter 24).
8. Ritzer, George. 1996. Sociological Theory . New Delhi. Tata-McGraw Hill.
9. Singh, Yogendra. 1986 Indian Sociology: social conditioning and emerging Trends. New Delhi: Vistaar.
10. Zeitlin, Irving.1998 (Indian Edition). Rethinking sociology: A critique of Contemporary Theory. Jaipur: Rawat.
11. Harlambos, M.1998. Sociology: Themes and perspectives. New Delhi Oxford University Press

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### CORE-4: SOCIOLOGICAL THOUGHT

(CREDITS: 6, Theory=6)

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

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

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

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

**MODULE-4: Economic Growth and Social Development** : Indicators of Social Development, Human Development Index, Gender Development Index. Economic Growth: Meaning, theories, factors accelerating economic growth and factors preventing economic growth.

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

#### Essential readings:

1. Moore,W.E. 1965 Social Change, Prentice-Hall of India. New Delhi.
2. Shankar Rao C. N. 2004. Sociology – Primary Principles. S. Chand & Co, New Delhi.(Part VII)
3. Kar Parimal B. 2001, Sociology- The Discipline and its Dimensions, Central educational Enterprises, Calcutta. (Chapter 17, 22).
4. Jena D.N & Mohapatra U.K. 2005. Social Change- Themes & Perspectives, Kalyani Publishers, New Delhi
5. Gandhi M.K., Hind Swaraj
6. Schumacher, E.F., Small is Beautiful
7. Narain, Shreeman, Principles of Gandhian Planning
8. Mishra, B., Capitalism, Socialism and Planning.
9. Harlambos, M.1998. Sociology: Themes and perspectives. Oxford University Press, New Delhi
10. UNDP, Human Development Report

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## SEMESTER-III

### CORE-5: RESEARCH METHODOLOGY

(CREDITS: 6, Theory=6)

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

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

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

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

**MODULE-3: Hypothesis:** Meaning, Characteristics, Types and sources of Hypothesis, Role of Hypothesis in Social Research

**MODULE-4: Qualitative Methods in Social Research :** Observation, Case Study, Content Analysis

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

**Sampling:** Meaning, and characteristics. Types: Probability and Non-Probability Sampling. Role of Sampling in Social Research

#### Essential Readings:

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

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### CORE-6: GENDER AND SOCIETY

(CREDITS: 6, Theory=6)

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

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

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

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

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

**MODULE-4: Status of Women in India :** Ancient and Medieval period, Women in pre-independence India, Women in Independent India.

**MODULE-5: Major Challenges and Issues Affecting Women in India:** Women and Education, Women and Health, Women and Work. Policy provisions for improvement of women in these spheres.



### Essential Readings:

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



### CORE-7: RURAL SOCIOLOGY

(CREDITS: 6, Theory=6)

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

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

**MODULE-1: Rural Sociology :** Origin and Scope , Nature , Importance of Rural Sociology in the global context and the Indian context.

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

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

**MODULE-4: Rural Reconstruction:** Land Reforms, Green Revolution, Cooperative Movement.

Rural Governance and Democratic Decentralization, Panchayati Raj Institutions, Constitutional provisions and Structure, Role of Panchayats in Development, Functions and Problems.

**MODULE-5: Rural Development Programmes:** Community Development Programme, MGNREGA, SGSY, Indira Awas Yojana, Livelihood Mission, National Rural Health Mission

### Essential Readings:

1. Doshi S.L. & P.C. Jain 2002. Rural Sociology, Jaipur, Rawat.
2. Desai A.R. 1997. Rural Sociology in India – Bombay Popular Prakashan.
3. Dhanagare D.N. 1988. Peasant movements in India, New Delhi, Oxford.
4. Gupta D.N. 2001. Rural Development System. New Delhi Books India International.
1. 5.Dube, S.C. 1988. India's changing Village: Human Factor in Community Development Himalayan Publishing House, Bombay.
5. Maheshwari, S.R. 1985. Rural Development In India, Sage Publication, New Delhi.
6. Vivek, R.& Bhattacharya, 1985. The New Strategies of Development in Village India, Metropolitan.
7. Jain, Gopal Lal, 1985. Rural development. Mangaldeep Publication, Jaipur.
8. Joshi R P., and S. Narawam, 1985. Panchayat Raj in India : Emerging Trends across the States Rawat, Jaipur.
9. Singh, Katar ,1995. Rural development: Principle policies and Management Sage, New Delhi.



