

Programme Project Report (PPR) for Master of Arts

Programme's Mission & Objectives :

1. To provide educational opportunities for higher education through distance mode for a large segment of the population, including those in employment, women (including housewives) and adults who wish to upgrade their education or acquire knowledge in various fields of study.
2. To spread the light of education till the smallest & darkest corner.
3. To provide access to higher education to all segments of the society;
4. To offer high-quality, innovative and need-based programmes at different levels, to all those who require them;
5. To reach out to the disadvantaged by offering programmes in all parts of the country at affordable costs with our motto “देश हित में शिक्षा का प्रसार, देश के कौने कौने में”
6. To promote, coordinate and regulate the standards of education offered through open and distance learning in the country.
7. To spread more literacy in the society.

Relevance of the program with HEI's Mission and Goals :

The University understands the need of literacy in India & firmly believes that education has to be spread to the general masses. The University has acquired a commendable record of service in the field of education, health care, and social welfare. To reach with the above motive of service to the remotest corner of India, the Distance Education Programme of Swami Vivekanand Subharti University was conceived in 2009.

Nature of prospective target group of learners :

A large segment of the population living in villages, weaker sections of the society including those who are already in employment, girls belonging to the remote areas, women with social commitments (including home-makers) and anyone who wishes to upgrade their education or acquire knowledge in various fields of study.

Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence :

Through various programmes, distance education can be able to spread more literacy in the society and encourage the large segment of population to upgrade their education skill/s.

Course Structure :

1. Instructional Design :

The Instructional System of the University comprises six components, viz, Self Learning Material, Continuous Internal Assessment (IA) & Assignment work (AW), Theory Training

Classes, Practical Exposure Classes, Professional Project Work, Internship & Industry Integrated Learning.

1. Self Learning Material (SLM) –

The success and effectiveness of distance education systems largely depends on the study materials. Self-learning materials depend on exploiting the various means and ways of communication to suit it to the needs of learners. These have been so designed as to substitute effectively the absence of interaction with teachers in class room teaching mode. Their style is ideal for easy and better understanding in self-study mode.

2. Continuous Internal Assessment (CIA)

The progress of a learner is continuously monitored through Personal Contact Programmes, Viva & Group Discussions, Personality Development Programmes and Assignment Work. All these are compulsory and marks shall be awarded for attendance and performance of a learner in all these activities, as may be prescribed in the syllabus.

- a. **Personality Contact Programme (PCP)** – PCP sessions guide the learners as the programme proceeds. The date and venue for the PCP will be communicated to the learners through our website. During PCP, the learner gets guidance for better understanding of the subject. The learners can get their doubts cleared with the help of subject experts so as to improve their self-learning capability. The total duration of PCP sessions for a subject of four credits shall be 12-16 hours. Learners are required to attend PCP sessions for all their respective subjects.
- b. **Viva & Group Discussion (VGD)** – VGDs are designed to help the learners improve their professional communication and presentation abilities. Special emphasis is laid on learners speaking extempore, an ability necessary for building leadership skill as well as for enhancing the capability of understanding and exchanging views. The total duration of VGD sessions for a subject of four credits shall be 3-4 hrs.
- c. **Personal Development Programme (PDP)** – The PDPs are designed to improve the overall personality of the learner, and aim, especially, at the improvement of body language and strengthening of the power of expression. The purpose is to inculcate leadership, communication and presentation skills and brush up the knowledge of the learner by organizing a mix of management games, debates, quizzes and role play. The duration of PDP sessions for a subject of four credits shall be 3-4 hrs.
- d. **Assignment Work (AW)** – Distance Education learners have to depend much on self study. In order to ascertain the writing skill and level of comprehension of the learner, assignment work is compulsory for all learners. Each assignment shall consist of a number of questions, case studies and practical related tasks. The Assignment Question Papers will be uploaded to the website within a scheduled time and the learners shall be required to respond them within a specified period of time. The response of the learner is examined by a faculty member.

3. **Practical Exposure Class (PEC)** – Not Applicable.
4. **Professional Project/Dissertation Work (PPW)** – The PPW enables a learner to experience the rigors of an environment with the real life situations. The learners shall also be required to prepare a project report, which shall be evaluated by the University. Learners shall be subjected to a comprehensive viva for proper evaluation of the Project Report. For project work, wherever mentioned in the syllabus, DDE shall provide complete guidance to the learners. Normally, one credit of PPW shall require 30 hrs or input by the learner.
5. **Internship & Industry Integrated Learning (IIL)** – Not Applicable
6. **Examinations** –
 - (a) The examination shall be held semester wise in June & December for the Calendar Batch and in December & June for Academic batch respectively.
 - (b) Admit Cards/Roll No. Slips and date sheet for appearing in the examination shall be provisional subject to fulfilling the eligibility, etc. Admit Cards/Roll Nos. and date-sheet will be issued to the candidates concerned, by e-mail or by hand, 10-12 days before the commencement of examination concerned, if the students have fulfilled all the requirements and paid their all kinds of fees/dues and submitted the requisite documents. If any candidate does not receive his/her Admit Card/Roll No. slip in time, he/she should contact the Directorate of Distance Education.
 - (c) An Examination Centre for theory & practical will be decided by the DDE and will be located in a government college or a school, where all the requisite facilities can be made available.

2. Curriculum design

MA in English (First Year): Semester-I

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Core Course										
MA-Eng.-101	The Structure of Modern English	Compulsory (Theory)	3	1	1	5	4	30	70	100
MA-Eng.-102	English Literature from Chaucer to Milton		3	1	1	5	4	30	70	100
MA-Eng.-103	Non-Fictional Prose		3	1	1	5	4	30	70	100
Elective Course: Select any one										
MA-Eng.-104	Drama	Elective (Theory)	4	1	1	6	6	30	70	100
MA-Eng.-105	European Comedy									
Total							18	120	280	400

MA in English (First Year): Semester-II

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Core Course										
MA-Eng.-201	Fiction	Compulsory (Theory)	3	1	2	6	4	30	70	100
MA-Eng.-202	Shakespeare		3	1	2	6	4	30	70	100
MA-Eng.-203	Literary Criticism and Theory		3	1	2	6	4	30	70	100
Elective Course: Select any one										
MA-Eng.-204	Romantic Poetry	Elective (Theory)	3	1	2	6	4	30	70	100
MA-Eng.-205	Nineteenth Century Novel									
Total							16	120	280	400

MA-English (Second Year): Semester-III

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment(CCA)	End-Semester Examination (ESE)	
MA-Eng.-301	Indian English Literature	Compulsory (Theory)	3	1	1	5	4	30	70	100
MA-Eng.-302	Twentieth Century Poetry and Drama		3	1	1	5	4	30	70	100
MA-Eng.-303	Research Methodology		3	1	1	5	4	30	70	100
Select any one from the following from MENG304 to MENG305										
MA-Eng.-304	American Literature	Elective (Theory)								
MA-Eng.-305	English Language & Literature Teaching (Theory)		3	1	1	5	4	30	70	100
Total							16	120	280	400

MA-English (Second Year): Semester-IV

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment(CCA)	End-Semester Examination (ESE)	
MA-Eng.-401	Twentieth Century Novels	Compulsory (Theory)	3	1	1	5	4	30	70	100
MA-Eng.-402	The novel in India		3	1	1	5	4	30	70	100
MA-Eng.-403	Dissertation	Compulsory (report submission and presentation)	2	1	7	10	8	100	100*	200*
Total							16	160	240	400

MA in Public Administration (First Year): Semester-I

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Core Course										
MAPAD10 1	Public Administration Theory	Compulsory (Theory)	3	1	1	5	4	30	70	100
MAPAD10 2	Indian Administration		3	1	1	5	4	30	70	100
MAPAD10 3	Organisational Behaviour		3	1	1	5	4	30	70	100
Elective Course: Select any one										
MAPAD10 4	Financial Administration	Elective (Theory)	4	1	1	6	6	30	70	100
MAPAD10 5	Disaster Management									
Total							18	120	280	400

MA in Public Administration (First Year): Semester-II

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Core Course										
MAPAD201	Comparative and Development Public Administration	Compulsory (Theory)	3	1	2	6	4	30	70	100
MAPAD202	Public Personnel Administration		3	1	2	6	4	30	70	100
MPAD203	Theory And Practice of local Government		3	1	2	6	4	30	70	100
Elective Course: Select any one										
MAPAD204	Corporate Governance	Elective (Theory)	3	1	2	6	4	30	70	100
MAPAD205	Administration of Non-Government Organizations									
Total							16	120	280	400

MA-Public Administration (Second Year): Semester-III

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment(CCA)	End-Semester Examination (ESE)	
MAPAD301	Research Methods	Compulsory (Theory)	3	1	1	5	4	30	70	100
MAPAD302	Administrative Law		3	1	1	5	4	30	70	100
MAPAD303	Techniques of Administrative Improvement		3	1	1	5	4	30	70	100
<i>Select any one from the following from MPAD304 to MPAD305</i>										
MAPAD304	Social Welfare Administration	Elective (Theory)	3	1	1	5	4	30	70	100
MAPAD305	Ethics, Integrity & Aptitude in Public Administration									
Total							16	120	280	400

MA-Public Administration (Second Year): Semester-IV

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment(CCA)	End-Semester Examination (ESE)	
MAPAD401	Public Health & Administration	Compulsory (Theory)	3	1	1	5	4	30	70	100
MAPAD402	Emerging Areas in Public Administration		3	1	1	5	4	30	70	100
MAPAD403	Dissertation	Compulsory (report submission and presentation)	2	1	7	10	8	100	100*	200*
Total							16	160	240	400

MA in Sociology (First Year): Semester-I

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Core Course										
MASOCIO-101	Sociological Theories	Compulsory (Theory)	3	1	1	5	4	30	70	100
MASOCIO-102	Social Structure		3	1	1	5	4	30	70	100
MASOCIO-103	Sociology of Kinship		3	1	1	5	4	30	70	100
Elective Course: Select any one										
MASOCIO-104	Sociology of Religion	Elective (Theory)	4	1	1	6	6	30	70	100
MASOCIO-105	Gender and Society		4	1	1	6	6	30	70	100
Total							18	120	280	400

MA in Sociology (First Year): Semester-II

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Core Course										
MASOCIO 201	Sociology and Research Method-I	Compulsory (Theory)	3	1	2	6	4	30	70	100
MASOCIO 202	The Rural Development		3	1	2	6	4	30	70	100
MASOCIO 203	Law and Sociology		3	1	2	6	4	30	70	100
Elective Course: Select any one										
MASOCIO 204	Health, Medicine and society (Medical Sociology)	Elective (Theory)	3	1	2	6	4	30	70	100
MASOCIO 205	Work, Industry and Society									
Total							16	120	280	400

MA-Sociology (Second Year): Semester-III

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment(CCA)	End-Semester Examination (ESE)	
MASOCIO 301	Sociology and Research Method-II	Compulsory (Theory)	3	1	1	5	4	30	70	100
MASOCIO 302	Sociology of India		3	1	1	5	4	30	70	100
MASOCIO 303	Social Development		3	1	1	5	4	30	70	100
<i>Select any one from the following from MSOC304 to MSOC305</i>										
MASOCIO 304	Sociology of Education	Elective (Theory)	3	1	1	5	4	30	70	100
MASOCIO 305	Media Sociology		3	1	1	5	4	30	70	100
Total						16	120	280	400	

MA-Sociology (Second Year): Semester-IV

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment(CCA)	End-Semester Examination (ESE)	
MASOCIO 401	Ageing and Sociology	Compulsory (Theory)	3	1	1	5	4	30	70	100
MASOCIO 402	Ecology, Environment and society		3	1	1	5	4	30	70	100
MASOCIO 403	Dissertation	Compulsory (report submission and presentation)	2	1	7	10	8	100	100*	200*
Total						16	160	240	400	

MA in History (First Year): Semester-I

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Core Course										
MAHIS101	Historiography: Concepts, Methods & Themes	Theory	3	1	1	5	4	30	70	100
MAHIS102	Indian History-I (Up to 750 A.D.)		3	1	1	5	4	30	70	100
MAHIS103	Indian History (750 to 1857)		3	1	1	5	4	30	70	100
MAHIS104	History of Civilization		4	1	1	6	6	30	70	100
Total							18	120	280	400

MA in History (First Year): Semester-II

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Core Course										
MAHIS101	Historiography: Tools & Approaches	Theory	3	1	1	5	4	30	70	100
MAHIS102	Middle & Modern Ages History of Civilization		3	1	1	5	4	30	70	100
MAHIS103	History of Europe from 1789 to 1795 A.D.		3	1	1	5	4	30	70	100
MAHIS104	History of Europe from 1795 to 1848		3	1	1	5	4	30	70	100
Total							16	120	280	400

MA-History (Second Year): Semester-III

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Core Course										
MAHIS101	Research Methodology: History & its Practice	Theory	3	1	1	5	4	30	70	100
MAHIS102	History of India from 1857 to 1885 A.D.		3	1	1	5	4	30	70	100
MAHIS103	Development of Nationalism in India		3	1	1	5	4	30	70	100
MAHIS104	History of India from 1861 to 1947 A.D.		3	1	1	5	4	30	70	100
Total							16	120	280	400

MA-History (Second Year): Semester-IV

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Core Course										
MAHIS101	History of Europe from 1848 to 1870 A.D.	Theory	3	1	1	5	4	30	70	100
MAHIS102	History of Europe from 1870 to 1990		3	1	1	5	4	30	70	100
MAHIS103	History of England from 1782 to 1800		3	1	1	5	4	30	70	100
MAHIS104	History of England from 1800 to 1827 A.D		3	1	1	5	4	30	70	100
Total							16	120	280	400

MA in Hindi (First Year): Semester-I

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Code Course										
MAHINDI101	हिन्दी साहित्य का इतिहास	Compulsory (Theory)	2	1	1	4	4	30	70	100
MAHINDI102	भाषा विज्ञान		2	1	1	4	4	30	70	100
MAHINDI103	विशेष साहित्यकार अज्ञेय		2	1	1	4	4	30	70	100
MAHINDI104	साहित्यिक निबन्ध		4	1	1	6	6	30	70	100
Total							18	120	280	400

MA in Hindi (First Year): Semester-II

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Code Course										
MAHINDI201	हिन्दी उपन्यास प्रेमचन्द्र पर विशेषअध्ययन	Compulsory (Theory)	2	1	1	4	4	30	70	100
MAHINDI202	हिन्दी भाषा का स्वल्प		2	1	1	4	4	30	70	100
MAHINDI203	काव्य शास्त्र		2	1	1	4	4	30	70	100
MAHINDI204	भारतीय काव्य शास्त्र के सिद्धान्त		2	1	1	4	4	30	70	100
Total							16	120	280	400

MA in Hindi (Second Year): Semester-III

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Code Course										
MAHINDI\301	नाटक एवं अन्य गद्य विद्याए	Compulsory (Theory)	2	1	1	4	4	30	70	100
MAHIN3DI02	प्राचीन एवं पूर्व माध्य कालीन काव्य		2	1	1	4	4	30	70	100
MAHINDI303	प्रयोजन मूलक हिन्दी		2	1	1	4	4	30	70	100
MAHINDI304	आधुनिक हिन्दी काव्य एवं काव्यशास्त्र		2	1	1	4	4	30	70	100
Total							16	120	280	400

MA in Hindi (Second Year): Semester-4

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Code Course										
MAHINDI401	भारतीय एवम पाश्चात्य काव्य शास्त्र के सिद्धान्त	Compulsory (Theory)	2	1	1	4	4	30	70	100
MAHINDI402	पत्रकारिता		2	1	1	4	4	30	70	100
MAHINDI403	हिन्दी भाषा की प्रासंगिकता		2	1	1	4	4	30	70	100
MAHINDI404	लघुशोध प्रबन्ध		2	1	1	4	4	30	70	100
Total							16	120	280	400

MA in Political Science (First Year):

Semester-I

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Code Course										
M.A.POL.-101	Ancient and Medieval western Political thought	Compulsory (Theory)	3	1	1	5	4	30	70	100
M.A.POL.-102	Politics in India		3	1	1	5	4	30	70	100
M.A.POL.-103	Indian political System		3	1	1	5	4	30	70	100
M.A.POL.-104	Urban Politics in the age of Globalisation		4	1	1	6	6	30	70	100
Total							18	120	280	400

Semester-II

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Code Course										
M.A.POL.-201	Modern western political thought	Compulsory (Theory)	3	1	1	5	4	30	70	100
M.A.POL.-202	Comparative political analysis		3	1	1	5	4	30	70	100
M.A.POL.-203	International Politics		3	1	1	5	4	30	70	100
M.A.POL.-204	Indian government and Politics		3	1	1	5	4	30	70	100
Total							16	120	280	400

MA in Political Science (Second Year):

Semester-III

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Code Course										
M.A.POL.-301	Democracy in India	Compulsory (Theory)	3	1	1	5	4	30	70	100
M.A.POL.-302	Contemporary political theory		3	1	1	5	4	30	70	100
M.A.POL.-303	Liberal Political theory		3	1	1	5	4	30	70	100
M.A.POL.-304	Political theory after world war first		3	1	1	5	4	30	70	100
Total							16	120	280	400

Semester-IV

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Code Course										
M.A.POL.-401	Contemporary issues in Global Politics	Compulsory (Theory)	3	1	1	5	4	30	70	100
M.A.POL.-402	Public Administration		3	1	1	5	4	30	70	100
M.A.POL.-403	Gender and Politics		3	1	1	5	4	30	70	100
M.A.POL.-404	Human right's in India		3	1	1	5	4	30	70	100
Total							16	120	280	400

Semester-I

The Structure of Modern English (MA-Eng.-101)

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Content	
Unit-I	<p>Phonology</p> <p>Phonemes/ Sounds of English Place and Manner of Articulation Description of Vowels and Consonants Phonemes and Allophones Phonemes of British R.P. and Phonemes of GIE Word Stress Weak Forms Sentence Stress- Division and groups Intonation</p>
Unit-II	<p>Morphology</p> <p>Structure of Words Concept of Morpheme/ Allomorph Types of Morpheme Processes of Word Formation</p>
Unit-III	<p>Syntax</p> <p>Elements of Grammar Nouns, Pronouns and the Basic NP Adjective and Adverb Preposition and Prepositional Phrase The Simple Sentence</p>
Unit-IV	<p>Semantics</p> <p>The Terms 'Semantics' and 'Meaning' Seven Types of Meaning Components and Contrasts of Meaning (Synonymy, Antonymy, Hyponymy, Prototypes) Lexical Relations (Homonymy, Homophony, Polysemy, Metonymy)</p>

Semester-1**English Literature from Chaucer to Milton (MA-Eng.-102)****Credits: Total-4****Marks: Total-100** Internal-30; End-Semester Examinations-70**Duration (Hours per week): Total-5** (Lecture/Tutorial-5)

Course Content	
Unit-I	Geoffrey Chaucer 'The General Prologue', 'The Miller's Prologue and Tale', 'The Pardoner's Prologue and Tale', 'The Nun's Priest's Tale'.
Unit-II	Edmund Spenser 'April Eclogue' in <i>The Shepheardes Calender</i> , 'Letter to Raleigh', <i>The Faerie Queene</i> : Books III, V (Cantos 5, 6, and 7), and Book VI.
Unit-III	William Shakespeare Sonnets 18,29, 73, 94,110, 116, 129, 130,138.
Unit-IV	John Milton Paradise Lost: Book-1,2 and 12

Semester-1
Non-Fictional Prose (MA-Eng.-103)

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Content	
Unit-I	Francis Bacon: "Of Death", Of Adversity", "Of Marriage and Single Life", "of Superstition", "Of Studies".
Unit-II	Charles Lamb: "Oxford in the vacation", "All fool's day" imperfect Sympathies", "valentine's Day", "The Praise of Chimney Sweepers" "A Bachelor's Complaint of the Behaviour of Married People.
Unit-III	A.G. Gardiner: "On Saying Please", "of courage Defense of Ignorance", "Of Courage" "An About a Dog", "On Catching the Made".
Unit-IV	Bertrand Ronsel: "Philosophy and Politics", Philosophy of a Layman", "The Future of Mankind", "An Outline of intellectual Rubbish".