## SEMESTER-IV

### CORE-8: SOCIOLOGY OF GLOBALIZATION

(CREDITS: 6, Theory=6)

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

**Learning Outcomes:** This paper is expected to acquaint the student with an ongoing social process bringing tremendous changes in the nations.

**MODULE-1: Globalization:** Meaning and characteristics of Globalization, Historical context: Liberalization, Privatization and Globalization.

**MODULE-2: Dimensions of Contemporary Globalization:** Economic, Technological, Political and Cultural.

**MODULE-3: Consequences of Globalization:** Rising Inequality, Environmental impact, Consumerism, Health and Security, Emergence of Anti-Globalization movements.

**MODULE-4: Globalisation and Indian Society:** Understanding the concepts of liberalization, privatization and globalization in the Indian context; Growth of information technology and communication and its impact manifested in everyday life

**MODULE-5: Impact of globalisation on Indian Society:** Religion, Culture, Education, Social Institutions, Women, Tribal.

#### Essential Readings:

1. Appadurai, Arjun 1996, *Modernity at Large*, University of Minnesota Press
2. Applebaum, R. and Robinson, W., 2005, *Critical Global Studies*, Routledge, New York. 3. Bremen, Yan, 1993, *Footlose Labour*, Cambridge University Press, Cambridge
2. Browning, Halcli, Webster(ed), 1996, *Understanding contemporary society: Theories of the present*, SAGE Publications, London
3. Cohen Robin and Shirin M.(ed), *Global Social Movements*, The Athlone Press, London
4. Dubhashi P.R., 2002, *Peoples Movement against Global Capitalism* : EPW Feb.9
5. Giddens, Anthony, 2000, *Runaway World : How globalization is reshaping our lives*, Routledge, New York.
6. Jha, Avinash, 2000, *Background to Globalization*, Centre for Education and Documentation, Mumbai
7. Chander Sekhran Bal krishnana - *Impact of Globalization on developing countries and India*.
8. C ,Rangarajan, *Globalization and its impact*, 2002

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### CORE-9: MARRIAGE, FAMILY AND KINSHIP

(CREDITS: 6, Theory=6)

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

**Learning outcomes:** The student will come to know the meaning and concepts of the basic institutions. The student will realize the importance of social integration, social reproduction and social continuity through these basic institutions

**MODULE-1: Marriage:** Marriage as a social Institution, Functions of Marriage. Rules of Marriage: Endogamy, Exogamy; Monogamy and Polygamy; Levirate and Sororate; Hypogamy and Hypergamy, Dowry and Bride Price

**MODULE-2: The Family:** Meaning and definition, characteristics, types of Family, Rules of Authority, Descent and Residence, Functions of Family.

**MODULE-3: The Kinship and Clan System:** Meaning and Definition of Kinship and Clan, Types. Clan, Lineage, Totemism and Taboos, Kinship Terminology

**MODULE-4: Kinship Organization in India:** Genealogical methods, Regional variation of Kinship Organization-North and South, Complementary filiations

**MODULE-5: Changes in Marriage and Family:** Changes in the features of Joint family, factors affecting the institutions-Marriage and family, Divorce and Family Disintegration,

#### Essential Readings:

1. Ahuja, Ram, 2000, *Social Problems in India*, New Delhi: Rawat Publications.
2. Dube, L.1974, *Sociology of Kinship: An Analytical Survey of Literature*, Bombay: P.Prakashan
3. Dumont, L. 1983. *Affinity as Value: Marriage Alliance in South India with comparative*
4. Fortes, M. 1969, *Kinship and Social Order*, Chicago: Aldine
5. Fox, Robin. 196. *Kinship and Marriage*. Hammonds Worth: Penguin Books.

6. Goody, Jack and S.J. Tambiah.1973.Bride Wealth and Dowry, Cambridge: CUP
7. Johnson, H.M., 1995, Sociology: A Systematic Introduction, New Delhi: Allied
8. Kapadia, K.M. 1958 - Marriage and Family in India, Oxford University Press, Bombay
9. Karve, Iravati, 1961, Hindu Society: An Interpretation, Pune: Daccan College
10. Mandelbaum, D.G. 1972, Society in India, Bombay: Popular Prakashan.
11. Parkin, Robert, 1997. Kinship: An Introduction to Basic Concepts. U.K: Blackwell Publications
12. Prabhu, P.N. 1963, Hindu Social Organisation, Bombay: Popular Prakashan.Publishers.
13. Singh, Y., 1983, Modernisation of Indian Tradition. Jaipur: Rawat Publications
14. Uberoi, Patricia (ed.) 1993. *Family, Kinship & Marriage in India*. New Delhi: OUP.

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### CORE-10: SOCIAL DISORGANIZATION AND DEVIANCE

(CREDITS: 6, Theory=6)

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

**Learning Outcomes:** This paper is designed to impress upon a student the concept of deviant behavior leading to social disorganization, forms, theoretical foundations and criminal activities which he encounters in real life situations.

**MODULE-1: Social Disorganization:** Meaning and Nature, Family Disorganization and Personality Disorganization, Causes and Consequences.

**MODULE-2: Theories of Deviant Behaviour :** Contributions of Durkheim and Merton. Ecological theory, Delinquent Sub-Culture theory, Differential Association theory, Differential Opportunity theory.

**MODULE-3: Crime and Punishment :** Concepts of Crime and Delinquency. Causes and consequences. Theories of Punishment: Retributive, Deterrent, Reformative.

**MODULE-4: Social Problems:** Poverty, Unemployment, Alcoholism and Terrorism

**MODULE-5: Atrocities against women:** Domestic violence, Dowry, Divorce, Sexual Violence.

#### Essential Readings.

1. Ahuja, Ram. 2000. Criminology. New Delhi: Rawat Publications.
2. Bajpai, Anju and Bajpai, P.K.2000. Female Criminality in India. New Delhi: Rawat Publications.
3. Sharma P.D. Criminal Justice Administration: The Relay Race for Criminal Justice.1998. New Delhi: Rawat Publications.
4. Ahuja, Ram, 2000, Social Problems in India, New Delhi: Rawat Publications

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### SEMESTER-V

#### CORE-11: SOCIOLOGY OF ENVIRONMENT

(CREDITS: 6, Theory=6)

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

Environment and society has intricate relation with each other. This paper tries to sensitize the students about the major environmental issues and the efforts geared to tackle them.

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

- Understand interaction between society and environment.
- Sensitized about the environmental issues and movements as well as ideological currents.
- Get aware about the global and national efforts to conserve environment.

**Learning Outcomes:** The will understand the significance of environment for society. They can also take active part in the effort to preserve, protect and promote environmental protection.

**MODULE-1: Environment and its Concepts:** Ecology, Eco-system, Environment and Society – their inter-relations; Eco-Feminism.

**MODULE-2: Environmental Issues:** Environmental Degradation, causes and consequences, Role of Industrialization and Urbanization, Sustainable Development.

**MODULE-3: Environmental Movements:** Chipko Movement, Narmada Bachao Andolan, Silent Valley Movement, Environment Movements in Odisha(Basic ideas only).

**MODULE-4: Contemporary Environmental Problems:** Problems of Water pollution, Deforestation, Urban Wastes, Slums.

**MODULE-5: Environment Protection :** Global-Warming and Climate Change , Environment protection efforts at the global and national level.