Semester-1
Drama (MA-Eng.-104)

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Content	
Unit-I	Sophocles: Oedipus the King.
Unit-II	Christopher Marlowe: Dr. Faustus.
Unit-III	William Shakespeare: Hamlet.
Unit-IV	Flonsik Jhsen: Doll's House.

Semester-1
European Comedy (MA-Eng.-105)

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Content	
Unit-I	Franois Rabelais Desiderius Erasmus Moliere <i>Gargantua</i> , in <i>The Histories o f Gargantm and Pantagruel</i> , tr. J.M. Cohen (Harmondsworth: Penguin, 1955), pp. 37-169.
Unit-II	Miguel Cervantes: <i>Don Quijote</i> , tr. Burton Raffel (New York: Norton, 1999). vol. I.
Unit-III	Nikolai Gogol <i>Dead Souls</i> , tr, David Magarshack (Harmondsworth: Penguin, 1961).
Unit-IV	Sigmund Freud 'Jokes and the Species of the Comic': Section 1; Section 3; Section 7, in <i>Jokes and Their Relation to the Unconscious</i> , tr. James Stratchey (Harmondsworth: Penguin, 1991), pp. 239-59, 270-80,293-301.

Semester-II

Fiction (MA-Eng.-201)

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Content	
Unit-I	Theory of Fiction: Structure, Craft, Narratology and Related Aspects.
Unit-II	Henry Fielding: Joseph Andrews.
Unit-III	Thomas Hardy: Tess of D'Urbervilles.
Unit-IV	O.H Lawrence: Sons and Lovers.

M.A. English (Semester-II)

Semester-II Shakespeare (MA-Eng.-202) Credits: Total- 4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Content	
Unit-I	Midsummer Night's Dream
Unit-II	King Lear, ed. R. A. Foakes, The Arden Shakespeare, Third Series, 1997. Michel de Montaigne 'On Repenting', in Michel de Montaigne: The Complete Essays, tr. and ed. with an introduction and notes by M.A. Screech (Penguin Books, 1889; rpt. 1991).
Unit-III	The Tempest
Unit-IV	Hamlet

Semester-II
Literary Criticism and Theory (MA-Eng.-203)

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Content	
Unit-I	Western Classical Literary Criticism: (A) Aristotle: The Poetics (B) Longinus: On the Sublime
Unit-II	Neo-Classical Criticism: (A) John Dryden - Essay on Dramatic Poesy. (B) Dr. Johnson's – Lives of Poets.
Unit-III	Modern Criticism: T.S Eliot: (A) Tradition & Individual Talent J.A. Richards: (A) Principles of Literary Criticism (Chapter 1 st to 7 th)
Unit-IV	Post-Modern Criticism: Ferdinand de Saussure: "Nature of linguistics sign." Elaine Showalter: "Feminist Criticism in Wilderness".

Semester-II
Romantic Poetry (MA-Eng.-204)

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Content	
Unit-I	William Blake The Marriage of Heaven and Hell
Unit-II	William Wordsworth <i>The Prelude</i> (1850), Books I, VI, IX, XII, and XIV
Unit-III	Lord Byron <i>Don Juan</i> , Cantos I and II
Unit-IV	John Keats <i>Hyperion</i> and <i>The Fall of Hyperion</i>

Semester-II
Nineteenth Century Novel (MA-Eng.-205)

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Content	
Unit-I	George Eliot: <i>Middlemarch</i>
Unit-II	Leo Tolstoy: <i>Anna Karenina</i> , tr, Rosemary Edmonds (Harmondsworth: Penguin).
Unit-III	Stendhal : <i>Red and Black</i>
Unit-IV	Mark Twain: <i>Huckleberry Finn</i>

Semester-III

M.A. English (Semester-III)

Semester-III

Indian English Literature (MA-Eng.-301)

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Content	
Unit-I	Tagore: Gitanjali
Unit-II	Nissim Ezekiel Night of the Scorpion The Poet, Lover and Birdwatcher
Unit-III	A.K. Ramanajum: "Looking for a cousin on a swing", "A River", "of Mousers", "among other things", "Small scale reflections on a great house",
Unit-IV	The old playhouse and other poems – Kamla Das My Grandmother's House The Old Play House

Semester-III
Twentieth Century Poetry and Drama (MA-Eng.-302)

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Content	
Unit-I	<p>W.B. Yeats</p> <p>'Adam's Curse', 'The Wild Swans at Coole', 'Easter1916', 'A Dialogue of Self and Soul',</p>
Unit-II	<p>T. S. Eliot:</p> <p><i>The Waste Land</i></p>
Unit-III	<p>Ezra Pound</p> <p>Hugh Selwyn Mauberley'</p>
Unit-IV	<p>Luigi Pirandello</p> <p><i>Henry IV</i>, tr, Julian Mitchell (London; Eyre Methuen, 1979).</p>

Semester-III**Research Methodology (MA-Eng.-303)****Credits: Total-4****Marks: Total-100** Internal-30; End-Semester Examinations-70**Duration (Hours per week): Total-5** (Lecture/Tutorial-5)

Course Content	
Unit-I	Basics of Research Definition of "Research" Qualities of a good researcher Key terms in research: investigation, exploration, hypothesis, data, methods and techniques, results and findings, Variables Research Area and Research Topic
Unit-II	Constructing Research Design Pre-experimental Designs Experimental Designs Pre Test and Post Test Design
Unit-III	Research Process Formulating the Research Problem/Research Topic Preparing Bibliography for Background Reading Review of Literature Defining Aims and Objectives Developing Hypothesis Deciding the Scope and Limitations Adopting Appropriate Research Methodology
Unit-IV	Unit - IV Dimensions of research in English language and English literature Kinds of research possible in English literature Kinds of research possible in English linguistics Qualitative Research in linguistics Quantitative Research in linguistics Unit

Semester-III**American Literature (19th Century) (MA-Eng.-304)****Credits: Total-4****Marks: Total-100** Internal-30; End-Semester Examinations-70**Duration (Hours per week): Total-5** (Lecture/Tutorial-5)

Course Content	
Unit-I	Background Topics Puritanism Transcendentalism The Frontier
Unit-II	Nathaniel Hawthorne: The Scarlet Letter
Unit-III	Mark Twain: The Adventures of Huckleberry Finn
Unit-IV	Edward Albee: <i>Who's Afraid of Virginia Woolf?</i>

Semester-III**English Language & Literature Teaching (THEORY) (MA-Eng.-305)****Credits: Total-4****Marks: Total-100** Internal-30; End-Semester Examinations-70**Duration (Hours per week): Total-5** (Lecture/Tutorial-5)

Course Content	
Unit-I	<p>Methods and Approaches to language teaching</p> <p>Lecturing Method, Grammar Translation Method and Direct Method Audio-lingual Method, Audio Visual Method and Tandem Method Total Physical Response Bilingual Method Silent Method Community, Communicative and Cooperative Language Learning Method Deductive & Inductive Approach</p>
Unit-II	<p>Teaching of Grammar</p> <p>Descriptive approach Prescriptive approach Grammar as a Communication Sequencing and Gradation of items</p>
Unit-III	<p>Teaching of language skills</p> <p>Teaching of Listening Skills Teaching of Speaking Skills Teaching of Reading Skills Teaching of Writing Skills Integration of Skills</p>
Unit-IV	<p>Teaching of Poetry, Drama, Fiction</p> <p>Pre-reading questions, Loud reading, Denotations and Connotations, Figures of Speech Preliminary Discussion and Practical Decisions Introduction and Presentation Evaluation & Reinforcement Play reading by the students Role Play and Dramatization as Techniques Group Discussion on interpretations of play</p>
Reference Books	<p>Brumfit, C & R Carter (1986) Literature & Language Teaching,(OUP) Brumfit, C & K Johnson (1979), The Communicative Approach to language teaching. (OUP)</p>

	Carter R & M N Long (1991), Teaching Literature Bassnet, S & P. Grundy (1993) Language Through Literature Widdowson, H G, (1975) Stylistics & Teaching of Literature Tickoo. M. L (2002), Teaching & Learning English
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Semester-IV Twentieth

Century Novels (MA-Eng.-401) Credits: Total-

4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Content	
Unit-I	Joseph Conrad--- <i>Nostramo</i> V. I. Lenin--- Chapters III, IV, and V, from <i>Imperialism, the Highest Form of Capitalism</i> , (Moscow: Progress Publishers, 1978).
Unit-II	Franz Kafka <i>The Trial</i> , tr. Willa and Edwin Muir (Harmondsworth: Penguin, 1953).
Unit-III	James Joyce - <i>A Portrait o f the Artist as a Young Man</i> Fredric Jameson 'Postmodernism, or the Cultural Logic of Late Capitalism', in <i>Postmodernism, or the Cultural Logic o f Late Capitalism</i> (London: Verso, 1991).
Unit-IV	Gabriel Garcia Marquez - <i>One Hundred Years o f Solitude</i> , tr. Gregory Rabassa (London: Harper and Row, 1970).

Semester-IV

The Novel in India (MA-Eng.-402)

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Content	
Unit-I	Bankimchandra Chattelji <i>Krishnakant's Will</i> (1876), tr. S.N. Mukhejee, in <i>The Poison Tree: Three Novellas</i> (New Delhi: Penguin, 1996), pp. 173-300.
Unit-II	Premchand <i>The Gift of a Cow</i> (1936), tr. Gordon Roadarmel.
Unit-III	Shrilal Shukla <i>Raag Darbari</i> (1968), tr. Gillian Wright (New Delhi: Penguin).
Unit-IV	UR Ananta Murthy <i>Samskara: A Rite for a Dead Man</i> , tr A.K. Ramanujan New Delhi: Oxford University Press.

Semester-IV

Dissertation (MA-Eng.-403)

Credits: Total-4

Marks: Total-200 Internal-100; End-Semester Examinations-100

Duration (Hours per week): Total-10 (Presentation /Report writing)

Students will choose the the thrust areas of research related to English Language and submit the research report on the last date of teaching of the semester-IV. Supervisor will be allotted to students in semester-III.

M.A. Public Administration (Semester-1)

Semester-1

Public Administration theory

Course Code: MAPAD101

Theory Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Objectives:

After the completion of this course, the students will be able to:

familiarize the students with the basic concepts of Public Administration in developed and developing countries

Familiar with new areas and new developments in the field of Public Administration particularly E-Governance, Good Governance, New Public Administration.

Understand the various administrative theories

Critically examine the various administration theories in reference of current scenario.

Course Content	
Unit-I	Conceptual Understanding of Administration Meaning, Nature, Scope and Importance of Public Administration, Evolution and Status of discipline. Methodology of Public Administration and its relation to other sciences Organization: Meanings, origin, importance building – up, technical problem, formal and Informal Organization.
Unit-II	Science and Administration Theory Scientific Management Theory (Taylor and the Scientific Movement) Classical Theory (Fayol, Urwick, Gulick and others) Bureaucratic theory (Webber and his critics)
Unit-III	Human Relationship and Administration Theory Ideas of M.P. Follett and C.I. Barnard. Human Relations theory (Elton Mayo & others)

Unit-IV	Behavioural Theory Simon's decision making theory Participative Management Theory (Rensis Likert, Chris Argyris, Douglass McGregor)
Suggestive Readings	Amitai Etzioni : Modern Organizations (New Delhi: Prentice Hall, 1995) Bertram Gross: The Managing of Organisations (London: Free Press, 1964.) C.P. Bhambri: Public Administration (Theory and Practice (Meerut: Educational Publishers, 21th edition 2010.) David Osborne and T. Gaebler Re-inventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector (New York: Addison Wesley, 1993) H. Koontz and Cyril O'Donnell Principles of Management, (Tokyo: McGraw Hill, 4th ed, 1986) Herbert G. Hicks and Ray C. Gutlet Organisations : Theory and Behaviour (New York : McGraw Hill, 2nd edition 2008) John Pfiffner and Frank Sherwood Administrative Organization (New Delhi: Prentice Hall, 1984) Mohit Bhattacharya Public Administration (Calcutta: World Press, 2000) P. Hersey and K.H. Blanchard Management of Organisational Behaviour (New Delhi: 5th ed.2007)

Indian Administration

Course Code: MAPAD102

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Objectives:

After the completion of this course, the students will be able to:

Understand the concept of the Indian Administrative System.

Know and understand basic structure of Indian Administrative System

Familiar with the agency of control and change for Administrative System

Tot know the condition of culture of marginalized communities in India

Course Content	
Unit-I	<p>Evolution of Indian Administration</p> <p style="padding-left: 40px;">Conceptual background and Evolution of the Indian Administrative System.</p> <p style="padding-left: 40px;">Environmental Settings.</p> <p style="padding-left: 40px;">Political Executive at the Union level, The President of India, The Vice-President, The Prime Minister and Council of Ministers.</p> <p style="padding-left: 40px;">Parliamentary Democracy, Indian federalism: Nature and Problems.</p>
Unit-II	<p>Structure of Central Administration</p> <p style="padding-left: 40px;">Central Secretariat, Evolution of the Central, Secretariat, Structure Role and functions.</p> <p style="padding-left: 40px;">Cabinet Secretariat: Meaning, organization, Role and functions. Cabinet Secretary.</p> <p style="padding-left: 40px;">Prime – Minister's office, Meaning, Composition functions and Role.</p> <p style="padding-left: 40px;">Ministries and Departments, Boards, Commissions and field organization.</p>
Unit-III	<p>Accountability and Control over Public Administration</p> <p style="padding-left: 40px;">Centre – State Relations – Legislative, Administrative and financial relations.</p> <p style="padding-left: 40px;">Control over Administration. Legislative, Executive and Judicial control.</p> <p style="padding-left: 40px;">Citizen's Charter and Role of Civil Society</p> <p style="padding-left: 40px;">Transparency and Right to Information.</p>
Unit-IV	<p>Structure of State & District Administration</p> <p style="padding-left: 40px;">Political executive at state level – The Governor. The Chief Minister, The Council of Minister.</p> <p style="padding-left: 40px;">The State Secretariat, Chief Secretary, Directorates.</p> <p style="padding-left: 40px;">District Administrations, Evolution, Role & Importance.</p> <p style="padding-left: 40px;">The District Collector. Evolution of the office of collector, functions and changing Role of District collector.</p> <p style="padding-left: 40px;">Role of Bureaucracy in plan formulation and its implementation.</p>

Organisational Behaviour**Course Code: MAPAD103****Credits: Total-4****Marks: Total-100** Internal-30; End-Semester Examinations-70**Duration (Hours per week): Total-5** (Lecture/Tutorial-5)**Course Objectives:**

After the completion of this course, the students will be able to:

Aware about the behavior of human being in an organization.

Familiar with the organizational aspects like goals, teams, leadership, groups, structure, effectiveness and development of organizations.

Become sensible person

Critically examine the motivational theories and their implications

Course Content	
Unit-I	Organization Behaviour: Meaning, Concept and Rationale of Organization Behaviour Relationship between Organization Behaviour and Organisational Goals Management by Objectives: Concept; Rationale; Steps. Team building: Concept; Types of Teams.
Unit-II	Decision Making Meaning and importance, types of decisions, factors influencing decision making, models of decision making.
Unit-III	Leadership and Communication : Leadership: Concept; Theories – Trait; Situational; Behavioural. Communication: meaning, characteristics, channels of communication. Method of communications, effective communication.
Unit-IV	Motivation & Group Dynamics Meaning and definition of motivation Theories of Motivation (Maslow's, Mc Gregor's & Herzberg), Morale Group Dynamics, Conflict and Negotiations
Suggestive Reading	Keith Davis, John W. Newstrom et al- Organisation Behaviour: Human Behaviour at Work (New York: McGraw Hill, 13th ed., 2010) Ken Blanchard and Hersey Blanchard, Management of Organisational Behaviour (Washington: Pearson Higher Education, 9th edition 2009) Mirza S. Saiyadain. Organisational Behaviour (New Delhi: Tata McGraw Hill, 2 nd ed. 2006)

Financial Administration**Course Code: MAPAD104****Credits: Total-4****Marks: Total-100** Internal-30; End-Semester Examinations-70**Duration (Hours per week): Total-5** (Lecture/Tutorial-5)**Course Objectives:**

After the completion of this course, the students will be able to:

to familiarize the students of Public Administration regarding various aspects of financial administration particularly Budgeting in India.

aware of the role of Comptroller and Auditor General, mobilization of resources and centre-state relations.

Course Content	
Unit-I	<p>Financial Administration</p> <p>Meaning nature, scope and Importance of financial Administration. Levels of financial Administration:</p> <p>a) Central Ministry of finance b) State Ministry of finance Finance Commission, State finance commission. Deficit financing, Meaning, Advantages & disadvantages.</p>
Unit-II	<p>Budget</p> <p>Budget: Concept, Economic and Social implications. Principles of Budget.</p> <p>Budget forms (a) Line Item (b) Performance (c) Zero Base budgeting. Budgetary Process: Preparation, Enactment & Execution. Public Debt.</p>
Unit-III	<p>Accounts and Audit</p> <p>Accounting, Meaning, Significance, Form of Governmental Accounts. Accounts keeping Agency in India. Audit- Meaning, Audit. Reports, Public Accounts committee, Estimates Committee. Comptroller and Auditor General of India. Reserve Bank of India</p>
Unit-IV	<p>Federal Finance</p> <p>Federal finance, Centre-State financial relations. Finance Commission, Relation between Finance Commission and Planning Commission.</p>
Suggestive Reading	<p>B.N. Gupta Indian Federal Finance and Budgetary Policy (Allahabad: Chaitanya Publishing House, 2006) G.S. Lall Public Finance and Financial Administration in India (New Delhi: Kapoor, 1979) Prem Chand Performance Budgeting (New Delhi: Allied Publishers, 2nd Edition, 2010)</p>

Disaster Management**Course Code: MAPAD105****Credits: Total-4****Marks: Total-100** Internal-30; End-Semester Examinations-70**Duration (Hours per week): Total-5** (Lecture/Tutorial-5)**Course Objectives:**

After the completion of this course, the students will be able to:

make them aware about different types of disasters and their management in India.

familiar with the legislations, role of information technology and role of government corporate sector in the civil society in the management of disasters.

Course Content	
Unit-I	Conceptual Understanding of Disaster Concept & Dimensions Natural Disasters: Earthquakes, Volcanic Eruptions, Floods, Cyclones, Climate Change Man-made Disasters: Anthropogenic, Soil degradation, Desertification, Deforestation
Unit-II	Disaster Management Act & Authority: Disaster Management Act 2005 Organisational Framework for Disaster Administration in India at the Union, State and Local levels (including Nodal Agency, National Disaster Management, Authority, State Authority)
Unit-III	Role of Communication and Cooperation in Disaster Management Role of Information and Communication Technology Systems in Disaster Management Interstate and International Cooperation for Disaster Management Role of NGOs and Army in Disaster Management
Unit-IV	Disaster Management: Risk Reduction and Training Disaster Risk Reduction – Sustainable Development Disaster Preparedness; Relief and Rehabilitation Disaster Management Training
Suggestive Reading	Govt. of India/UNDP, Disaster Risk Management Programme (2002- 07): Community Based Disaster Preparedness and Risk Reduction through Participation of Committees and Local Self Governments www.ndmindia.nic.in/EQProjects/goiundp2.0.pdf Monappa, K.C. Disaster Preparedness (Akshay Public Agencies: New Delhi, 2004). Narayan, B. Disaster Management (A.P.H. Publishing Corporation: New Delhi, 2009) Sharma, V.K. Disaster Management (New Delhi: IIPA, 2009).

Semester-II

M.A. Public Administration (Semester-II)

Comparative and Development Public Administration

Course Code: MAPAD201

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Objectives:

After the completion of this course, the students will be able to:

Understand the different systems for policies making, planning and executions of administration of other countries.

Judge the best public administration system after critically analysis of other countries administration system.

Course Content	
Unit-I	Conceptual Understanding of Comparative Public Administration Meaning, Nature, Evolution and Scope of Comparative Public Administration. Theories and Models of Comparative Public Administration. Ecology and Public Administration. Contribution of Feral Riggs & Ferrell Heady, Importance of Comparative Public Administration.
Unit-II	Comparative Administration A comparative study of Political and Policy making Institution of USA, UK, France & India. A comparative study of Administrative Structure of UK, USA, France and India. A comparative study of Civil Services of UK, USA, France and India. Machinery for redressal of Citizen's Grievances in UK, USA, France & India.
Unit-III	Comparative Administrative System A Comparative study of Personnel Administration of UK, USA, France & India. Various control mechanism over Administration in UK, USA, France & India. Planning & Budgeting : A comparative Planne are study of UK, USA, France & India. Characterstics of Developed & Developing Countries
Unit-IV	Development Administration Development Administration and Sustainable development. Development Administration and Administrative development, Bureaucracy and Development Administration. Role of Bureaucracy in Plan formulation and its Implementation. People's Participation in Development. Role of Information Technology in Administration.

<p>Suggestive Reading</p>	<p>Arora, R.K. and Sharma, Sangeeta (eds.) <i>Comparative and Development Administration; Ideas and Actions</i>, Arihand Centre for Administrative Change, Jaipur, 1992.</p> <p>Bhatt, A and Ranjan, Ravi, <i>Comparative Government and Politics</i>, Anmol Publications Pvt. Ltd., New Delhi, First Edition, 2010.</p> <p>Chaturvedi, T.N., <i>Tulnatmak Lok Prashashan</i>, College Book Depot, Jaipur, 1994.</p> <p>Farazmand, Ali (ed.), <i>Handbook of Comparative and Development Public Administration</i>, Marcell Dekker Inc, 2nd Revised and Expanded edition, 2001, NY.</p> <p>Nadkarni, Vidya and Noonan, Norma C. (eds.), <i>Emerging Powers in a Comparative Perspective: Emerging Powers in a Comparative Perspective: The Political and Economic Rise of the BRIC Countries</i>, Bloomsbury Academic, USA, 2013.</p> <p>Ray, S.N., <i>Modern Comparative Politics: Approaches, Methods and Issues</i>, Prentice Hall of India, 2004.</p>
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Public Personnel Administration

Course Code: MAPAD202

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Objectives:

After the completion of this course, the students will be able to understand the concept of Public Personnel Administration, cover system in India and various aspects of Human Resource Development and Rules of Services and the Negotiation Machinery.

Course Content	
Unit-I	<p>Personnel Administration</p> <p>Personal Administration: Meaning, nature, scope, functions and significance.</p> <p>Ecology of Public Personnel Administration.</p> <p>Human Resources Management.</p> <p>Classification and Structure of Civil Services</p>
Unit-II	<p>Recruitment</p> <p>Recruitment, meaning, principles of recruitment, methods of recruitment, UPSC and state public services commission.</p> <p>Training, Meaning, Objectives of Training, types, techniques.</p> <p>Promotion, Pay and Service conditions.</p> <p>Performance Appraisals.</p>
Unit-III	<p>Conduct & Discipline</p> <p>Social composition of civil services and issue of Representation with reference to India.</p> <p>Time management.</p> <p>Discipline, Employer-Employee relations. Joint Consultative Machinery (Whitley Council).</p> <p>Professional standards, Administration Ethics.</p>
Unit-IV	<p>Public Personnel Administration: Issues</p> <p>Integrity in Administration, Neutrality, Anonymity, Commitment and Responsiveness.</p> <p>Generalist and Specialist Controversy, Politicians and Civil Servant relationship.</p> <p>Rights of Civil Servant, Morale, Civil Service Tribunals.</p> <p>Administrative Reforms.</p>
Suggestive Reading	<p>A.P. Saxena Training and Development in Government (New Delhi: 2010)</p> <p>Administrative Reforms Commission Report on Personnel Administration (New Delhi: 2010)</p> <p>Government of India Report of the Commission on Centre-State Relations (Nasik: General Manager, 1988)</p> <p>John E. Rouse Public Administration in American Society (ed.) (Michigan: Gale Research, 2008)</p>

	Sahib Singh Bhayana and Swinder Singh Public Personnel and Financial Administration (Jalandhar: New Academics, 4th ed., 1993) United Nations New Approaches to Personnel Policy for Development (New York: 2008)
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Local Governance**Course Code: MAPAD203****Credits: Total-4****Marks: Total-100** Internal-30; End-Semester Examinations-70**Duration (Hours per week): Total-5** (Lecture/Tutorial-5)**Course Objectives:**

After the completion of this course, the students will be able to understand the concept and rationale of Urbanization and Urban Local Government besides tracing its history since the British era.

Course Content	
Unit-I	<p>Conceptual Understating of practices for local Governance</p> <p>Local governance : Concept; Rationale; Strategies Evolution of Panchayati Raj in India with special focus on the 73rd Constitutional Amendment Working on Panchayati Raj in India: Issues, Problems and Remedies</p>
Unit-II	<p>Rural Government in India</p> <p>Gram Sabha : Composition, Functions, Finances and Role Gram Panchayat : Composition, Finances, Functions and Role Panchayat Samiti : Composition, Finances, Functions and Role Zila Parishad : Composition, Finances, Functions and Role</p>
Unit-III	<p>Role of Local bodies</p> <p>State Election Commission: Composition, Functions and Role with special reference to Rural local Bodies Personnel Administration in Rural Governance: Role and Functions of Panchayat Secretary, Block Development and Panchayat Officer and District Development and Panchayat Officer State Finance Commission: Composition, Functions and Role with special reference to Rural Local Bodies</p>
Unit-IV	<p>Rural Development Schemes –</p> <p>National Rural Livelihood Mission (NRLM), Mahatma Gandhi National Rural Employment Guarantee Programme (MGNREGA) Atal Mission for Rejuvenation and Urban Transformation (AMRUT) Role of Cooperatives in Rural Development Rural Problems and Challenges</p>
Suggestive Reading	<p>S.R. Maheshwari, Local Government in India (Agra: Lakshmi Narain Aggarwal, 2003) Sahib Singh Bhayana and Swinder Singh Local Government in India (Jalandhar: New Academic Publishing Company, 1991) T.N. Chaturvedi and Abhijit Datta Local Government (New Delhi: IIPA, 1984)</p>

Corporate Governance**Course Code: MAPAD204****Credits: Total-4****Marks: Total-100** Internal-30; End-Semester Examinations-70**Duration (Hours per week): Total-5** (Lecture/Tutorial-5)**Course Objectives:**

After the completion of this course, the students will be able to understand the modern concept of Corporate Governance with focus on Stake-holders, Agency and Sociological theories.

Course Content	
Unit-I	Corporate Governance Meaning and Concept of Corporate Governance Theories of Corporate Governance: Stakeholders Theory, Agency Theory and Sociological Theory Principles of Corporate Governance with special reference to Principles of Organisation for Economic Co-operation and Development (OECD)
Unit-II	Corporate Governance: Issues and Challenges Corporate Governance and Ethics Corporate Social Responsibility
Unit-III	Rights and Privileges of Share Holders and Investors Board of Directors: Types; Composition & Functions CEO: Appointment, Functions & Role
Unit-IV	Evolution of Corporate Governance in India Corporate Governance in Public Enterprises Corporate Governance in India and Future Trends
Suggestive Reading	A.C.Fernando, Corporate Governance – Principles, Policies & Practices (Dorling Kindersley Pvt. Ltd., 3rd Edition 2009) Anjali Hazarika Corporate Governance – Balancing Value Creation & Obligation in Oil industry (New Delhi: Tata McGraw Hill Publishing Company Ltd., 1999) Anthony Williams Corporate Governance (Jaico Publishing House, 2007) Christine A. Millin Corporate Governance (New Delhi: Oxford University Press, 2007) M.K.Sehgal Corporate Governance & Restructuring of Industries (Ambala: Wisdom Publications, 2004) Surendar Kumar Corporate Governance-A Question of Ethics (New Delhi: Galgotia Publishing Company, 2002)

Administration of Non-Government Organisations

Course Code: MAPAD205

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Objectives:

After the completion of this course, the students will be able to understand the structure, functions, role and legal aspect of NGOs.

Course Content	
Unit-I	NGO Meaning and need of NGOs Structure of NGOs Charitable organization and trust Cooperatives and self help groups History of NGOs in India
Unit-II	Legal status of NGOs Meaning of Legal status of NGO Governing Board: Composition, function and Role Administrative staff, recruitment and capacity building Registration process of NGO (Societies Registration act 1860 in India Government promoted third sector organizations
Unit-III	Legislations regulation the finance of NGOs Foreign contribution (regulation) Act (FCRA), 2010 Foreign Exchange management Act, 1999 Constitutional provisions for NGOs
Unit-IV	Financial resource and evaluation of NGOs Sources of NGO funding Internal and External financial sources Critical evaluation of NGOs in India
Suggestive Reading	

Research Methods**Course Code: MAPAD301****Credits: Total-4****Marks: Total-100** Internal-30; End-Semester Examinations-70**Duration (Hours per week): Total-5** (Lecture/Tutorial-5)**Course Objectives:**

After the completion of this course, the students will be able to

Understand the concept and process of research in social sciences.

Unitize the various methods of data collection, interpretation, and analysis.

Apply the appropriate Statistics in Social Science Research.

Course Content	
Unit-I	Nature of Science and Scientific Method Types of Research: Fundamental; Applied; Evaluative, Qualitative Research Concepts and Significance Basic Elements of Research - Research Problem: Selection and Formulation; Review of Literature.
Unit-II	Hypotheses: Meaning, Definition, Types, Formulation of Hypotheses and Testing Procedures Research Design: Definition, Contents and Types Survey Research and Case Study Method
Unit-III	Population: Meaning and Concept Sampling: Sampling: Concept and Types Methods of Data Collection: Documents, Observation, Interview and Questionnaire Data Processing: Editing, Coding and Tabulation Graphic Representation
Unit-IV	Measures of Central Tendency: Mean, Median and Mode Dispersion Linear and Rank Correlation, Chi-Square (χ^2) Report Writing
Suggestive Reading	C.A. Moser and G. Kalton, Survey Methods in Social Investigation (London: The English Language Book Society and Heinemann Educational books, Paperback Edition, 1993) Delbert C. Miller and Neil J. Salkind, Handbook of Research Design and Social Measurement (Sage Publications India Private Limited, New Delhi, 6th ed.) Murray R. Spiegel, Theory and Problems of Statistics (New York: Mc Graw-Hill International Book Company, Paperback Edition, 2008)

Administrative Law

Course Code: MAPAD302

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Objectives:

After the completion of this course, the students will be able to

Familiar with of public Administrative Law in India

Understand the concept and process of Administrative Law agencies in India

Course Content	
Unit-I	<p>Introduction</p> <p>Definition and Purpose of Administrative law. Nature, origin and development of Administrative law. Relation between Administrative law and other Branches of Public law.</p> <p>Direct Administrator Fundamental constitutional principles related to Administrative law.</p> <p>a) Separation of Powers. b) Due Process of law. c) Rule of law.</p>
Unit-II	<p>Administrative Powers and process (Administrative Agencies)</p> <p>Rule Making</p> <p>a) Need for Administrative Rule Making. b) Classification of Administrative Rule making power or Delegated legislation.</p> <p>Adjudicatory. Executive.</p>
Unit-III	<p>Practice and Procedure of Administrative Adjudication : Rules of Natural Justice.</p> <p>a) Rule Against Bias. b) Audi Alteram Pattern c) Post Decisional Hearing</p> <p>Exceptions to the rule of Natural Justice</p>
Unit-IV	<p>The Citizen and the Administrative Faults</p> <p>a) Ombudsman: Lokepal & Lokeyukta. b) Central Vigilance Commission. c) Transparency and Right to Information. d) Public Interest Litigation.</p> <p>Global Administrative Law Indian Civil Service Law: An overview.</p>

Suggestive Reading	I.P. Massey, Administrative Law (New Delhi: Eastern Book Company, 2008) M.C.J. Kagzi, Indian Administrative law (Delhi: Metropolitan, 2nd edition 2008) Paras Diwan, Indian Constitution (Allahabad: Law Agency, 2nd ed. 2007) S.M. Mehta Indian Constitutional law (New Delhi: Deep and Deep, 1990)
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Techniques of Administrative Improvement

Course Code: MAPAD303

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Objectives:

After the completion of this course, the students will be able to gain understanding of the ways in which change can be managed in an organization at the operations and policy planning levels.

link the theoretical and operational aspects of administrative improvement in public administration.

Course Content	
Unit-I	Meaning and concept of administrative improvement Simplification of work process Planning of work and method study Standardization Norms for Work Measurement
Unit-II	Study of Organisation objectives and Organisational Structure Techniques of Materials Management: ABC, VED, SDE and FSN Analysis
Unit-III	Management techniques based on; objectives, resources, Area and implementation Quality control and Total Quality Management Management aid tools like network analysis, MIS, PERT, CPM.
Unit-IV	Communication and Working of O and M Division in the Government of India The Seventh Pay Commission's recommendations on Administrative Improvement
Suggestive Reading	Gopalkrishnan, P. Handbook of Materials Management (New Delhi: Prentice Hall of India, 1999) Government of India, Ministry of Ministry of Report of Seventh Pay Commission, Government of India Second Administrative Reforms Commission Reports, 2008

Social Welfare Administration

Course Code: MAPAD304

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Objectives:

After the completion of this course, the students will be able to

Understand concept of welfare state.

link the theoretical and operational aspects of social welfare planning for betterment.

Critically examine the present policies of welfare state administration in India.

Course Content	
Unit-I	<p>Concept of Welfare State</p> <p>Meaning, definition of Welfare State. Characteristics and functions of Welfare State.</p> <p>Welfare State and Development in India. (Urban, Rural and Tribal).</p> <p>Social Welfare Administration as a discipline and as a profession.</p> <p>Social Welfare – Social Welfare Programmes, Social change.</p>
Unit-II	<p>Social Planning</p> <p>Concept of Social Justice, Theories of Social Justice.</p> <p>Concept of fundamental rights & State Directive principles.</p> <p>Social planning, meaning and scope of social planning.</p> <p>Social Services : Meaning & definition of social service, characteristics of social service, Public Ethics.</p>
Unit-III	<p>Measures of Social Welfare</p> <p>Social Legislation, meaning and definition of social legislation, scope of social legislation, constitutional provisions for oppressed & depressed sections of society.</p> <p>Organizational Structure for Social Welfare Administration in India, Central Social Welfare Board, State Social Welfare Board. The Union Ministry of Social Justice and Empowerment and State department of Social welfare.</p> <p>International Social Welfare administration, United Nations role in Social welfare.</p> <p>Role of NGOs, Voluntary organizations and Civil Society in socio-economic Development.</p>
Unit-IV	<p>Welfare of Social Categories</p> <p>Family welfare, Women welfare, Child welfare.</p> <p>Youth welfare, Welfare of Aged, Welfare of Disabled.</p> <p>Welfare of Drug Addicts, Labour's welfare.</p> <p>Welfare of Scheduled Casts/ Scheduled Tribes, Welfare of Minorities, Welfare of the Poor. Reservation policy.</p>
Suggestive Reading	

Ethics, Integrity & Aptitude in Public Administration

Course Code: MAPAD305

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Objectives:

After the completion of this course, the students will be able to
 acquaint the with the concept and philosophy of ethics with special reference to ethics in public life and accountability in India.
 enhance the problem solving skills on situations relating to integrity and public life.

Course Content	
Unit-I	Ethics: Meaning, Concept and Significance; Ethical Values and moral duties in Public Life Contribution of Kautilya and Mahatma Gandhi to Ethics in Administration Contribution of Plato and Immanuel Kant to ethics in administration
Unit-II	Attitude: content, structure, function; its influence and relation with thought and behaviour; moral and political attitudes; Aptitude and foundational values for Civil Service , integrity, impartiality and non-partisanship, objectivity, dedication to public service, empathy, tolerance and compassion;
Unit-III	Public/Civil service values and Ethics in Public Administration: Status and problems; ethical concerns and dilemmas in government and private institutions; laws, rules, regulations and conscience as sources of ethical guidance; Accountability and ethical governance; strengthening of ethical and moral values in governance; Ethical issues in international relations and funding; corporate governance.
Unit-IV	Probity in Governance: Concept of public service; Philosophical basis of governance and probity; Information sharing and transparency in government Right to Information, Codes of Ethics, Codes of Conduct, Citizen's Charters, Work culture, Quality of service delivery, Utilization of public funds, challenges of corruption.
Suggestive Reading	Archana Sawshilya Ethics and Governance, Pearson Education, New Delhi, 2012 B.P. Mathur Ethics for Governance: Reinventing Public Services, Routledge Taylor and Francis Group, New Delhi, 2014 J. Michael Martinez Public Administration Ethics for the 21st Century Hardcover – August 10, 2009 Rajeev Bhargava (Ed.) Politics and Ethics of the Indian Constitution, OUP, USA

Public Health and Administration**Course Code: MAPAD401****Credits: Total-4****Marks: Total-100** Internal-30; End-Semester Examinations-70**Duration (Hours per week): Total-5** (Lecture/Tutorial-5)**Course Objectives:**

After the completion of this course, the students will be able to

understand healthcare policies and programmes including organizational set up at the union, state and local levels.

Critically analyze the various health care programmes at the national and international level.

Course Content	
Unit-I	Conceptual Understanding of Public Health Administration – Meaning , nature, significance and Scope Challenges of Public Health Administration
Unit-II	Organization of Public Health Administration Union Ministry of Health and Family Welfare: Functions and Role Health Administration at the State Level (Department of Health): Functions and Role Administration of Primary Healthcare at the Local Level
Unit-III	Healthcare Programmes in India Family Welfare Programme; Reproductive Child Healthcare; Immunization Programme; National Rural Health Mission (NRHM)
Unit-IV	Regulatory bodies and organization: National Institute of Health and Family Welfare: Structure, Functions and Role Medical Council of India: Structure, Functions and Role WHO: Structure, Functions and Role in Asia
Suggestive Reading	Chandra Ballabh Health Care Services in Hospital (New Delhi, Alfa Publication, 2007) K.S. Sanjivi Planning India's Health (Orient Longman, 2007) S.L. Goel Organisational Structure of Health Care System and Hospital Administration (New Delhi, Deep & Deep Publishers Pvt. Ltd., 2010)

Emerging Areas in Public Administration

Course Code: MAPAD402

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Objectives:

After the completion of this course, the students will be able to familiar with the emerging areas in the discipline of Public Administration.