**Essential Readings:**

1. Albrow, Martin & Elizabeth King (Ed.), (1990), Globalisation, Knowledge and Society, Sage: London
2. Baviskar. Amita (1995), In the Valley of the River: Tribal Conflict over Development in the Narmada Valley, Delhi: OUP.
3. Bhatt, Anil (1989) Development and Social Justice: Micro Action by Weaker Section, Sage: New Delhi.
4. Chauhan, I.S (1998), Environmental Degradation, Delhi: Rawat Publications.
5. Desh Bandhu and Garg, R.K.(eds) 91986), Social Forestry and Tribal Development, Dehradun: Natraj Publishers.
6. Dubey, S.M. and Murdia, Ratno(ed)91980), Land Alienation and Restoration in Tribal Communities in India, Bombay: Himalaya Publishing House.
7. Gadgil, Madhav & Ram Chandra. Guha (1996), Ecology and Equity: The use and Abuse of Nature in contemporary India:: New Delhi: OUP.
8. Ghai, Dharam (ed) (1994), Development and Environment: Sustaining People and Nature. UNRISD: Blackwell Publication.
9. Giddens, Anthony (1996), "Global Problems and Ecological Crisis", 2<sup>nd</sup> edition New York:W.W.Norton and Co.
10. Guha, Ramechandra (1995), The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya, OUP: Delhi.
11. Mehta S.R. (ed)(1997), Poverty, Population and Sustainable Development, New Delhi: Rawat Publications.
12. Plumwood, Val (1992), Gender and Ecology: Feminism and Making of Nature, London: Routledge.

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**CORE-12: SOCIOLOGY OF MOVEMENTS**

**(CREDITS: 6, Theory=6)**

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

Movements reflect the voices raised against the prevailing practices of a society. Every society witnesses social movement in some form or the other. Movements bring social change and transformation. It is a collective effort that is driven by particular issues and brings forth changes. The present paper tries to provide a rudimentary impression to the students about the concept, nature and types of movements with a thrust on the movements witnessed by Indian society.

**Objectives:**

- To introduce to the students with the concept of social movements and their dynamics.
- To introduce the students to the role of social movements in social transformation.
- To help them understand the various approaches to the study of social movements.

**Learning Outcomes:** The very aim of this paper is to disseminate knowledge about the concept of social movements and its process and change making role in the society.

**MODULE-1: Social Movements:** Nature, Definitions, Characteristics of social movement, Types: Revolutionary, Reform, Revival, Counter movements, Basis of social movements: Leadership, Ideology, Resource

**MODULE-2: Religious movements in India:** The SNDP Movements in Kerala, The Brahmo Samaj and The Arya Samaj.

**MODULE-3: Peasants Movements in India:** The Champaran Satyagraha (1917), The Kheda Peasant Struggle, The Bardoli Movement in Gujarat, The Peasant Revolt in Telangana, TheTebhaga Movement in Bengal.

**MODULE-4: Backward Class Movements in India:** Mahar Movement in maharastra, Dalit Movement in Tamil Nadu, The Non Brahmin Movement in Tamil Nadu

**MODULE-5: Women's Movements in India:** In the Pre independence era and the post independence period

**Essential readings:**

1. Foweraker Joe, 1995. *Theorising Social Movements*, Pluto Press, London.
2. Buechler, S. 'New Social Movement Theories' in Buechler, S. and Cylke, F.K., Jr. (eds.) 1997. *Social Movements: Perspectives and Issues*. Mountain View: Mayfield Publishing Company.
3. Rao, M.S.A. ed. 1979. *Social Movements in India Vol. I and II*, Manohar, New Delhi.
4. Rao, M.S.A. 1979. *Social Movements and Social Transformation*, Manohar, New Delhi.
5. Dhanagare, D.N. 1983. *Peasant Movements in India 1920-1950*, OUP, Delhi.
6. Kaur, Manmohan, 1968, "Role of Women in the Freedom Movement 1857-1947", Sterling, New Delhi
7. Basu, Aparna, "Role of Women in the Freedom Movement", in B.R.Nanda, ed, 1976. *Indian Women From Purdah to Modernity*, Vikas, Delhi.
8. Chattopadhyaya, Kamaladevi, 1983, "Indian Women's Battle for Freedom", Abhinav Publications, New Delhi