Course Content	
Unit-I	Consumer Protection and Administration Consumer Protection: Concept and Significance Consumer Protection Act, 1986 (with amendments) Administrative Setup of the Consumer Disputes at National, State and District Level
Unit-II	Human Rights and Administration Human Rights: Concepts and Significance Universal Declaration of Human Rights 1948 National Human Rights Commission: Organisation, Functions and Role
Unit-III	Environmental Administration Environmental Administration: Concept and Significance The Environment (Protection) Act, 1986 Central Pollution Control Board: Organisation, Functions and Role. Punjab Pollution Control Board: Organisation, Functions and Role
Unit-IV	Performance Management system Meaning and Objectives Performance Appraisal System in India Regulatory Administration Insurance Regulatory and Development Authority of India: Structure, Functions and Role
Suggestive Reading	Aditi Phadnis. (2013, January 20). Government to Introduce bill to protect bureaucracy from political interference. <i>Business Standard</i> . Jagannath Mohanty Human Rights: New Trends and Innovations (New Delhi: Deep & Deep, 2005 V.K. Aggarwal Consumer Protection Law & Practice (New Delhi: BLH Publishers Ltd., 1993)

M.A. Public Administration (Semester-IV)

Dissertation (MAPAD403) Credits:

Total-8

Marks: Total-200 Internal-100; End-Semester Examinations-100

Duration (Hours per week): Total-10 (Supervision/ Presentation)

M.A. Sociology (Semester-1)

Semester-1

Sociological Theories

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Objectives:

After the completion of this course, the students will be able to:

Understand the concept of sociology.

Know and understand basic writings of classical thinkers.

Understand the educational implications of social interactions.

Engage with conceptual frameworks in sociology with ease and apply them to their understanding of social issues.

Course Content	
Unit-I	Conceptual Understanding of Sociology (a) Meaning, Nature and Characteristics of sociology (b) Dynamic characteristics of social organization (b) The Development of Sociology in the 19th Century
Unit-II	Karl Marx: (a) Transition from Pre-Capitalist to Capitalist Social Formations (b) Capitalism and Commodity Production (c) Class and Class Conflict
Unit-III	Max Weber: (a) Social Action: Basic Concepts and Terms (b) Methodologies of the Social Sciences (c) Religion and Social Change

Unit-IV	<p>Emile Durkheim:</p> <p>(a) Sociology as Science</p> <p>(b) The Division of Labour and Forms of Solidarity</p> <p>(c) Systems of Classification</p>
Suggestive Readings	<p>Marx, K. 1964. <i>Pre-capitalist Economic Formations</i>. London: Lawrence and Wishart.</p> <p>Marx, K. 1954. <i>Capital - Vol. I</i>. Moscow: Progress Publishers. (Chapters 1, 10 and 14).</p> <p>Marx, K. 1924. <i>The Class Struggle in France (1848-1850)</i>. New York: New York Labour News.</p> <p>Weber, M. 1978. <i>Economy and Society: An Outline Interpretative Sociology</i> (edited by G. Roth and C. Wittich) - Vol. 1. Berkeley: University of California Press. (Part-I, Chapters 1, 2).</p> <p>Weber, M. 2002. <i>The Protestant Ethic and the Spirit of Capitalism</i>. Los Angeles: Blackwell Publishers.</p> <p>Durkheim, E. 1982. <i>The Rules of Sociological Method</i>. London: Macmillan</p>

Social Structure

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Objectives:

After the completion of this course, the students will be able to:

Understand the concept of social structure.

Know and understand basic structure of Indian society.

Understand the agency of social control and change.

Know the condition of culture of marginalized communities in India

Course Content	
Unit-I	<p>Social Structure and Institutions Social Organization-</p> <p>meaning, forms-nature and types of groups-primary, secondary, reference, in-groups, out-groups, group dynamics, social stratification-basis of stratification status and rank, class, caste and race changing features of caste. Major religion in India and their basic tenets, India as a secular State.</p>
Unit-II	<p>The Structure of Indian Society-</p> <p>Village, towns, cities, rural-urban linkage; tribes; weaker section. Dalits, women and minorities, population profile and related issues.</p>
Unit-III	<p>Social Control and Change Meaning-</p> <p>Agencies of social control-custom, tradition and law; the nature of socialization.</p> <p>Concept, Factors of Social Change-</p> <p>Social change process in India-Sanskritisation, Westernisation, Secularisation, Modernization, problems of modernization.</p>
Unit-IV	<p>The Social Structure and Culture of Marginalized Communities-</p> <p>The status of SC, ST, nomadic casts and tribes and de-notified tribes, problems, social mobility and development, identity formation.</p>
Suggestive Readings	<p>Bose, N.K. 1967, <i>Culture and Society in India</i>. Bombay: Asia Publishing house.</p> <p>Bose, N.K. (1975), <i>Structure of Hindu Spociety</i>, New Delhi.</p> <p>Gupta, Dipankar, 1991, <i>Socail Startification</i>, New Delhi: Oxford Universty Press.</p> <p>Mahajan, Gurpreet, 1998, <i>Democarcy, Diffrence and Social justice</i>, New Delhi: Oxford Universty Press.</p> <p>Omvedt, Gali (1999), <i>Dalits and the Democarti Revolution Startification</i>, New Delhi: Sage Publication.</p>

Sociology of Kinship

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Objectives:

After the completion of this course, the students will be able to:

Understand the concept of kinship

Know and understand the cultural configurations of kinship.

Understand the marriage patterns.

Aware about the issues related transformations of kinship.

Course Content	
Unit-I	<p>The Discourse of Kinship:</p> <ul style="list-style-type: none"> a) Meaning and nature of Kinship b) The Formation of Kinship as an Object of Study c) The Incest Taboo d) Honour, Shame and Violence
Unit-II	<p>Cultural Configurations of Kinship:</p> <ul style="list-style-type: none"> a) Descent, Residence and Inheritance b) Social and Cultural Constructions c) Transformations of African Kinship and Marriage d) The Culture of Anglo-American Kinship
Unit-III	<p>Marriage Patterns: Marriage as an Expression of Exchange and Alliance</p> <ul style="list-style-type: none"> a) Bride-wealth and Dowry b) Strategies of Social Reproduction c) Monogamy and Plural Marriages
Unit-IV	<p>Transformations of Kinship</p> <ul style="list-style-type: none"> a) Kinship and Modes of Production and Reproduction b) Questioning Patriarchy c) Reproductive Technologies and Reconfigured Kinship d) Gay Perspectives
Suggestive	<p>Parkin, R. and L. Stone (eds.). 2000. <i>Kinship and family: An anthropological reader</i>. U.S.A.: Blackwell.</p>

<p>Readings</p>	<p>Carsten, J. (ed.). 2000. <i>Cultures of relatedness: New approaches to the study of kinship</i>. Cambridge: Cambridge University Press.</p> <p>Trautmann, T.R. 1987. <i>Lewis Henry Morgan and the Invention of Kinship</i>. Berkeley: University of California Press.</p> <p>Levi-Strauss, C. 1969. <i>The Elementary Structures of kinship</i>. London: Eyre and Spottiswoode.</p> <p>Uberoi, P. 1994. <i>Family, Kinship and Marriage in India</i>. New Delhi: Oxford University Press.</p> <p>Bourdieu, P. 1977. <i>Outline of a theory of practice</i>. Cambridge: Cambridge University Press.</p> <p>Loizos, P. 1978. 'Violence and the Family: Some Mediterranean examples' in J.P. Martin(ed.): <i>Violence and the family</i>. Chichester: Wiley.</p> <p>Radcliffe-Brown, A.R. 1950. 'Introduction' in A.R. Radcliffe-Brown (ed.): <i>African Systems of Kinship and Alliance (1-85)</i>. U.K.: Oxford University Press.</p> <p>Fortes, M. 1949. <i>The web of kinship among the Tallensi</i>. U.K: Oxford University Press.</p> <p>Parkin, D. and D. Nyamwaya (eds.). 1987. <i>Transformations of African Marriage</i>. Manchester: Manchester University Press.</p> <p>Carsten, J. 1997. <i>The Heat of the Hearth: The process of kinship in a Malay fashion community</i>. Oxford: Oxford University Press.</p> <p>Schneider, D.M. 1968. <i>American Kinship: A cultural account</i>. N.J: Prentice-Hall.</p> <p>Strathern, M. 1992. <i>After nature: English Kinship in the late Twentieth Century</i>. Cambridge: Cambridge University Press.</p> <p>Parsons, T. 1954. 'The kinship system of the contemporary United States' in T. Parsons'(ed.): <i>Essays in sociological theory (177-196)</i>. New York: Free Press.</p> <p>Goody, J. and S.J. Tambiah. 1975. <i>Bride-wealth and Dowry</i>. Cambridge: Cambridge University Press.</p> <p>16. Trautman, T.R. 1981. <i>Dravidian Kinship</i>. Cambridge: Cambridge University Press.</p> <p>Bourdieu, P. 1975. 'Marriage strategies as strategies of social reproduction' in R. Forster and O. Ranum (eds.): <i>Family and society: Selections from the Annales</i>. Baltimore: John Hopkins University Press.</p> <p>Levine, N.E. 1988. <i>The dynamics of polyandry: kinship, domesticity and population on the Tibetan border</i>. Chicago: Chicago University Press.</p> <p>Engels, F. (1884) 1948. <i>The origins of the Family, Private Property and the state</i>. Moscow: Progress Publishers.</p> <p>Robertson, A.F. 1991. <i>Beyond the family: The Social Organisation of Human Reproduction</i>. U.S.A: University of California Press.</p> <p>Kahn, S.M. 2000. <i>Reproducing Jews: A cultural account of assisted conception in Israel</i>. Durham, N.C: Duke University Press.</p> <p>22. Weston, K. 1991. <i>Families we choose: Lesbians, gays, Kinship</i>. New York: Columbia University Press.</p>
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Sociology of Religion

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Objectives:

After the completion of this course, the students will be able to:

Understand the theoretical perspectives of religion

Acquainted with the religious practices.

Aware about the moral and ethical choices in their roles as active citizens.

Course Content	
Unit-I	<p>Basic understanding about religion and its impact:</p> <ul style="list-style-type: none"> a) Meaning and nature of religion b) Religion and emotion c) Religion and rationality d) Religion as cultural system
Unit-II	<p>Religious Practices</p> <ul style="list-style-type: none"> a) Meaning of religious practices and its objectives b) Rituals and its motives c) Scarifies and its causes d) the religious practices and its agencies
Unit-III	<p>Religious Authority</p> <ul style="list-style-type: none"> a) Meaning, role and functions of religious authorities b) Temple, mosque, gurudwara, church, c) Role of prophet and guru d) Religious minority
Unit-IV	<p>Religion and education</p> <ul style="list-style-type: none"> a) meaning and aim of religious education b) social differentiation and religion c) religion and politics d) contradictory issues and religion
Suggestive Readings	<p>Weber, M. 1963. <i>The Sociology of Religion</i>. Boston, Mass: Beacon Press.</p> <p>Warrier, Maya. 2003. Processes of Secularization in Contemporary India: Guru Faith in the Mata Amritanandamayi Mission. <i>Modern Asian Studies</i>, Vol. 37, No. 1 pp. 213-253.</p> <p>Shah, A, M. 2006. Sects and Hindu Social Structure. <i>Contribution to Indian Sociology</i>. (n.s.), 40, 2.</p> <p>Chaves, Mark. 1994. Secularization as Declining Religious Authority. <i>Social Forces</i> 72 (3): pp. 749-774.</p> <p>Ebaugh, H.R. (Ed.). 2000. <i>Handbook of Religion and Social Institutions</i>. Houston: Springer. (Chaps: 20- Immigration and Religion, and 21- Globalisation and Religion).</p>

	<p>Richard Fenn. (Edt.) 2001. <i>The Blackwell Companion of Sociology of Religion</i>. Massachusetts: Blackwell. USA. (Chapter- 17- Spirituality and Spirituality Practice).</p>
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Gender and Society**Credits: Total-4****Marks: Total-100** Internal-30; End-Semester Examinations-70**Duration (Hours per week): Total-5** (Lecture/Tutorial-5)**Course Objectives:**

After the completion of this course, the students will be able to:

Understand the concept and role of gender in society.

Problematize the various aspect of social reality about gender discrimination.

Examine the gender related issues and challenges and suggestive measures.

Course Content	
Unit-I	Social Construction of Gender a) Gender vs. Biology, Equality vs. Difference, b) Concepts of Male and Female c) Life Cycle d) Patriarchy as ideology and practice
Unit-II	Gender in Sociological Analysis: a) Approaches to the Study of Gender b) Gender Studies as a Critique of Ethnography and Theory c) Gender issues and challenges
Unit-III	Family, Work and Property: (a) Production and Reproduction (b) Work and Property (c) Family and Household
Unit-IV	The Politics of Gender: (a) Complementarity and Inequality (b) Dependence and Subordination (c) Feminist Theories and Feminist Politics
Suggestive Readings	Engels, F. 1972. <i>The Origin of the Family, Private Property and, the State</i> , London: Lawrence and Wishart. De Beauvoir, S. 1983. <i>The Second Sex</i> , Harmondsworth: Penguin. (Book Two). MacCormack, C. and M. Strathern (ed.). 1980 <i>Nature, Culture and Gender</i> , Cambridge: Cambridge University Press. (Chapter I). Sharma, U. 1980. <i>Women, Work and Property in North West India</i> , London: Tavistock. Jaggar, A. 1983. <i>Feminist Politics and Human Nature</i> , Brighton: The Harvester Press.

Sociology and Research Method-I**Credits: Total-4****Marks: Total-100** Internal-30; End-Semester Examinations-70**Duration (Hours per week): Total-5** (Lecture/Tutorial-5)**Course Objectives:**

After the completion of this course, the students will be able to:

Understand the concept and meaning of research in sociology.

Acquaint with the theory-in-practice of sociology as well as explore.

Explore the various research methods in sociology.

Course Content	
Unit-I	Scientific Inquiry: <ol style="list-style-type: none"> The scientific approach to human inquiry in comparison to the native or common sense approach Meaning and purpose of research Attitudes consonant to the scientific method Social Work Research Meaning, scope and importance.
Unit-II	Introduction of Research Strategies <ol style="list-style-type: none"> Qualitative/Quantitative: Content, Scope, underlying assumption and strategy Analytical/Descriptive: Content, Scope, underlying assumption and strategy
Unit-III	Ethnography <ol style="list-style-type: none"> Field and Fieldwork Ethics and Controversies
Unit-IV	Other Methods <ol style="list-style-type: none"> Archives Oral History Life histories Visuality Content analysis PRA
Suggestive Readings	<p>Sayer, Andrew. 1992 <i>Method in Social Science (revised 2nd edition)</i>. Routledge.</p> <p>Veena Das et al. 2014 <i>The Ground Between: Anthropologists engage philosophy</i>. Duke University Press.</p> <p>Stephen Gudeman. 2016 <i>Anthropology and Economy</i>. Cambridge University Press.</p> <p>Srinivas, M. N., A. Shah and E. Ramaswamy (eds.) 1979. <i>The Fieldworker and the Field: Problems and Challenges in Sociological Investigation</i>. Delhi: Oxford University Press.</p> <p>Michael Burawoy et al. 2000. <i>Global Ethnography</i> (chapter 1, 10, 11).</p> <p>John Allen Paulos 1990. <i>Innumeracy: Mathematical Illiteracy and its Consequences</i>, Vintage Books, New York.</p> <p>Earl Babbie 2013. <i>The Practice of Social Research</i>, 13th International Edition, Wadsworth-Cengage, New Delhi.</p>

	<p>Edward R. Tufte 2007 [2001]. <i>The Visual Display of Quantitative Information</i>, 2nd Edition, Graphics Press, Cheshire, Connecticut, USA.</p> <p>Edward R. Tufte 1974. <i>Data Analysis for Politics and Policy</i>, Prentice-Hall, Englewood Cliffs, New Jersey, USA.</p>
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The Rural Development

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Objectives:

After the completion of this course, the students will be able to:

Understand the concept and role of gender in society.

Problematize the various aspect of social reality about gender discrimination.

Examine the gender related issues and challenges and suggestive measures.

Course Content	
Unit-I	<p>Concept and Scope of Rural Development and Economy :</p> <p>The Concept and Characteristics of rural and urban community development Nature and Scope of community development Historical review of rural community development. Historical review of urban community development Nature of the Rural Economy</p>
Unit-II	<p>Rural Problems and Development Policies:</p> <p>Indian Rural Problem-Nature, Assumption and philosophy. Approaches to development: Modernization, capitalist, Socialist and Gandhi an approaches to development. Development Policies, Programmes and status in Rural India, Method and programmes of Government and Non-government interventions Structure of decision making and intervention; Land use pattern, water, Sustainable agriculture, Health, Education and Panchayatiraj.</p>
Unit-III	<p>Area Project Planning:</p> <p>Area Project Planning for Integrated rural development Communication in Rural India. Theories of Economic development: Stages of growth theory; Structural internationalist theory; Poverty in India-A structural problem: Causes, effects and implications; Entitlement approach to understanding poverty. Planning for development in India: World Hunger myths, magnitude, causes and remedies; Development aid to developing countries a critique.</p>
Unit-IV	<p>Provision for rural development :</p> <p>A Human Right Perspective Social ideals of Indian Constitution Fundamental Rights Under-development and its causes and Contemporary Development Dynamics political, economic, military, ecological and socio cultural spheres.</p>
Suggestive Readings	

Law and Sociology**Credits: Total-4****Marks: Total-100** Internal-30; End-Semester Examinations-70**Duration (Hours per week): Total-5** (Lecture/Tutorial-5)**Course Objectives:**

After the completion of this course, the students will be able to:

Understand concepts and practices of law that are used in their everyday life.

Examines law's relation to contemporary concerns in India, and aids

Critically analyse judgments through the knowledge of law in sociological perspective

Course Content	
Unit-I	<p>Rights:</p> <p>Concept of Rights Legal rights and civil rights under criminal procedure code, equality before law, rights of children, women and Scheduled Castes and Scheduled tribes.</p>
Unit-II	<p>Law in India:</p> <p>Division of law: a) Substantive Law: that creates, discovers and defines the rights and duties of each individual, for example, criminal code (Penal Codes); b) Procedure Law: When a crime is committed, the procedure law is activated (Cr. Pc. Evidence Act, Etc) ; c) Civil law: (Private Wrongs) like those for inheritance, divorce, Juvenile Justice laws; Lecture and small group work.</p> <p>Criminal Justice System: Criminal Justice System in the country: Police, prosecution, judiciary and correction, district courts, session courts, high courts and the Supreme Court</p>
Unit-III	<p>The Components:</p> <p>Police: Structure, reporting, registration, investigation, arrest; How and what can be done, powers of the police bail and critique ; Prosecution: Structure, screening, decision to prosecute, deciding the charges, public prosecutor and critique; Courts-district court, high court, supreme court Trial participation, sentencing-institutional and non-institutional juvenile proceedings and critique Correction-Structure, function, treatment, rehabilitation and critique.</p>
Unit-IV	<p>Legal Aid:</p> <p>Concept of Legal Aid; need for legal aid History of Legal Aid Legal Aid schemes, problems. Public Interest Litigation (PIL)- a) Concept, processes and problems of PIL b) History of Public Interest Litigation with special references to India.</p>

<p>Suggestive Readings</p>	<p>Freeman, M.D.A. (ed.). 2001 <i>Lloyd's Introduction to Jurisprudence</i>. 7th ed. London: Sweet and Maxwell. (Chapters 2,3,6,13,14, with selected extracts).</p> <p>Sarat, A. 2004. <i>The Blackwell Companion to Law and Society</i>. Oxford: Blackwells. (Selected chapters).</p> <p>Newman, K. 1983. <i>Law and Economic Organisation</i>. Cambridge: CUP.</p> <p>Geertz, C. 1983. Local Knowledge: Fact and Law in Comparative Perspective. In Geertz, <i>Local Knowledge</i>. New York: Basic Books.</p> <p>Wilson, R. 2001. <i>The Politics of Truth and Reconciliation in South Africa</i>. Cambridge: Cambridge University Press.</p> <p>Rudra, A. 1994. 'Unfree Labour and Indian Agriculture.' In <i>Agrarian Questions</i>. Basu, K. (Ed.). New Delhi: Oxford University Press.</p> <p>13. Chakravarti, A. 2001. <i>Social Power and Everyday Class Relations: Agrarian Transformation in North Bihar</i>. New Delhi: Sage. (Chapter 4). Sinha, B.K. and Pushpendra (ed.). 2000. <i>Land Reforms in India, Vol. 5: An Unfinished Agenda</i>. New Delhi: Sage. (Chapters 1, 2, 7 and 8).</p>
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Health, Medicine and Society (Medical Sociology)

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Objectives:

After the completion of this course, the students will be able to:

Understand concepts of interdependency of health, medicine to society.