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**SEMESTER-VI**

**CORE-13: URBAN SOCIOLOGY**

**(CREDITS: 6, Theory=6)**

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

Urbanisation is an important social process that changed the face of human civilization. It was initiated with the process of modernization, transport revolution, coming up of river valley civilizations, establishment of trade links and industrial revolution. Urbanisation has brought both prosperity and problems. It is one of the earnest tasks of Sociology to trace out the evolution of the process, social; problems associated with it and policy planning and measures undertaken to overcome these challenges. This paper Urban Sociology concentrates upon these tasks.

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

- Understand the specific traits of urban areas, its historical patterns of growth.
- Develop knowledge about urban social institutions and problems
- Gain insight into urban development plans, programmes and efforts.

**Learning Outcomes:** The very aim of this paper is to acquaint the students with the process of urbanization, to give an impression about the pattern of evolution of cities, urban institutions, their contrasts with rural institutions, urban problems and the responses developed to arrest them.

**MODULE-1 Urban Sociology:** Meaning, Nature, Scope and importance of urban sociology, Rural Urban Differences: Specific traits of rural world vs. urban world- Socio-cultural differences – Socio – psychological differences – ruralization, Urbanism as a way of life.

**MODULE-2 Theories of patterns of city growth:** Concentric zone theory- Sector model- Multiple nuclei theory.

**MODULE-3 Social institutions of Indian urban communities:** Family, marriage and kinships in urban India – Caste in urban India

**MODULE-4 Urban social problems:** Crime and Juvenile delinquency, Slums, Beggary, Prostitution

**MODULE-5 Urban development in India:** Plans, Urban development Programmes, Slum Development Programmes, Urban Basic Services

**Essential readings:**

1. Lin, Jan and mele Christipher (edt.) 2012. *The Urban Sociology Reader*, Routledge
2. Flanagan, W., 1993. *Contemporary Urban Sociology* Cambridge: University of Cambridge
3. Patel Sujata and Deb, Kushal(edt.) *Urban Studies*.
4. Rao, M.S.A. 1992. *Urban Sociology in India*
5. Ramachandran, R 1997. Oxford University Press
6. Jayapalan, N 2002. *Urban Sociology*, Atlantic Publishers
7. Wilson, Robert, A Schultz, David, A , 1978. *Urban Sociology*, prentice Hall

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## CORE-14: POPULATION STUDIES

(CREDITS: 6, Theory=6)

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

Demography is both an index and instrument of development and change. India as a country is plagued by population explosion which retards, the economy and blocks social progress. Irrespective of several positive attempts undertaken by the government, India has failed to control its population problem. This paper is designed to provide an idea to the students about population dynamics and its impact on society.

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

- Understand the various facets of population studies and the theories that depict pollution change.
- Develop specific idea on Indian population structure, policies adopted and programmes launched in the country to check population.
- Assess the role of various agencies in population control.

**Learning Outcomes:** The very aim of this paper is to acquaint the students with a perennial problem of the Indian society that is population growth and the measures introduced to control it.

**MODULE-1: Population Studies:** Meaning, Scope and Significance; Demographic Processes: Fertility, Mortality and Migration

**MODULE-2: Population Theories:** Malthusian, Demographic Transition and Optimum Population Theory

**MODULE-3: Population Composition in India:** Age Structure, Sex-Ratio, Rural-Urban Composition, Literacy in India

**MODULE-4: Population Planning and Policies:** Needs and Objectives; Population Policy of India, National Rural Health Mission