Examines the present challenges related to health, medicine and society

Critically analyze the health care institutions in India

Course Content	
Unit-I	<p>Conceptual Understanding of Health, Medicine and Society</p> <p>Concepts and perspectives on health Concepts and perspectives on medicine, illness, sickness Concepts and perspectives on disease and society. Theoretical perspectives on health and medicine within sociology</p>
Unit-II	<p>Health, health care and social institutions:</p> <p>State, market, community and family in health and medicine, Philosophical and historical debates on provision of health care and medicine Health and Development: Current Challenges</p>
Unit-III	<p>Sociology and Health:</p> <p>Areas of Concerns, Social behavior sciences, Factors involved in Social class differences health, Family in Health & Diseases, Hospital Sociology, Social Cultural factors in Health and diseases, Etiology & Health care, Environmental Sanitation, Mother and Child health and Social aspects, , Hygiene in Society, Sex age and marriage</p>
Unit-IV	<p>Health, health care and social institutions:</p> <p>State, market, community and family in health and medicine, Philosophical and historical debates on provision of health care and medicine The sociology of health in India- Disparities in health indices Historical Development of health services system in India; The sociology of medical knowledge and medical systems in India Health and Development and Current Challenges</p>
Suggestive Readings	<p>Good, B. 1994. <i>Medicine, Rationality, and Experience: An Anthropological Perspective</i>. Cambridge: Cambridge University Press.</p> <p>Das, J. and J. Hammer 2004. "Strained Mercy: Quality of Medical Care in Delhi." <i>EPW</i> 39 (9). (951-61).</p> <p>Das, V. 2015. <i>Affliction. Health, Disease, Poverty</i>. New York: Fordham University Press.</p> <p>Chatterji, R. 1998. "An Ethnography of Dementia. A Case Study of an Alzheimers' Disease Patient in the Netherlands." <i>Culture, Medicine and Psychiatry</i> 22. (355-382).</p>

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| | <p>Addlakha, R. 2008. <i>Deconstructing Mental Illness. An Ethnography of Psychiatry, Women and Family</i>. Delhi: Zubaan.</p> <p>Mol, A. 2002. <i>The Body Multiple: Ontology of Medical Practice</i>. Durham: Duke University Press.</p> <p>Arnold, D. 1993. <i>Colonizing the Body: State, Medicine and Epidemic in 19th century India</i>. Berkley: University of California Press.</p> <p>Rhodes, L. A. 2000. "Taxonomic Anxieties: Axis I and Axis II in Prison." <i>Medical Anthropology Quarterly</i> 14(3). (346-373).</p> |
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Work, Industry and Society

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Objectives:

After the completion of this course, the students will be able to develop a critical understanding of work as an emergent phenomenon sensitive to changes in the larger social and technological environment.

Course Content	
Unit-I	<p>Work and Society: Introduction</p> <p>(a) The transition from pre-capitalist to capitalist contexts of/for work</p> <p>(b) Sociology of work in India, past and present</p>
Unit-II	<p>Work, Technology and Capitalist Transformations</p> <p>(a) Accumulation and the labour process in the 19th and 20th centuries</p> <p>(b) Informalisation and the precariat</p> <p>(c) Surplus populations and the “outside” of capital</p>
Unit-III	<p>Durable Divisions: Gender, Caste, Race, Region</p> <p>(a) Trends and puzzles in “feminisation” and gender segmentation</p> <p>(b) Caste discrimination, exclusion and opportunity hoarding</p> <p>(c) Race, ethnicity, region and nation as regulatory mechanisms</p>
Unit-IV	<p>The Future of Work</p> <p>Philosophical foundations of “work”: Is reification reversible? “Multitude”, “corrosion of character” and emancipatory prospects</p>
Suggestive Readings	<p>Edwards, P. & J. Wajcman 2005. <i>The Politics of Working Life</i>. New York: Oxford Univ. Press. Ch.1: Introduction: Why and how should we think about work?, pp.1-18.</p> <p>Gooptu, Nandini 2009. “Neoliberal subjectivity, enterprise culture and new workplaces: Organised retail and shopping malls in India”, in <i>Economic and Political Weekly</i>, v.44, n.22, pp.45-54.</p> <p>Burawoy, Michael 1984. <i>The Politics of Production: Factory Regimes Under Capitalism and Socialism</i>. London: Verso. Ch.1 (pp.21-84).</p> <p>Sennett, Richard 1998. <i>The Corrosion of Character: The Personal Consequences of Work in the New Capitalism</i>. New York: W.W. Norton. Chs. 1-4 and 7-8.</p>

Sociology and Research Method-II**Credits: Total-4****Marks: Total-100** Internal-30; End-Semester Examinations-70**Duration (Hours per week): Total-5** (Lecture/Tutorial-5)**Course Objectives:**

After the completion of this course, the students will be able to:

Understand the concept of research writing

Critically examine the concept of hypothesis and sampling

Aware about the description, presentation and argumentation in statistical tools and methods.

Course Content	
Unit-I	Introduction of Research Writing: Selection of research problem Review of related literature Objectives of research problems Research gape-meaning and concept
Unit-II	Hypotheses and Sampling: Hypotheses: meaning, nature and its types Population Sampling and its types Data Collection and handling: Data Base on Indian Society (Census, NSSO, NFHS and other large data sets (eg: NCRB, AISHE etc). Research tools
Unit-III	Statistical Description: (a) The 'distribution' as the core concept of statistics (b) Data reduction (c) Averages for central tendency and dispersion Presentation of Statistical Data: (a) Statistical tables: Reading, interpretation & design (b) Graphical presentation: 'Data-ink' and 'Chart-junk'
Unit-IV	Statistical Analysis & Argument: (a) Comparisons: How to make and evaluate them. (b) Relationships: Association, correlation, analysis of variance. (c) Regression Models and their rationale (OLS, Multivariate, Logistic)

	(d) Statistical Inference, Tests of Significance Research Report Writing.
Suggestive Readings	Earl Babbie 2013. <i>The Practice of Social Research</i> , 13th International Edition, Wadsworth-Cengage, New Delhi. John Allen Paulos 1990. <i>Innumeracy: Mathematical Illiteracy and its Consequences</i> , Vintage Books, New York. Edward R. Tufte 1974. <i>Data Analysis for Politics and Policy</i> , Prentice-Hall, Englewood Cliffs, New Jersey, USA. A.S.C. Ehrenberg 1981. <i>A Primer in Data Reduction</i> , 2nd Edition, Wiley, London.

Sociology of India**Credits: Total-4****Marks: Total-100** Internal-30; End-Semester Examinations-70**Duration (Hours per week): Total-5** (Lecture/Tutorial-5)**Course Objectives:**

After the completion of this course, the students will be able to:

Understand the Indian society

Critically examine the cost structure of India

Explore the different aspects of portraits

Course Content	
Unit-I	Blueprints for the Indian Nation (a) Urban Plans (b) Agrarian policies, markets and mobilities (c) Corporate cultures and technological innovation (d) Self-reliance as national model: The Case of Khadi
Unit-II	Caste-Structure and Change: (a) Tribe and Caste (b) Nature and Forms of Caste (c) Caste in Relation to Other Social Groups and Institutions (such as Religion, Economy and Polity) (d) Caste and Locality (Village, Town and Region)
Unit-III	Borders and Boundaries Within (a) Debating home and belonging (b) Citizens and Others (c) Migration and memory
Unit-IV	Portraits of the Nation (a) Scripting the nation (b) National Heritage (c) Case Study: <i>Mother India</i> [1957] Dir. Mehboob Khan

**Suggestive
Readings**

Articles under the title 'For a Sociology of India', *Contributions to Indian Sociology*. (Old series and New series).
Beteille, A. 1986. 'The Concept of Tribe with Special Reference to India', *European Journal of Sociology*. 27: 297-318.
Dumont, L. 1980. *Homo Hierarchicus*. University of Chicago Press.
Shah, A.M. and I.P. Desai. 1988. *Division and Hierarchy: An Overview of Caste in Gujarat*. Delhi: Hindustan Publishing Corporation.

Social Development (MASO-303)**Credits: Total-4****Marks: Total-100** Internal-30; End-Semester Examinations-70**Duration (Hours per week): Total-5** (Lecture/Tutorial-5)**Course Objectives:**

After the completion of this course, the students will be able to:

To develop ability to understand and evaluate perspective, models and policies under different political systems and with special reference to India

To critically examine selected policies and their implication in order to appreciate the role of professional social work in the formulation and implementation of such policies,

To review research materials available in the field of social policy and development to enhance knowledge, perspectives and skills essential to undertake comparative research in social work.

Course Content	
Unit-I	Philosophy of Social Development: Values, ethics equity, equality, Social justice and distributive justice
Unit-II	Role of Ideology and State in Planning for social development, State Market, and Civil Society: Impact of Globalization and free market economy on the social sector
Unit-III	Policies concerning social and economic inequalities: Poverty eradication, income disparities, land reforms, legislative and non-legislative measures pertaining to the abolition of untouchability.
Unit-IV	Reservation policy in legislative bodies, education and employment for scheduled castes and scheduled tribes, reservation policy for backward classes.
Suggestive Readings	

Sociology of Education (MASOCIO-304)**Credits: Total-4****Marks: Total-100** Internal-30; End-Semester Examinations-70**Duration (Hours per week): Total-5** (Lecture/Tutorial-5)**Course Objectives:**

After the completion of this course, the students will be able to:

Understand the concept of Sociology of Education

Evaluate the interdependency of Society and Education

Present own view about school as social institution

Critically examine the role of state and society in reference to education

Course Content	
Unit-I	The Meaning of Education: a) What is a 'Good' Education? b) Basic Education c) Democracy and Education d) Education and Liberation e) Education and Citizenship
Unit-II	Education and Society: a) Socialization and Education b) Cultural and Social Reproduction c) Agency, Resistance and Relative Autonomy
Unit-III	Schooling practices: a) Education System b) School Culture c) Curriculum and Classroom Practices
Unit-IV	The State, Education and Equality: a) Education and Social Stratification b) Mobility and Equality of Educational Opportunity

	<p>c) Affirmative Action</p> <p>d) Aspects of Higher Education</p>
Suggestive Readings	<p>Thapan, M. 2006 (1991). <i>Life at School. An Ethnographic Study</i>. New Delhi: Oxford University Press.</p> <p>Willis, P. E. 1977. <i>Learning to Labour: How Working Class Kids Gets Working Class Jobs</i>. Surrey, England: Saxon House.</p> <p>Benei, Veronique. 2009. <i>Schooling India. Hindus, Muslims and the Forging of Citizens</i>. New Delhi, Orient Blackswan.</p>

Media Sociology

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Objectives:

After the completion of this course, the students will be able to:

Provide a close reading of some of the key theoretical concepts, paradigms, and debates within Media Studies.

Critically examine the media from a sociological perspective, focusing on three key areas – one, the medium, two, the mediation of subjectivities and three, the relationship between the media, the public sphere, and democracy.

Course Content	
Unit-I	<p>Introduction and Theoretical approaches to media studies</p> <p>(a) Cultural studies</p> <p>(b) Public sphere</p> <p>(c) Semiotics</p>
Unit-II	<p>The politics of media</p> <p>(a) Media and political processes (elections, citizenship etc)</p> <p>(b) Media as a supporter or watchdog of the state</p> <p>(c) Media and the construction of political reality</p>
Unit-III	<p>The Media Industry</p> <p>(a) Media as business: ownership, profits</p> <p>(b) State ownership and influence</p>
Unit-IV	<p>Media and Globalisation</p> <p>(a) Neoliberalism and its implications</p> <p>(b) Transnational and diasporic visual culture</p> <p>Unit-5. Media and Identity</p> <p>(a) Construction of subjectivities</p> <p>(b) Audience reception</p> <p>Unit-6. New media</p>

	<p>(a) New media as technology</p> <p>(b) New media and alternative identities, politics</p>
Suggestive Readings	<p>Arato, A. and E. Gebhardt. 1988. <i>The Essential Frankfurt School Reader</i>. New York: The Cossntinum Publishing Company.</p> <p>Williams, R. 1962. <i>Communications</i>. Penguin: Harmondsworth.</p> <p>Hall, S. (1980) 'Cultural Studies: Two Paradigms', <i>Media, Culture and Society</i> 2, 57-72.</p> <p>Barthes, Roland. <i>Mythologies</i>. Hill and Wang, 1972.</p> <p>Appadurai, A. 1986. <i>The Social Life of Things: Commodities in Cultural Perspective</i>, Cambridge University Press.</p> <p>John Corner, Dick Pels eds. 2000. <i>Media and the Restyling of Politics: Consumerism, Celebrity, and Cynicism</i>. London: Sage.</p> <p>Desai, A.R. 1948. The Role of the Press in the Development of Indian Nationalism. In <i>Social Background of Indian Nationalism</i>. Bombay: Popular Prakashan.</p> <p>Kohli, V. <i>The Indian Media Business</i>. London: Sage, 2003.</p> <p>Jeffrey, Robin. 2000. <i>India's Newspaper Revolution. Capitalism, Politics and the Indian Language</i>, NY: St. Martins Press.</p> <p>Kumar, KJ. 2010. <i>Mass Communication in India</i>, Jaico Publishing House.</p> <p>Uberoi, Patricia. 2006. <i>Freedom and Destiny: Gender, Family, and Popular Culture in India</i>. Oxford University Press.</p>

Ageing and Sociology**Credits: Total-4****Marks: Total-100** Internal-30; End-Semester Examinations-70**Duration (Hours per week): Total-5** (Lecture/Tutorial-5)**Course Objectives:**

After the completion of this course, the students will be able to:

Provide a close reading of some of the key historical and theoretical concepts, paradigms, and debates about different aspects of society.

Critically examine the health, poverty and gender economics from a sociological perspective.

Course Content	
Unit-I	Roles, Power and Status of Older Persons Historical norms in different cultural, urban/rural, tribal, economic, age and gender contexts; Emerging trends and issues in the context of the liberalized political economy; Historical norms of practices related to death and bereavement and emerging trends.
Unit-II	Health of Older Persons Longevity and physical health; Mental and emotional health; Ill health, disabilities and care giving; Sexuality in old age; Spirituality in old age; Review of health policies and policies for the disabled and their implementation with references to older persons; Health Intervention: Periodical check up, information and awareness about prevention of problems, recreation and creative art programmes, spiritual discourses, counseling, physical aids and access to geriatric treatment.
Unit-III	Older Persons and Livelihood Work participation of older persons in the organized and unorganized sectors; Economic situation of older persons; Age related policies and laws for education; employment; retirement; social security and pensions; Intervention needs: Retirement planning, promoting savings, investments and making a will, training and opportunities for income generation, employment exchange and sponsorship programme.
Unit-IV	Older Persons and Family Intervention of older persons with parents, spouse, children, children-in-laws, grand children and others. Care giving roles between older persons and the family; Issues of division of property, housing and social security; Issues of neglect, abuse, violence and abandonment; Review of laws for inheritance and protection from abuse; Intervention needs: Raising family awareness and family and bereavement counseling.

Ecology, Environment and society

Credits: Total-4

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-5 (Lecture/Tutorial-5)

Course Objectives:

After the completion of this course, the students will be able to:

Sociological approaches to understanding the relationship between society and ecology.

To understanding perceptions and impacts of environmental change,

To examining institutions and social structures that shape our engagement with nature..

Course Content	
Unit-I	Approaches to the study of environment: Marxian, Gandhi an, Phule, Eco feminism Different types of Environmentalisms: Deep Ecology. Social Ecology, Radical Ecology.
Unit-II	Natural Resources and their Utilization: Common Land, Water and Forest Problems of the Urban Environment: Pollution, Population and Slums
Unit-III	Environmental Movements and the Politics of Development: Chipko, Narmada, Tehri, Baliapal
Unit-IV	Initiatives of the State and International Agencies: Stockholm, Environment and Sustainable Development, Rio conference.
Suggestive Readings	Kohn, Eduardo (2013) <i>How Forests Think: Towards an anthropology beyond the human</i> . University of California Press, California. Robbins, Paul (2007) <i>Lawn People. How Grasses, Weeds, and Chemicals Make Us Who We Are</i> . Temple University Press, Philadelphia. Smith, Neil (2010) <i>Uneven Development: Nature, Capital and the Production of Space</i> . Verso, NY. Gottlieb, R. (2005). <i>Forcing the spring: the transformation of the American environmental movement</i> . Washington, DC: Island Press. Bina Agarwal (1998) "Environmental management, equity and eco-feminism: Debating India's experience." <i>Journal of Peasant Studies</i> , 25(4): 55-95. Shaw, Rosalind. (2013) "Nature", "Culture" and Disasters: Floods and Gender in Bangladesh. Pages 223-234 in M. Dove (Ed) <i>The Anthropology of Climate Change: An Historical Reader</i> . Wiley-Blackwell, NY. Annu Jalais (2014) <i>Forest of Tigers: People, Politics and Environment in the Sundarbans</i> . Routededge. Klein, Naomi (2014) <i>This Changes Everything: Capitaism vs. Climate</i> . Simon and Shuster, New York

Dissertation

Credits: Total-8

Marks: Total-200 Internal-100; End-Semester Examinations-100

Duration (Hours per week): Total-10 (Supervision/ Presentation)

MA-HISTORY-I YEAR (I – SEMESTER)

Historiography: Concepts, Methods & Themes (MAHIS101)

Course Objectives:

To enable the student to _

- Acquire knowledge of Meaning, Definition Nature & scope of History.
- Comprehend the Historicism & History 's methodology. _
- Develop a critical attitude about themes in Indian History.

Unit-1: Understanding History:

1. Meaning, Definition Nature & scope of History.
- 2: Value and Subject matter of History
- 3: Problems of Objectivity subjectivity and bias in History
- 4: Causation in History

UNIT 2: 1. Historicism.

- 2** : History and other Disciplines:
- (a) History and other social sciences.
 - (b) Auxiliary sciences
 - (c) History and applied sciences
 - (d) History and Literature
 - (e) History and Law.

Unit-3: History and methodology:

- (a) Sources of History
- (b) Preliminary operations
- (c) Analytical operations - External & Internal criticism
- (d) Synthestic operations & interpretation
- (e) Concluding operations.

Unit- 4: Themes in Indian History:

Economy in Indian History
Culture in Indian History
Varna and caste in Indian history.
Religion in Indian History.

References :

- 1. Historical Method And Historiography : Laxmi Jain**
- 2. Concept & Methods of Historiography : Dr. K.L. Khurana**
- 3. Modern Historiography An Introduction : Michael Bentley**
- 4. History and Historiography : Ashu J Nair & Srotoswini Borah
(From Ancient to Modern World)**

MA-HISTORY-I YEAR (I – SEMESTER)

Semester-I

(MAHIS102)

Indian History-I (Up to 750 A.D .)

Course Objectives:

To enable the student to

Acquire knowledge of sources of Pre & Proto history .

Comprehend the Aryan & Vedic Period.

Develop a critical attitude about the culture of the Mauryan & PostMauryan .India.