**MODULE-5: Population Control:** Role of Technology, Women's Empowerment, Voluntary Organisations

### Essential Readings:

1. Agarwal, S.N. 1989: Population Studies with Special Reference to India, New Delhi: Lok Surjeet Publication.
2. Bose, Ashish 1991: Demographic Diversity in India, Delhi: B.R.Publishing Corporation.
3. Banarjee, D. 1985: Health and Family Planning Services in India, New Delhi: Lok Parkshan.
4. Chandrasekhar, S. (ed.) 1974: Infant Mortality, Population Growth and Family Planning in India, London: George Alen and Unwin Ltd.
5. Dubey, Surendra Nath 2001: Population of India, Delhi: Authors Press.
6. Kohli, S. 1977: Family Planning in India, New Delhi.
7. Malthus, T.R. (1986): An Essay on the Principle of Population, London: William Pickering.
8. Premi, M.K. 2004: Social Demography, Delhi: Jawahar Publishers and Distributors.
9. Sharma, Rajendra 1997: Demography and Population Problems, New Delhi: Atlantic Publishers.
10. Srivastava, O.S. 1998: Demography and Population Studies, New Delhi: Vikas Publishing House.
11. National Rural Health Mission 2006, Govt. of India, New Delhi.



## DISCIPLINE SPECIFIC ELECTIVE (DSE)

### SEMESTER-V

### SOCIOLOGY

#### DSE-1: SOCIOLOGY OF SOCIAL INSTITUTIONS

(CREDITS: 6, Theory=6)

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

Social institutions play a significant role in the functioning of a society by regulating the activities of the individuals and fulfilling their needs. Though they are universal to every society, they are not uniform in their characteristics and in terms of the norms they prescribe. They vary from society to society and across cultures. The present paper is designed to introduce to the students the basic social institutions which are fundamental to the lives of the people and significant to the functioning of the society.

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

- Understand the basic institutions which are vital to the functioning of the society.
- Learn the variations in the structure and functioning of these institutions across time and societies.
- Get an idea about the emerging features of these institutions.

**Learning Outcomes:** The very aim of this paper is to impress upon the students the vital role played by the institutions in social life, their typologies and changing features and functions.

**MODULE-1: Major Institutions of Society:** Community, Groups, Institutions and Organizations.

**MODULE-2: Family, Marriage and Kinship:** Key concepts; Different forms of family and marriage; Changes in family pattern worldwide; Importance of Kinship.

**MODULE-3: Religion:** Defining religion; Varieties of religion; Theories of religion.

**MODULE-4: Education :** The development of Literacy and schooling; Gender and the education system; Education and ethnicity; Theories of Schooling; Education and cultural reproduction; Education and inequality

**MODULE-5: Economy :** Importance of Work; Organisation of work; Fordism and PostFordism; Work and technology;; Future of work; Market and society.

**Polity :** Modern State; Concepts of Power and Authority; Forms of social distribution of power: Marxist, Elitist, Pluralist and Neo-Pluralist. Module

#### Essential Readings:

1. Ken Browne : An Introduction to Sociology (Polity, 3rd ed)
2. Anthony Giddens : Sociology (4th ed) : Human Societies
3. Bilton and others : Introductory Sociology (Macmillan)
4. G. Rocher : A General Introduction to Sociology
5. P. Worsely : New Introducing Sociology
6. Smelser : Sociology
7. S.K.Pramanik & R.Ganguly(eds) : Globalization in India (PHI Learning)

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## DSE-2: POLITICAL SOCIOLOGY

(CREDITS: 6, Theory=6)

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

Polity constitutes a vital part of every society. It helps in the system of governance. But the social variables to a great extent determine the course of polity. They decide and detect the system of governance, distribution of power, political institutions like parties and pressure groups, nature of political participation, political socialization. In the same vein, the political institutions, political processes, political culture influence the society and the course of its progress. The present paper highlights the close nexus between society and polity and how dynamism in one brings dynamism in the other.

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

- Comprehend the existing forms of states and their relative merits and demerits.
- Differentiate between power, authority and influence which guide and govern the political processes.
- Get to know about the political processes, participation types and determinants and the political institutions.

**Learning Outcomes:** The very aim of this paper is to generate an insight in the student about the political institutions, political processes, political culture he/she encounters in his/her daily life as a member of the society.