Unit-1: Prehistoric Cultures In India:

Sources: Archaeological & Indigenous,

Study of Early Indian History

Prehistory and Proto history: Geographical factors, hunting and gathering (Paleolithic and Mesolithic); Beginning of the agriculture (Neolithic and Chalcolithic)

Unit-2 : Aryans & Vedic Period:

The vedic texts; change from the Rigvedic period to later vedic period: Religion, Upanishadic thought, Political & social organization, State formation & urbanization from the mahajanapadas to the Nandas. Jainism & Buddhism. Factors for the spread of Buddhism. Evolution of monarchy and varna system.

Unit-3: The Mauryan Empire:

Chandragupta, Meghasthenes, Ashoka & his inscriptions, his dharna, administration, culture & art. The Arthashastra.

Unit-4: Post Mauryan India, B.C. 200 to 750 A.D.

Society: Evolution of Jatis. The Salvahanas and state formation in Peninsla. Sangam texts and society. Indo-Greeks, Sakas, Parthians, kushans, kanishka, contacts with the outside world. Religion: Saivism, Bhagavatism, Hinyana & Mahayana Buddhism, Jainism, Culture & Art.

The Guptas changes in political organization of empire. Economy & Society. Literature & Sciences, Arts.

References

History OF Indian Art ; Kumari Devender

History of Ancient India : Rama Shankar Tripathi

Ancient Indian Social History :Romila Thapa, Some Interpretations

MA-HISTORY-I YEAR (SEMESTER-I)

(MAHIS103)

Indian History (750 to 1857 A.D.)

Course Objectives:

After the completion of this course, the students will be able to:

Acquire knowledge the early medieval India..

Understanding the religious conditions of 750 to 1200 A.D.

Develop a critical attitude about the Police of Mughal &.Sur empire.

Understanding the culture & social changes of British 's India.

Unit-1: Early Medieval India: Major Dynasties:

The Chola Empire. Agrarian & political structures. The Rajaputras. Extent of social mobility. Position of women. The Arabs in Sindh and in the Ghaznavides.

Cultural trend:1200, Religious conditions: Importance of temples and monastic institutions. Sankaracharya; Islam, Sufism, Literature & Science. Alberuim's "India". Art & Architecture.

Unit-2: 13 & 14 centuries:

Ghorian invasions causes and consequences. Delhi Sultanate under the "slave" rulers Alauddin Khalji; conquests; administrative; agrarian and economic measure. Muhammad Tughlaq innovations, Firoz Tughlaq and the decline of the Delhi Sultanate. Growth of Commerce & Urbanization. Mustic movements in Hinduism & Islam. Literature, Architecture. Technological changes.

Unit-3: The Mughal Empire (1526 to 1707 A.D.)

The hoolis, first phase of the Mughal Empire: Babur, Humayun, The Sur empire and administration. The Portuguese.

Akbar: conquests, administrative measures, Jagir & Mansab system; policy of Sulh-I-hul
Jahangir, Shahjahan and Auranggeb: Expansion in the Sevan: religious policies. Shivaji,

Culture: Persian & regional literatures, Religious thoughts: Abul fazl; Maharashtra dharma, Painting Architecture. Economy: conditions of peasant and artisans growth in trade; commerce with Europe. Social stratification and status of women.

Unit-4: British expansion:

The carnatic wars, conquest of Bengal. Mysore and its resistance to British expansion; The three Anglo Maratha wars. Early structure of British Raj regulating (1773) & Pit's India Act (1784).

Cultural encounter & social changes: Introduction of western education. India Renaissance, social & religious reform movements, growth of Indian middle class; The press and its impact; rise of modern literature in Indian languages. Social reform measures before 1857.

References

Medieval Indian History : K.N. Chitnis

History of medieval India :Sarma,Sripala

Empire of the Moghul: Alex Rutherford
Raiders From the North
The Great Mughals and Their India : Dirk Collie
British Rule in India : Pandit Sunderlal

MA-HISTORY-I YEAR (SEMESTER-I)

(MAHIS104)

History of Civilizations (Excluding India)

Course Objectives:

After the completion of this course, the students will be able to:

Acquire knowledge the definition of civilization, origin & growth of civilization.

Understanding the Riva Vally ,Persian & Japanese civilization.

Develop a critical analysis the different civilization.

Unit-1: Introduction- definition of civilization, origin & growth of civilization:

Prehistoric culture, Palaeolithic & Neolithic cultures.

Unit-2: Riva valley civilizations:

Egyptian civilization, Mesopotamian civilization, Sumerian civilization, Babyconian, Assyrian & Chaldean Cultures, Chinese civilization.

Unit-3: Persian Civilization:

Hebrew and Phonician, Ancient Greece legacy , Hellenistic civilization, Ancient Rome, Roman contribution.

Unit-4: Japanese Civilization:

Maya, Aztec and Inca Civilization.

References

Mesopotamia : Gwendolyn Leick

History begins at Sumer :Samuel Noah Kramer

The Sumerians : Samuel Noah Kramer

Brief History of Japanese Civilization : Conrad Schirokauer , David Lurie , Suzanne Gay.

MA-HISTORY-I YEAR (SEMESTER-II)

(MAHIS201)

Historiography: TOOLS & APPROACHES

Course Objectives:

After the completion of this course, the students will be able to:

Acquire knowledge the concept of Historical writing.

Understanding the Historical writing of Ancient, Medieval and Modern tradition.

Develop a critical analysis the Approaches and theories of History.

Unit-1 : Ancient Traditions of Historical Writing:

- (i) Greco–Roman traditions,
- (ii) Chinese traditions
- (iii) Ancient Indian tradition

Unit-2: Medieval traditions of Historical Writing:

- (i) Western traditions
- (ii) Arabic and person traditions
- (iii) Indian traditions.

Unit-3

- (i) Modern tradition of historical writing (European traditions):** Enlightenment, Romanticist, Positivist, Marxist and Annals.
- (ii) Modern (Indian traditions) of historical writing:** Colonial, Nationalist, Marxist History from below & subaltern.

Unit-4:

- (i) Approaches and major theories of History:**
 - Theological and cyclical
 - Orientalist
 - Marxist
 - Subaltern
- (ii). Other approaches and major theories of History:**
 - Caste–class and Gender
 - Feminist
 - Ecological
 - Regional and oral Histo

References

Historiography :N.Jayapalan

Historiography ,Religion and State in Medievel India :Satish Chandra

Historiography in the Modern World:Shashi Bhushan Upadhyay
Text book of Historiography, A:E Sreedharan

MA-HISTORY-I YEAR (SEMESTER-II)

(MAHIS202)

Middle & Modern Ages History of Civilizations

Course Objectives:

After the completion of this course, the students will be able to:

Acquire knowledge the rise and spread of Christianity, Islam & Saracenic civilization.

Understanding the geographical discoveries of 15th & 16th centuries.

Develop a critical analysis French revolution.

Understanding the League of Nations, U.N.O., Development of Science, Philosophy, Art and Architecture in the contemporary world.

Unit-1:

Middle Ages: Rise and Spread of Christianity:

The papacy – Byzantine Civilization

Rise and Spread of Islam, Saracenic Civilization

Federalism, Origin- Merits & Demerits.

Crusades: Causes & Results.

Unit-2:

Monastic orders of medieval cities.

Progress of Education & rise of Universities.

Transition of modern age.

Renaissance: Causes.

Renaissance in Italy, Results of Renaissance.

Unit-3:

Geographical discoveries of 15th & 16th centuries – reformation in Germany, France & Switzerland – Counter reformation

French revolution.

Impacts of French revolution

Romanticism, Industrial & Agrarian revolution, causes & results

Unit-4:

Nationalism Vs. Internationalism: League of Nations, U.N.O., Development of Science, Philosophy, Art and Architecture in the contemporary world.

References

Byzantium: The Surprising Life of a Medieval Empire : Judith Herrin

Saracenic civilization : Goss S. Grable

Birthing a New Civilization : Diana Cooper

French Revolution : William Doyle

U.N.O. (International Organisation) : A.K. Tripathi

MA-HISTORY-I YEAR (SEMESTER-II)

(MAHIS203)

History of Europe from 1789 to 1795 A. D .

Course Objectives:

After the completion of this course, the students will be able to:

Acquire knowledge: Europe before 1789; Role of Philosophers in French revolution.

Understanding the functions and achievements of National Constituent assembly along with its contribution in the French Revolution.

Develop a critical analysis the organization, characters or features of legislative assembly, its various groups.

Understanding the achievements the reign of terror established in France of 1795.

Unit-1:

Europe before 1789; an introduction; -Role of Philosophers in French revolution:- Social, Political & economic conditions before revolution. Contribution of Philosophers in French revolution a) Charles de secondat Montesquieu (b) Francois Marie Arouet Voltaire (c) Jean Jacques Rousseau-Causes of French revolution.

Unit-2:

National Assembly (1779-1791) – Fall of Bastille together –with its result and importance- Political significance of the Declaration of Rights of men and of citizens by the National Assembly –Constitution of 1791-its provisions or features and reasons of being so short-lived; functions and achievements of National Constituent assembly along with its contribution in the French Revolution.

Unit-3:

Legislative Assembly of 1791:- the organization, characters or features of legislative assembly, its various groups. War between Austria & France in 1792- its causes & events (or course) of the war, initial reverses of France and the consequences thereof; Massacre on September- defeat of enemy-army; dictatorship of Danton from 10-11 Aug to 20 Sept, 1792- chief events happened in France during his dictatorship.

Unit-4:

National Convention (Sept, 1792 to Oct 1795)-its achievements-the reign of terror established in France & its consequences- the constitution of the year III of the constitution of 1795.

References

History of Modern Europe (since 1789) : Dr. V.D. Mahajan

The Age Of Revolution 1789 – 1848 :Eric Hobsbawm

A History of Modern Europe : Dr. Ishwari Prasad

History of Europe (1789 – 1870) : R.S Chaurasia.

MA-HISTORY-I YEAR (SEMESTER-II)

(MAHIS204)

History of Europe from 1795 to 1848 A. D .

Course Objectives:

After the completion of this course, the students will be able to:

Acquire knowledge the Political groups & leaders of Europe.

Understanding the directory and the rise of Napoleon- the consulate & the consul Napoleon- Emperor Napoleon and his downfall

Develop a critical analysis the effect of the revolution of 1830 of France on the different countries of Europe.

Understanding the Policy of “Golden mean” adopted by Louis Phillipe- reasons of failure to satisfy the French.

Unit-1:

Political Groups & Leaders-

Political groups; (a) Girondists and (b) Jacobins – their achievements & causes of downfall- their role in the French revolution.

Political leaders: The Role of – (a)_Marat (b) abbe Sieyes (c) Mirabeau (d) Carnot (e) Robes pierre (f) Danton (g) Lafayette Madame Rolland

Unit 2:

Directory and the Rise of Napoleon- the consulate & the consul Napoleon- Emperor Napoleon and his downfall- Foreign policy of Napoleon from the time of his becoming the Emperor to the time when the Treaty of Tilsit was made- Circumstances which led to the Treaty of Tilsit and its provisions-continental system of Napoleon & reasons of its failure, Napoleon’s Moscow campaign- the main cause of his military debacle-The Spanish ulcer & the Russian adventure ruined Napoleon- Napoleon’s function in history to fuse old France with new-his blessings to France..

Unit 3:

Revolution in France and Europe :

Revolution of 1830- Causes and results.

Effect of the revolution of 1830 of France on the different countries of Europe- its importance in the history of Europe. (a) Belgium and revolution (b) Poland and Revolution © Italy and Revolution (d) Switzerland and Revolution (e) Germany and Revolution (f) Spain and Revolution; (g) Portugal and Revolution; (h) England and Revolution; (i) America and Revolution;

Unit-4:

Policy of “Golden mean” adopted by louis phillipe- reasons of failure to satisfy the French

Home and Foreign policies of Louis Phillipe – his Problems.

French Revolution of 1848: causes and results.

The effects of the French Revolution of 1848 on Europe: (a) Revolution in Austria (b) Revolution in Hungary (c) Revolution in Bohemia (d) Revolution in Italy (f) Revolution in Rome (g) Revolution in Prussia (h) Revolution in Germany with other states (i) Revolution in Switzerland Holland & Denmark (j) Revolution in England and Ireland.

References

The French Revolution, 1789 - 1799 : Peter McPhee
The Age Of Revolution 1789 – 1848 : Eric Hobsbawm
A History of Modern Europe : Dr. Ishwari Prasad
History of Europe (1789 – 1870) : R.S Chaurasia.

MA-HISTORY-I YEAR (SEMESTER-II)

(MAHIS301)

Research Methodology: History and its Practice

Course Objectives:

To enable the student to

Acquire knowledge Research Methodology of History.

Understanding the Construction and representations of India's past by various schools of Historiography.

Develop a critical analysis Myths , Memory & Folklore in historical understanding.

Unit -1:

Preliminary operations:- Choice of Subject

Preliminary operations: - Preparation outlines

Analytical Operations: - External Criticism

Analytical Operations: - Internal Criticism

Unit -2:

Synthetic Operations- : Determining Particular facts

Synthetic Operations- : Grouping of facts

Synthetic Operations- : Constructive reasoning

Concluding Operations :Valid Generalization

Unit -3

Concluding Operations- : Exposition

Concluding Operations- : Footnotes

Concluding Operations- : Bibliography

Uses of History -: Construction and representations of India's past by various schools of Historiography

Unit -4:

Indian Concept of History

Recent developments: Myths in historical understanding

Recent developments: Memory in historical understanding

Recent developments: Folklore in historical understanding

References

Research Methodology in History : K.N.Chitnis

The Practice of History : Geoffrey R. Elton

Clues , Myths, and the Historical Method : Carlo Ginzburg

Historical Myth and Memory : Irakli Mbrica.

MA-HISTORY-II YEAR (III – SEMESTER)

Paper-II

History of India from 1857 to 1885 A.D.

Course Objectives:

To enable the student to _

- 1.Acquire knowledge the sources of History of India from 1857 to 1885 A.D.
- 2.,Understanding the revolt of 1857 Origin, Character, causes of failure
- 3.Understanding the factors leading to the birth of the Indian National Congress (1885).
4. Develop a critical analysis Rise of Nationalism in India.

Unit -1: Sources:

Bivographies, memoirs, creative literature, Archival materials, paintings and newspapers.

Unit -2: The first major challenge: The revolt of 1857 A.D. & Other uprisings

The revolt of 1857: Origin, Character, causes of failure, the consequences,
Indigo rebellion (1859-60)
Deccan uprising (1857)

Unit -3: Factors leading to the birth of the Indian National Congress (1885)

The safety valve thesis relating to the birth of congress.
Programmes & objectives of early congress.
The social composition of early congress leadership.

Unit -4: Rise of Nationalism in India:

Theory & concept of 'National' & 'Nationalism'
Its origin & development
Different trends in Indian nationalism.

References

- 1.The Great Mutiny (India 1857) : Christophre Hibbert
- 2.Awadh In Revolt (1857-1858) : Rudrangshu Mukherjee
- 3.History of Indian National Congress (1885 -2002) : Deep Chand Bandhu
4. A Centenary History of the Indian National Congress : Pranab Mukherjee

MA-HISTORY-II YEAR (III– SEMESTER)

Paper-III

Development of Nationalism in India

Course Objectives:

To enable the student to _

- 1.Acquire knowledge the Background of Indian Nationalism.
- 2.,Understanding the Primitive Nationalism.
- 3.Understanding the meaning & nature of Economic Nationalism.
4. Develop a critical analysis the Ideologies & programmes of the Indian National Congress (1885-1907).

Unit -1: Background of Indian Nationalism:

- a) Traditional Indian Society (b) Impact of British imperialism & policies- Economics administrative & social (c) Introduction of western education & modern trends & ideas (d) Christian missionaries (e) Rise of middle class, socio-religious reform movements, Press & Literature.

Unit -2 Primitive Nationalism:

- a) Tribal uprising (b) Peasant revolt (c) Civil & military rebellions.

Unit -3: Economic Nationalism:

- a) Economic Nationalism – meaning & nature contribution of Dadabhai Naroji, M.G.Rande, R.C.Dutta, Mahatma Phule

Unit -4 Organized Nationalism:

1. Emergence of Political associations upto 1885
2. Rise of Indian National Congress
3. Liberal Era (1885 to 1905 A.D.)
4. Moderates & extremists – Role & ideology of G.K. Gokhale & B.G.Tilak.
5. Ideologies & programmes of the Indian National Congress (1885-1907)

References

- 1.Indian Nationalism : S. Irfan Habib
- 2.The Rise and Growth Economic Nationalism In India ; Bipin Chandra
- 3.Nationalism : Rabindranath Tagore
- 4.Nationalist Movement in India : Sekhar Bandyopadhyay.

MA-HISTORY-II YEAR (III – SEMESTER)

Paper-IV

History of India from 1861 to 1947 A.D.

Course Objectives:

To enable the student to _

- 1.Acquire knowledge the administration of lord Curzon & Morley Minto.
- 2.,Understanding the social & religious reform movements.
- 3.Understanding the role of Mahatma Gandhi & his ideology in national movement.
4. Develop a critical analysis the communal politics & communal organizations.

Unit -1: Lord Curzon; administration, foreign policy & partition of Bengal, Swadeshi movement, The Indian council's Act of 1861 & 1892, The reforms of Morley-Minto, 1909, Govt. of India Act of 1919, Indian National movement from 1909-1909 A.D.

Unit 2 Muslim league, social & religious reform movements – Brahma Samaj, Arya Samaj, Ramkrishna Mission, Theosophical Society, Growth of press in 19th century.

Unit -3: (a) National movement as a mass movement – Role of Mahatma Gandhi & his ideology, (b) Quit India movement (1920)- aims, objectives, causes of failure (c) Swaraj party (1923) – circumstances leading to the establishment – cause of failure (d) Simon Commission – works & effects (e) Nehru Report 1928, Round table conferences (1930-32) (f) Poona pact, National movement during second world war – Quit India movement, 1942 (g) Peasant movements (1919 to 1940)

Unit -4: Communal politics & Communal Organizations:-

Communalism – its meaning & origin, Revivalist nationalism and two- National Theory.

Communal Organization:- Muslim league, Hindu Maha Sabha, R.S.S., Communal politics & partition of India, Govt. of India Act, 1935, Indian Independence Act, 1947.

References

- 1.Colonialism and Nationalism in India : Y.S.Mathur
- 2.Development and National Movement of India : R.C.Agarwal
- 3.Nationalism and Regionalism in India : Subrat k. Nanda
- 4.Indian National Congress : Mushirul Hasan.

MA-HISTORY-II YEAR (IV – SEMESTER)

Paper-I

History of Europe from 1848 to 1870 A. D.

Course Objectives:

To enable the student to _

- 1.Acquire knowledge the second republic and the second empire in France.
- 2.,Understanding the growth of Italian unification under the leadership of Mazzini. Garibaldi & Cavour Victor Emanuel II.
- 3.Understanding the Contribution of Bismareh to unify Germany.
4. Develop a critical analysis the Eastern problems the main currents from 1815 to 1870.

Unit -1: The Second republic and the second Empire in France:

Napoleon IIIrd (1848 to 1870) became emperor from the President. Works of the Provincial Govt. of the second republic. Home and foreign policies of Napoleon IIIrd. Downfall of Napoleon IIIrd. Fall of IInd Empire & the establishment of IIIrd republic. Napoleoncode.

Unit -2: Unification of Italy:

Obstacles in the unification of Italy. Attempts to unifoy Italy & the failure of attempts, Growth of Italian unification under the leadership of Mazzini. Garibaldi & Cavour Victor Emanuel II.

Unit -3: Unification of Germany:

Contribution of Bismareh to unify Germany.

Unit -4: Eastern problems: The main currents from 1815 to 1870

Causes & results of Crimean War. Significance of the Eastern question in Europe & affairs upto 1870. Reforms of Tsar Alexander IInd.

The Social & economical conditions of England from 1815to 1870, Industrial revolution in Europe –its results and efforts on other countries.

References

- 1.France and 1848 : William Fortescue
The end of monarchy
- 2.Political History of Europe From 1815 to 1848 : Wentworth
- 3.A History Of Modern Europe : Chaeles Alan
4. A Concise History Of Modern Europe : David S. Mason

MA-HISTORY-II YEAR (IV – SEMESTER)

Paper-II

History of Europe from 1870 to 1990 A. D.

Course Objectives:

To enable the student to _

- 1.Acquire knowledge the reasons for the expansion of European powers, and expansion of imperialism in Asia by Russia, France & Britain.
- 2.,Understanding the New epoch begins after 1871 A.D.
- 3.Understanding the Socialism and its effects on European countries, Concept of Karl Marx.
4. Develop a critical analysis the third Republic in France & the functions of league of nation and U.N.O.

Unit -1: Expansion of Europe: New Imperialism:

Reasons for the expansion of European powers & control over the non European world during 19th century – 19th century has been the Europeanization of the world, Expansion of imperialism in Asia by Russia, France & Britain, Division of the continent of Africa by the European powers, France Prussia war (1806).

Unit -2: Beginning and the New Era : New epoch begins after 1871 A.D.

Characteristics of New epoch – Causes of International problems, Solution of international problems pacificism and cooperation, Second conference of Hague 1907. Working class movement Trade union. Beginning of Armed peace- effects another countries, Socialism and its effects on European countries, Concept of Karl Marx.

Unit -3: Third Republic in France:

Problem of 3rd republic of France between (1871 to 1914), Political significance of Dreyfus case. Circumstances leading to the Dual alliance between France & Russia- its consequences.

Unit -4:Partition of Africa First world war Causes & results main contents of peace conference at Paris in 1919

Russian revolution, Europe between two world wars, League of Nations, Rise of Dictatorships, 2nd world war and U.N.O. : Reconstruction of Europe cold war NATO Warsaw pact.

Reference

- 1.Hisory of Europe 1870 – 1945 : R.S. Chaurasia
- 2.History of Europe 1870 -1919 : Charles Downer Hazen
- 3.Post War A History of Europe since 1945 : Tony Judt
- 4.Europe A History Norman Davies

MA-HISTORY-II YEAR (IV – SEMESTER)

Paper-III

History of England from 1782 to 1800 A. D.

Course Objectives:

To enable the student to_-

- 1.Acquire knowledge the England on the eve of the industrial revolution .
- 2.,Understanding the_The reactions on England's politics of economic change and of the French Revolution .
3. Develop a critical analysis the: The united Irishmen the ninety eight the Unico end of pitt's long ministry, India under Cornwallis and Wellesley .

Unit -1: England on the eve of the industrial revolution:

Village life and agriculture-the roads-town life and apprenticeship - the municipal and parliamentary system-London. County elections the gentry, their life and culture the magistrates the clergy universities and education Justice Scotland in the 18th century.

Unit -2: The end of George III's personal government, 1782 for Burke, Shelburne Pitt's peace minister India Slave trade, Wilber force and the evangelicals Australia-Canada.

Unit -3:The reactions on England's politics of economic change and of the French Revolution-Anti

Jacobins and Democrats fox and the Whig via media. Suppression of the democratic movement- Course of the French revolution cause war with France. The war with French republic, 1793-1802: its four periods Naval Supremacy of Great Britain and continental failure of her allies.

Unit -4:Ireland, 1782-1800 Grattan: The united Irishmen the ninety eight the Unico end of pitt's long ministry, India under Cornwallis and Wellesley.

Reference

1.British History in the Nineteenth Century and After :

1782 -1919

: G.M.Trevelyan

2.Victorious Century : David Cannadine

3.The History of England : Peter Ackroyd

4.The Social History of England : Padmaja Ashok

MA-HISTORY-II YEAR (IV – SEMESTER)

Paper-IV

History of England from 1800 to 1827 A. D.

Course Objectives:

To enable the student to -

- 1.Acquire knowledge the Napoleonic struggle I & II .
- 2.,Understanding the Industrial revolution .
3. Develop a critical analysis the Corn laws- Canning's forage policy, Spain, America, Greece.

Unit-I The Napoleonic Struggle I, 1803-1807 & II (1808-15) - British Parties -The war renewed -the Trafalgar campaign-Deaths of Pitt and Fox the successors Pitt Napoleon and nationality.

The Napoleonic Struggle II (1808-15),: Wellington and the Peninsular war the commercial struggle & the blockade Leipzig and Waterloo Castlereagh & the resettlement of Europe.

Unit-2 The Industrial revolution –

Rural: enclosures and Speenham land - the industrial revolution
urban: machines & factories material & moral influences on the new society popular education the mechanics.

Unit-3:Macadamizing- Highways and horses hunting, shooting, Boxing, sports, athletics. Public Schools-The army & the nation-Canada & the American War of 1812- Castlereagh American policy 1817-18.

Unit-4:Brougham, Queen Corbett – The racial movement & the 2nd repression- Peterloo & Cato street. The queen's trial death of Castlereagh. Liberalism.

1822-27- Canning, Peel, Huskisson- Francis Place, and the Combination Acts- the Corn laws- Canning's forage policy, Spain, America, Greece.

Reference

- 1.Napoleonic Wars : Charles Esdaile
- 2.Napoleon : Emil Ludwig
- 3.Napoleon And The Struggle For Germany : Michael V.Leggieri
- 4 **The History of England : Peter Ackroyd**

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fgUnh ।kfgR; dk bfrgk। (MAHINDI101)

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Nk= fgUnh ।kfgR; d। bfrgk। dk v/; ;u dj ।dx:

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।kkB;de	
bdkb&1	हिन्दी साहित्य का इतिहास की भूमिका और आदिकाल काल विभाजन और नाम करण आदिकाल की पृष्ठभूमि नाथ, सिद्ध और जैन साहित्य रासो काव्य एवं लौकिक साहित्य
bdkb&2	भक्तिकालीन साहित्य भक्तिकाल की पृष्ठभूमि निर्गुण ज्ञानमार्गी संत काव्यधारा निर्गुण प्रेममार्गी सूफी काव्यधारा कृष्ण भक्ति काव्य
bdkb&3	रीतिकाल रीतिकालीन साहित्य रीतिकालीन कविता की पृष्ठभूमि और आधार रीतिकालीन कविता का स्वरूप
bdkb&4	आधुनिक साहित्य आधुनिक साहित्य की पृष्ठभूमि भारतेन्दु युग द्विवेदी युग
।kkB; i।Lrd। &	रीति काल की भूमिका – डॉ नगेन्द्र काव्य शास्त्र – डॉ भगीरथ मिश्र

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छात्र भाषा विज्ञान के अभि लक्षण और भाषा संरचना का ज्ञान प्राप्त कर सकेंगे।

छात्र साहित्य के अध्ययन में भाषा विज्ञान के अंगों की उपयोगिता को समझ सकेंगे।

।kkB;de	
bdkb&1	Hkk"kk foKku भाषा और भाषा-विज्ञान की परिभाषा और अभिलक्षण, भाषा व्यवस्था और भाषा व्यवहार, भाषा-संरचना और भाषिक-प्रकार्य भाषा-विज्ञान-स्वरूप एवम् व्याप्ति, अध्ययन की दिशाएँ-वर्णनात्मक, ऐतिहासिक और तुलनात्मक
bdkb&2	LouifØ;k स्वन विज्ञान का स्वरूप और शाखाएँ, वागवयव और उनके कार्य, स्वन की अवधारणा, स्वनिम के भेद, स्वनिम विप्लेषण
bdkb&3	ट;kdj.k & रूपप्रक्रिया का स्वरूप और शाखाएँ, रूपिम की अवधारणा और भेद-मुक्त-आबद्ध, अर्थदर्पी और संबंधदर्पी, संबंधदर्पी रूपिम के भेद और प्रकार्य, वाक्य की अवधारणा, अभिहितान्वयवाद और अन्विताभिधानवाद, वाक्य के भेद, वाक्य-विप्लेषण, निकटस्थ-अवसच विप्लेषण, गहन-संरचना और बाह्य-संरचना।
bdkb&4	vFk foKku- अर्थ की अवधारणा, शब्द और अर्थ का संबंध, पर्यायता, अनेकार्थता, विलोमता, अर्थ-परिवर्तन साहित्य और भाषा-विज्ञान - साहित्य के अध्ययन में भाषा-विज्ञान के अंगों की उपयोगिता
।kkB; iLrd:	भाषा विज्ञान - डॉ० भोलानाथ तिवारी भाषा विज्ञान के तत्व - डॉ० राजनारायण मोर्य भाषा विज्ञान की भूमिका - डॉ० देवेन्द्र नाथ शर्मा भाषा विज्ञान और हिन्दी भाषा - डॉ० सुधाकर कलावड़े।

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छात्र निबन्ध के स्वरूपों एवं तत्वों का ज्ञान प्राप्त कर सकेंगे।

छात्र हिन्दी और भारतीय नाट्य क्षेत्र में मोहन राकेश के योगदान का ज्ञान प्राप्त कर सकेंगे

।kkB;de	
bdkb&1	साहित्यिक निबन्ध – डॉ० प्रताप नारायण टण्डन साहित्यिक निबन्ध – डॉ० गणपत चन्द्रगुप्त साहित्यिक निबन्ध – डॉ० राजनाथ शर्मा साहित्यिक निबन्ध – डॉ० सत्येन्द्र साहित्यिक निबन्ध – डॉ० त्रिभुवन सिंह
bdkb&2	विषेण साहित्यकार : नाटककार मोहन राकेश विषेण साहित्यकार : नाटककार मोहन राकेश भारतीय एवं पाष्चात्य दृष्ण से नाटक के स्वरूप एवं तत्वों का परिचय मोहन राकेश केँ व्यक्तित्व और कृतित्व हिन्दी नाट्य परंपरा का सामान्य परिचय–स्वातंत्र्योत्तर नाटक
bdkb&3	मोहन राकेश का नाट्य चिंतन मोहन राकेश की नाट्यकला : कथ्य– आधुनिक संवेदना, चरित्रांकन भाषा–संवाद योजना, मंचीयता हिन्दी और भारतीय नाट्यक्षेत्र में मोहन राकेश का योगदान
bdkb&4	मोहन राकेश का नाट्य चिंतन मोहन राकेश की नाट्यकला : कथ्य– आधुनिक संवेदना, चरित्रांकन भाषा–संवाद योजना, मंचीयता हिन्दी और भारतीय नाट्यक्षेत्र में मोहन राकेश का योगदान
।kkB; iLrdi	अध्ययनार्थ नाटक आषाढ का एक दिन लहरों के राजहंस आधे अधूरे साहित्यिक निबन्ध – डॉ० प्रताप नारायण टण्डन साहित्यिक निबन्ध – डॉ० गणपत चन्द्रगुप्त साहित्यिक निबन्ध – डॉ० राजनाथ शर्मा साहित्यिक निबन्ध – डॉ० सत्येन्द्र साहित्यिक निबन्ध – डॉ० त्रिभुवन सिंह

लेखक चरित्र

छात्र प्रेम चन्द्र के व्यक्तित्व का ज्ञान प्राप्त कर सकेंगे।
छात्र प्रेम चन्द्र के नारी चित्रण के बारे में जानकारी प्राप्त कर सकेंगे।

मनः

छात्र प्रेम चन्द्र के व्यक्तित्व का ज्ञान प्राप्त कर सकेंगे।
छात्र प्रेम चन्द्र के नारी चित्रण के बारे में जानकारी प्राप्त कर सकेंगे।

क्र.सं.	विषय
1	प्रेमचन्द्र का व्यक्तित्व और जीवन दृष्टि प्रेमचन्द्र का साहित्य प्रेमचन्द्र की साहित्यिक मान्यताएँ प्रेमचन्द्र के उपन्यास और हिन्दी आलोचना सेवासदन सेवासदन : अंतर्वस्तु का विश्लेषण सेवासदन : षिल्प विधान (औपन्यासिक षिल्प) सेवासदन की नायिका (सुमन)
2	प्रेमाश्रम और कृषि समाज प्रेमाश्रम युगीन भारतीय समाज और प्रेमचन्द्र का आदर्शवाद प्रेमाश्रम का औपन्यासिक षिल्प ज्ञानपंकर का चरित्र
3	रंगभूमि और औद्योगिककरण की समस्या रंगभूमि पर स्वाधीनता आन्दोलन और गाँधीवाद का प्रभाव रंगभूमि औपन्यासिक षिल्प सूरदास का चरित्र
4	गबन और राष्ट्रीय आन्दोलन गबन और मध्यवर्गीय समाज गबन का औपन्यासिक षिल्प
5	प्रेमचन्द्र और उसका युग – डॉ० रामविलास शर्मा प्रेमचन्द्र और भारतीय किसान – डॉ० रामबक्ष कलम का सिपाही – अमृतराय प्रेमचन्द्र का नारीचित्रण – डॉ० गीता लाल, हिन्दी साहित्य संसार दिल्ली प्रेमचन्द्र के उपन्यासों का षिल्प विधान – डॉ० कमल किशोर गोयनका

हिन्दी भाषा

हिन्दी भाषा का विकास (MAHINDI-202)

संकेतः

छात्र हिन्दी भाषा के विभिन्न स्वरूपों को समझ सकेंगे।

छात्र हिन्दी भाषा के विभिन्न रूपों को समझ सकेंगे।

संकेतः	
bdkb&1	हिन्दी भाषा का विकास हिन्दी की उत्पत्ति, हिन्दी की मूल आकार भाषाएँ तथा विभिन्न विभाषाओं का विकास हिन्दी भाषा के विभिन्न रूप – बोलचाल की भाषा, रचनात्मक भाषा, राष्ट्रभाषा, राजभाषा, सम्पर्क भाषा, संचार भाषा हिन्दी का शब्द भंडार – तत्सम, तदभव, देशज, आगत शब्दावली
bdkb&2	हिन्दी भाषा का विकास आदिकाल की सामाजिक, राजनैतिक, सांस्कृतिक पृष्ठभूमि, प्रमुख युग-प्रसूतियाँ, विषिष्ट रचनाकार और उनकी प्रतिनिधि कृतियाँ, साहित्यिक विशेषताएँ। पूर्वमध्य काल की सामाजिक, राजनैतिक, सांस्कृतिक पृष्ठभूमि, प्रमुख युग-प्रसूतियाँ, विषिष्ट रचनाकार और उनकी प्रतिनिधि कृतियाँ, साहित्यिक विशेषताएँ।
bdkb&3	उत्तरमध्य काल की सामाजिक, राजनैतिक, सांस्कृतिक पृष्ठभूमि, प्रमुख युग-प्रसूतियाँ, विषिष्ट रचनाकार और उनकी प्रतिनिधि कृतियाँ, साहित्यिक विशेषताएँ।
bdkb&4	आधुनिक काल की सामाजिक, राजनैतिक, सांस्कृतिक पृष्ठभूमि, प्रमुख युग-प्रसूतियाँ, विषिष्ट रचनाकार और उनकी प्रतिनिधि कृतियाँ, साहित्यिक विशेषताएँ।
संकेतः	हिन्दी भाषा का उदभव और विकास – गुणांनद जुयाल हिन्दी भाषा – कैलाश चंद्र भाटिया स्वातंत्रयोत्तर हिन्दी साहित्य – बेचन

**!eLVj }rh;
dk0; "kkL= (MAHINDI-203)**

mn";&

छात्र हिन्दी काव्य भाषा के विकास की विवेचना करेंगे।

छात्र काव्य भाषा के रूप में हिन्दी के विकास को समझ सकेंगे।

lkkB;de	
bdkb&1	रस, रीति, ध्वनि तथा वक्रोक्ति सिद्धान्त
bdkb&2	(क) पारम्परिक छंद – दोहा, चौपाई, हरिगीतिका, रोला, कुंडलिया, वीर, सार,मालिनी,द्रुतावित, मंद्रकांता, बसंत तिलका, वंशरथ, कवित, सवैया
bdkb&3	(ख) आधुनिक छंद – गजल, सॉनेट, हाइकू, नवगीत,
bdkb&4	(ग) छंद शास्त्र – गण, यति, तुक, मात्रा, गति, लय, शब्द तथा अर्थलय
पाठ्यपुस्तकें –	1. काव्यांग परिचय – योगेन्द्र प्रताप सिंह 2. हिन्दी वाङ्मय : बीसवीं शती – नगेन्द्र 3. हिन्दी भाषा – कैलाश चन्द्र भाटिया

लेख्य रीति;

हकीर; दक; “कल= द फल)कुर (MAHINDI-204)

मन; &

छात्र भारतीय काव्य शास्त्र के प्रतिमानों का ज्ञान प्राप्त कर सकेंगे ।

छात्र काव्य शास्त्र की परम्परा व रीतिकाव्य की भूमिका को समझ सकेंगे ।

लकब; de	
bdkb&1	<p>भारतीय साहित्यशास्त्र के विकासक्रम का संक्षिप्त परिचय</p> <p>जल फल)कुर ॥ रस का स्वरूप, भरतमुनि का रससूत्र, रस के अवयव, रस निष्पत्ति, तत्संबंधी भट्टलोल्लट, शंकुक, भट्टनायक तथा अभिनव गुप्त द्वारा तत्संबंधी व्याख्याओं का विवेचन, साधारणीकरण की अवधारणा ।</p>
bdkb&2	<p>vyadj fll)kr ॥ ‘अलंकार’ शब्द की व्युत्पत्ति, अलंकार की परिभाषा, अलंकार विषयक आचार्यों के मतों का विवेचन, अलंकार सिद्धांत का स्वरूप, अलंकार और अलंकार्य, अलंकार और अलंकारों का मनोवैज्ञानिक आधार, अलंकार और रस, काव्य में अलंकार का स्थान ।</p>
bdkb&3	<p>jifr fl)kr ॥ ‘रीति’ शब्द की व्युत्पत्ति, रीति की परिभाषा, रीति के विविध पर्याय, रीतिभेद के आधार, रीतिभेद, रीति और गुण, रीति और शैली</p>
bdkb&4	<p>/ofu fl)kr : ‘ध्वनि’ शब्द की व्युत्पत्ति, ध्वनि की परिभाषाएँ, ध्वनि का स्वरूप, ध्वनि और स्फोट सिद्धांत, ध्वनि और शब्दशक्ति, ध्वनि के भेद— अभिधामूला, लक्षणामूला, संलक्ष्यक्रम व्यंग्य ध्वनि, असंलक्ष्यक्रम व्यंग्य ध्वनि, ध्वनि के आधार पर काव्य के भेद, ध्वनि सिद्धांत का महत्व ।</p> <p>o0kfDr fl)kr : ‘वक्रोक्ति’ की परिभाषा, कुंतकपूर्व वक्रोक्ति विचार, वक्रोक्ति सिद्धांत का स्वरूप, वक्रोक्ति के भेदों का सोदाहरण परिचय, वक्रोक्ति का महत्व ।</p>
ikB; iLrdi	<ul style="list-style-type: none"> <input type="checkbox"/> भारतीय काव्यशास्त्र (खंड 1 और 2) : आचार्य बलदेव उपाध्याय <input type="checkbox"/> रीतिकाव्य की भूमिका : डॉ. नगेंद्र <input type="checkbox"/> भारतीय काव्यशास्त्र : डॉ. सत्यदेव चौधरी <input type="checkbox"/> साहित्यशास्त्र के प्रमुख सिद्धांत : डॉ. राममूर्ति त्रिपाठी <input type="checkbox"/> काव्यशास्त्र : डॉ. भगीरथ मिश्र <input type="checkbox"/> भारतीय काव्यशास्त्र की परंपरा— संपा. डॉ. नगेंद्र <input type="checkbox"/> भारतीय काव्यशास्त्र के प्रतिमान – डॉ. जगदीशप्रसाद कौशिक