**MODULE-1: State:** Characteristics, Aristotle's classification of types of state: Theological, Monarchical, Aristocratic, Democratic and Totalitarian forms.

**MODULE-2: Influence, Power and Authority:** Meaning and types of influence, characteristics of Power, distribution of power: the Constant sum and the Variable sum approach to power, theories of political elites, authority: Weberian classification of authority, different ways of acquiring legitimacy.

**MODULE-3: Political Culture and Political Socialization:** Meaning and dimensions of political culture, meaning and types of political socialization agencies of political socialization and their role.

**MODULE-4: Political Participation:** Meaning and types of political participation, political apathy – reasons for political apathy, Determinants of political participation – psychological, social and political.

**MODULE-5: Political Parties and Pressure groups:** Political parties – features and functions, structures of political parties; meaning of pressure groups and their relationship with political parties, types of pressure groups and their role.

### Essential Readings:

1. A.K. Mukhopadhyay 1980. Political Sociology, K.P. Begchi & Company. Calcutta,
2. Ashraf, Ali and Sharma B.N. 2001. Political Sociology, University Press, Hyderabad .
3. Bhattacharya, D.C. Political Sociology
4. Baral, J.K. Political Sociology
5. Bottomore, T. 1975. Political Sociology, Blackie & Sons, Bombay.
6. Lipset S.M. 1983. Modern Political Analysis, Printice Hall, New Delhi
7. Dhal, Robert A, Who Governs





## SEMESTER-VI

### DSE-3: SOCIOLOGY OF EDUCATION

(CREDITS: 6, Theory=6)

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

Education is a prominent social institution of every society. It plays a significant role in socialization, social change and in bringing social mobility. Nation building is unthinkable without the institution of education. Individual empowerment takes place through education. Finally, education is a great equalizer. Keeping such vital role of education in view, this paper intends to bring out the basic theoretical ideas on education, its role in society, problems of educational inequalities and provisions to universalize education.

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

- Understand the concept and the theoretical foundations of education.
- Develop an insight into the role played by education in the society.

• The issues affecting education and the efforts geared to overcome them.

**Learning Outcomes:** The very aim of this paper is to impress upon the students the vital role played by the institutions of education in the society and to detect the paralyzing forces and to get well versed with the provisions and programmes launched to increase access to quality education.

**MODULE-1: Education:** The concept, the theoretical explanations on education: the Functionalist theory, the Conflict theory, The Interactionist theory

**MODULE-2: The role of Education in society:** Education and Socialization, Education and Social Change, Education and Social Mobility, Role of Education in Social and Human Development, Role of Education for Empowerment of the Marginalized

**MODULE-3: Issues Faced by Indian Education:** Educational Scenario in India: Primary, Secondary, higher and professional education, Inequalities in educational opportunities: causes, neglected groups: Women, Religious minorities, weaker sections and backward castes and groups.

**MODULE-4: Educational Reforms:** Pre independence ventures: Efforts of reformists and the British Government measures

Post independence attempts: the Constitution, Committees on education, the National policy on Education and the Programme of Action

**MODULE-5: Education in Indian Plans and Programmes:** India's Five Year Plans and Education Flagship educational programmes of the government of India for ensuring universalisation of education

#### Essential readings:

1. Butin, Dan W. 2005 Teaching Social Foundations of Education: Context, Theories and Issues, Lawrence Erlbaum Associates
2. Rury, John L 2002 Education and Social Change: Themes in the History of American Schooling, Lawrence Erlbaum Associates
3. Nambissan, Geetha B., Rao Srinivas, S. 2012 Sociology of Education in India: Changing Contours and Emerging Concerns, Oxford University Press
4. Sharma Rajesh R. 2012 Philosophical and Sociological Foundation of Education, APH Publishing Corporation
5. Mathur, S.S. 1996 A Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra

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

**Note:** Student will write dissertation on the basis of 20 days Field Work in the nearby locality on any branch of Anthropology in 6th Semester. She/ He will be supervised by one Teacher/ teachers.

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