रह; ०

leLvj rrrh;

ukVd ,oe vU; x?k fo?kk, (MAHINDI-301)

mn";

- छात्र हिन्दी नाटक और रंगमंच का ज्ञान प्राप्त कर सकेंगे।
- छात्र गद्य साहित्य की विभिन्न विधाओं की जानकारी प्राप्त कर सकेंगे।

kkB;de	
bdkb&1	fglNh ukVd vkj jxep – <input type="checkbox"/> भारतेन्दु की नाट्य दृष्टि और अंधेर नगरी <input type="checkbox"/> सामाजिक यथार्थ के परिप्रेक्ष्य में अंधेर नगरी <input type="checkbox"/> अंधेर नगरी का नाट्य षिल्प <input type="checkbox"/> जयषंकर प्रसाद की नाट्य दृष्टि और स्कन्धगुप्त <input type="checkbox"/> स्कन्ध गुप्त की रंगमंचीय संभावनाएं
bdkb&2	fglNh ukVd vkj jxep & <input type="checkbox"/> मोहन राकेश की नाटक दृष्टि <input type="checkbox"/> सामाजिक यथार्थ के परिप्रेक्ष्य में आधे-अधूरे <input type="checkbox"/> आधे-अधूरे का नाट्य षिल्प
bdkb&3	,dkdh vkj uDdM ukVd <input type="checkbox"/> एंकाकी नाटकी तौंभे के कीड़े <input type="checkbox"/> नुक्कड़ नाटक: औरत x kfgR; dk vU; fo/kk; <input type="checkbox"/> निबन्ध: धोखा (प्रताप नारायण मिश्र) <input type="checkbox"/> निबन्ध: कुटज (हजारी प्रसाद द्विवेदी)
bdkb&4	x kfgR; dh vU; fo/kk; & <input type="checkbox"/> रेखाचित्र : ठकुरी बाबा (महादेवी वर्मा) <input type="checkbox"/> जीवनी : कलम का सिपाही (अमृतराय) <input type="checkbox"/> आत्मकथा : क्या भूलूँ क्या याद करूँ (हरिवंश राय बच्चन) <input type="checkbox"/> संस्मरण : बसंत का अग्रदूत (अज्ञेय) x kfgR; dh vU; fo/kk; & <input type="checkbox"/> यात्रा वृतांत : किन्नर देश की ओर (राहल सांकृत्यायन)
ikB; iLrd:	ikV; iLrd & ikn d ukVdk dk "kkL=h; v//;u & txUukFk ikn "kek;

leLVj rrrh;

ikphu ,oe io: ek/;dkyhu dk0; (MAHINDI-302)

mn'"; &

- छात्र आदि कालीन काव्य की जानकारी प्राप्त कर सकेंगे ।
- छात्र आदिकालीन और भाक्ति कालीन कविताओ का अध्यन कर सकेंगे।

lkkB; de	
bdkb&1	<input type="checkbox"/> चंबरदायी – पद्मावती समय, संपादित हजारी प्रसाद द्विवादी एवं नामवीर सिंह । <input type="checkbox"/> कबीर : कबीर ग्रन्थावाली– संपादक, डॉ श्याम सुन्दर दास – 50 साखियां (प्रारभिक)
bdkb&2	<input type="checkbox"/> मलिक मुहम्मद जायसी– पद्मावत् – संपादक– आचार्य रामचन्द्रशुक्ल, नागमती वियोग खंड ।
bdkb&3	<input type="checkbox"/> सुर दास – भ्रमरगीत सार – संपादक – आचार्य राम चन्द्र शुक्ल । 7, 8 , 23 ,30 ,41 ,42, 52, 57, 64, 69, 70, 85, 90 ,94 97, 101, 104, 105, 116, 134, 136, 143, 155, 166, 186, 194, 210, 220, 221, चौपाईय
bdkb&4	<input type="checkbox"/> तुलसीदास: रामचरित मानस ,गीता प्रेस, (उतराखंड के आरभिक 40 दोहे)
ikB; iLrd:	<input type="checkbox"/> भारतीय काव्यशास्त्र – डा – सत्यदेव चौधरी <input type="checkbox"/> भारतीय काव्यशास्त्र की परम्परा – डां नगेन्द्र <input type="checkbox"/> भारती काव्यशास्त्र के प्रतिमान – डां जगदीश प्रसाद कौशिक,

लेखन

हिन्दी (MAHINDI-303)

संकेत : &

- छात्र हिन्दी भाषा और उसके प्रयोजन मूलक रूपों को समझ सकेंगे ।
- छात्र राज भाषा हिन्दी के संवैधानिक प्रावधानों की जानकारी प्राप्त कर सकेंगे ।
- छात्र जनसंचार के माध्यमों का ज्ञान प्राप्त कर सकेंगे ।

लेखन	
bdkb&1	1- fgUnh Hkk"kk vkj mld i;k tueyd :lk क) हिन्दी भाषा के विविध रूप—सामान्य भाषा, मातृभाषा, माध्यम भाषा, संपर्क भाषा, अंतर्राष्ट्रीय भाषा । ख) हिन्दी के प्रयोजनमूलक भाषा रूप—प्रयोजनमूलक हिन्दी : परिभाषा एवं स्वरूप, प्रयोजनमूलक हिन्दी की विभिन्न प्रयुक्तियाँ
bdkb&2	dk;k;y;h] okf.kT;&0;oIk; dh fgUnh (क) राजभाषा हिन्दी : संवैधानिक प्रावधान, ऐतिहासिक परिप्रेक्ष्य । (ख) कार्यालयी हिन्दी : स्वरूप और विशेषताएँ (ग) कार्यालयी लेखन : स्वरूप, प्रकार, टिप्पण, प्रारूपण, संश्लेषण, पल्लवन, प्रतिवेदन, अभ्यास ।
bdkb&3	ehfM;k y[ku (क) जनसंचार : स्वरूप, महत्व और विभिन्न माध्यमों का परिचय । (ख) श्रव्य माध्यम—लेखन : स्वरूप और विशेषताएँ, समाचार लेखन, रेडियो नाटक, उद्घोषणा, फीचर लेखन, अभ्यास । (ग) दृश्य—श्रव्य माध्यम लेखन : स्वरूप और विशेषताएँ, पटकथा लेखन, टेलिड्रामा, निवेदन, साहित्य विधाओं का रूपांतरण
bdkb&4	dEl;Vj&bVjuV vkj fgUnh (क) कम्प्यूटर : परिचय, रूपरेखा, हार्डवेयर तथा सॉफ्टवेयर का सामान्य परिचय । (ख) इंटरनेट का सामान्य परिचय । (ग) हिन्दी में उपलब्ध सुविधाओं का परिचय और उपयोग विधि ।

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- कम्प्यूटर और हिन्दी – डॉ. हरिमोहन (तक्षशिल्प प्रकाशन, 98-ए, हिन्दी पार्क, दरियागंज, नई दिल्ली)
- मीडिया लेखन : सिद्धांत और व्यवहार – डॉ. चंद्रप्रकाश
- हिन्दी के प्रयोजनमूलक भाषा-रूप – डॉ. माधव सोनटक्के
- प्रयोजनमूलक कामकाजी हिन्दी – कैलाशचंद्र भाटिया (तक्षशिल्प प्रकाशन, 98-ए, हिन्दी पार्क, दरियागंज, नई दिल्ली)
- प्रयोजनमूलक हिन्दी – डॉ. रवींद्रनाथ श्रीवास्तव
- प्रशासनिक कामकाजी शब्दावली – डॉ. हरिमोहन (तक्षशिल्प प्रकाशन, 98-ए, हिन्दी पार्क, दरियागंज, नई दिल्ली)
- प्रशासन में राजभाषा हिन्दी – डॉ. कैलाशचंद्र भाटिया (तक्षशिल्प प्रकाशन, 98-ए, हिन्दी पार्क, दरियागंज, नई दिल्ली)
- समाचार, फीचर लेखन तथा संपादन कला – डॉ. हरिमोहन
- साक्षात्कार – श्याम मनोहर जोशी
- सूचना, प्रौद्योगिकी और जनमाध्यम – प्रो. हरिमोहन
- दृष्य – श्रव्य माध्यम लेखन – डॉ. राजेंद्र मिश्र, ईषिता मिश्र (तक्षशिल्प प्रकाशन, 98-ए, हिन्दी पार्क, दरियागंज, नई दिल्ली)
- व्यावसायिक संप्रेषण – अनूपचंद्र भायाणी

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- छात्र आधुनिक हिन्दी काव्य के ज्ञान को विकसित कर सकेंगे।
- छात्र हिन्दी काव्य की विभिन्न कविताओं की जानकारी प्राप्त कर सकेंगे।

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bdkb&1	<ul style="list-style-type: none"><input type="checkbox"/> अज्ञेय: जनवरी छब्वीस, कलगी बाजरे की,, सम्राज्ञी का नैवेद्यछान, अच्छा कवि और कविताएँ<input type="checkbox"/> मैथिलीशरण गुप्त : ष्यषोधरा काव्य का सिद्धार्थ सर्ग, द्वापर काव्य के उद्भव सर्ग
bdkb&2	<ul style="list-style-type: none"><input type="checkbox"/> जयशंकर प्रसाद :खोलो द्वार, किरण, तुम, आँसू (छंद 1 से 10 तक), आषा सर्ग (कामायनी) के प्रथम 18 छन्द
bdkb&3	<ul style="list-style-type: none"><input type="checkbox"/> निराला :भगवान् बुद्ध के प्रति, जागो फिर एक बार, सन्ध्या- सुन्दरी, मातृ-वन्दना, भिक्षुक खंडित सत्य, योगफल<input type="checkbox"/> दिनकर :आलोक धन्वा, परम्परा, पाप, राजर्षि अभिनन्दन, विपथगा
bdkb&4	<ul style="list-style-type: none"><input type="checkbox"/> खंड काव्य :कालजयी- भवानी प्रसाद मिश्र
ikB; iLrd:	<ul style="list-style-type: none"><input type="checkbox"/> अपरा/निराला (भारती भंडार, इलाहाबाद)<input type="checkbox"/> रश्मिलोक/दिनकर (हिन्दी बुक सेन्टर, नई दिल्ली)<input type="checkbox"/> आज के लोकप्रिय हिन्दी कवि अज्ञेय/विधानिवास मिश्र (राजपाल एंड संस, दिल्ली)<input type="checkbox"/> सर्जना के क्षण/अज्ञेय (भारतीय साहित्य प्रकाशन, मेरठ)<input type="checkbox"/> हिन्दी के आधुनिक प्रतिनिधि कवि/द्धारिका प्रसाद सक्सेना (विनोद पुस्तक मन्दिर, आगरा)

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- छात्र पाश्चात्य साहित्य शास्त्र के विकास क्रम की सक्षिप्त जानकारी प्राप्त कर सकेंगे।
- छात्र प्लेटो और अरस्तू के अनुकरण विषयक विचारों की तुलना कर सकेंगे।

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bdkb&1	<ul style="list-style-type: none"> <input type="checkbox"/> ik"pkR; lkgR;"kkL= d fodk lØe dk l fll)kur ifjp;A <input type="checkbox"/> lysVk % काव्य सिद्धांत, अनुकरण सिद्धांत <input type="checkbox"/> vjLn d dk0; fll)kur % क) अनुकरण सिद्धांत : अनुकरण की व्याख्या, प्लेटो और अरस्तू की अनुकरण विषयक धारणा, दोनों के अनुकरण विषयक विचारों की तुलना। ख) विरेचन सिद्धांत : स्वरूप विरेचन तथा व्याख्याएँ, विरेचन का महत्व, त्रासदी विरेचन।
bdkb&2	<ul style="list-style-type: none"> <input type="checkbox"/> mnkRr fll)kur % लॉजाइनस द्वारा उदात्त की व्याख्या, उदात्त के अंतरंग, तथा बहिरंग तत्व, काव्य में उदात्त का महत्व, लॉजाइनस का योगदान। <input type="checkbox"/> vkb;- ,- fjpM:l dk eukoKkfud eY;okn vkj l i"kk fll)kur % काव्य मूल्यों की मनोवैज्ञानिक व्याख्या, संप्रेषण सिद्धांत की परिभाषा और स्वरूप, संप्रेषण सिद्धांत का महत्व, आई. ए. रिचर्ड्स का योगदान। <input type="checkbox"/> bfy;V dk fuoi;fDrdrk fll)kur vkj oLrfu"B ifr:irk fll)kur % इलियट की निर्वैयक्तिकता संबंधी धारणा, वस्तुनिष्ठ प्रतिरूपता सिद्धांत का स्वरूप, इलियट का योगदान।
bdkb&3	<ul style="list-style-type: none"> <input type="checkbox"/> Økps dk vfHk0; r ltkokn % स्वरूप विवेचन, कला के साथ का संबंध, अभिव्यंजनावाद और वक्रोक्ति सिद्धांत। <input type="checkbox"/> i:rihdokn % स्वरूप विवेचन एवं व्याख्या, वर्गीकरण, महत्व एवं सीमाएँ। <input type="checkbox"/> fccokn % स्वरूप विवेचन एवं व्याख्या, वर्गीकरण, काव्य में महत्व।
bdkb&4	<ul style="list-style-type: none"> <input type="checkbox"/> l eh{kk dh fo f"kv io frr;k % संरचनावाद, विखंडनवाद, उत्तर आधुनिकता। <input type="checkbox"/> vkykpuk % आलोचना का स्वरूप और उद्देश्य, आलोचक के गुण, हिंदी आलोचना की विभिन्न प्रणालियाँ – सैद्धांतिक, मनोवैज्ञानिक, शैली वैज्ञानिक समाजशास्त्रीय, ऐतिहासिक, तुलनात्मक, प्रभाववादी, स्त्रीवादी तथा सौंदर्यशास्त्रीय आलोचना।
ikB; iLrd:	<ul style="list-style-type: none"> <input type="checkbox"/> अरस्तू का काव्यशास्त्र – डॉ. नगेंद्र <input type="checkbox"/> समीक्षालोक – डॉ. भगीरथ मिश्र <input type="checkbox"/> पाश्चात्य काव्यशास्त्र : इतिहास, सिद्धांत और वाद <input type="checkbox"/> पाश्चात्य काव्यशास्त्र के सिद्धांत – डॉ. कृष्णदेव शर्मा <input type="checkbox"/> भारतीय एवं पाश्चात्य काव्यशास्त्र का तुलनात्मक अध्ययन : डॉ. बच्चनसिंह

हिन्दी पत्रकारिता
हिन्दी पत्रकारिता (MAHINDI-402)

संकेतः

- छात्र पत्रकारिता के उदभव और विकास की जानकारी प्राप्त कर सकेंगे।
- छात्र पत्रकारिता से सम्बन्धित लेखन संपादकिय, फीचर, आदि का ज्ञान प्राप्त कर सकेंगे।

संकेतः	
संकेतः 1	<ul style="list-style-type: none"> <input type="checkbox"/> पत्रकारिता का स्वरूप और प्रमुख प्रकार <input type="checkbox"/> विषय पत्रकारिता का उदय। भारत में पत्रकारिता का आरंभ <input type="checkbox"/> हिन्दी पत्रकारिता का उदभव और विकास
संकेतः 2	<ul style="list-style-type: none"> <input type="checkbox"/> समाचार पत्रकारिता के मूल तत्व : समाचार संकलन तथा लेखन के मुख्य आयाम <input type="checkbox"/> संपादन कला के सामान्य सिद्धान्त – शीर्षकीकरण, पृष्ठ-विन्यास, आमुख और समाचार पत्र की प्रस्तुति प्रक्रियज्ञं <input type="checkbox"/> दृश्य समाग्री (कार्टून, रेखाचित्र, ग्राफिक्स) की व्यवस्था और फोटो पत्रकारिता <input type="checkbox"/> लोक सम्पर्क तथा विज्ञापन
संकेतः 3	<ul style="list-style-type: none"> <input type="checkbox"/> मुक्त प्रेस की अवधारणा <input type="checkbox"/> पत्रकारिता से सम्बन्धित लेखन-संपादकीय, फीचर, रिपोर्टाज, साक्षात्कार, खोजी समाचार, अनुवर्तन (फॉलोअप) आदि की प्रविधि <input type="checkbox"/> इलेक्ट्रोनिक मीडिया की पत्रकारिता-रेडियो, टी0वी0, वीडियो, केबल, मल्टी मीडिया और इन्टरनेट की पत्रकारिता
संकेतः 4	<ul style="list-style-type: none"> <input type="checkbox"/> भारतीय संविधान में प्रदत्त मौलिक अधिकार, सूचनाधिकार एवं मानवाधिकार <input type="checkbox"/> प्रेस सम्बन्धी प्रमुख कानून तथा आचार संहिता <input type="checkbox"/> प्रसार भारती तथा सूचना प्रौद्योगिकी <input type="checkbox"/> प्रजातांत्रिक व्यवस्था में चतुर्थ स्तम्भ के रूप में पत्रकारिता का दायित्व
संकेतः ; संकेतः	<ul style="list-style-type: none"> <input type="checkbox"/> हिन्दी पत्रकारिता का वृहद् इतिहास – अर्जुनतिवारी, वाणी प्रकाशन <input type="checkbox"/> पत्रकारिता : इतिहास और प्रश्न – कृष्ण बिहारी मिश्र, वाणी प्रकाशन <input type="checkbox"/> हिन्दी पत्रकारिता स्वरूप और संदर्भ – डॉ0 विनोद गोदरे, वाणी प्रकाशन <input type="checkbox"/> पत्रकारिता के विविध रूप – रामचन्द्र तिवारी

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- Nk= fgUnh Hkk'kk dh vud miHkk'kkvk; dh tkudkjh iklr dj ldx: A
- Nk= vk/kfud Hkkjrh; vk;: Hkk'kkvk; dk Kku iklr dj ldx: A

lkkB; de	
bdkb&1	<p>हिन्दी की ऐतिहासिक पृष्ठभूमि</p> <ul style="list-style-type: none"> <input type="checkbox"/> प्राचीन भारतीय आर्य भाषा – वैदिक तथा लौकिक संस्कृत और उनकी विशेषताएँ। <input type="checkbox"/> मध्यकालीन भारतीय आर्य भाषाएँ— पालि, प्राकृत (षौरसेनी अर्धमागधी, मागधी) अपभ्रंश और उनकी विशेषताएँ। <input type="checkbox"/> आधुनिक भारतीय आर्य भाषाएँ और उनका वर्गीकरण
bdkb&2	<ul style="list-style-type: none"> <input type="checkbox"/> हिन्दी का भौगोलिक विस्तार। <input type="checkbox"/> हिन्दी की उपभाषाएँ: राजस्थानी, पश्चिमी हिन्दी, पूर्वी हिन्दी,, बिहारी, तथा पहाडी और उनकी बोलियाँ : खड़ीबोली, ब्रज और अवधी की विशेषताएँ।
bdkb&3	<p>fgnh dk Hkkf'kd Lo: lk A</p> <ul style="list-style-type: none"> <input type="checkbox"/> हिन्दी षब्द रचना –उपसर्ग प्रत्यय समास। <input type="checkbox"/> रूप रचना— लिंग, वचन और कारक व्यवस्था के संदर्भ में हिन्दी के संज्ञा, सर्वनाम, विशेषण और क्रिया रूप।
bdkb&4	<ul style="list-style-type: none"> <input type="checkbox"/> nouxjh fyfiA देवनागरी लिपि की वैज्ञानिकता और मानकीकरण। <input type="checkbox"/> fgUnh e lx.kd %dEi;Vj% lfo/kk,A संसाधन, आंकडा संसाधन और षब्द संसाधन, मषिनी अनुवाद, हिन्दी भाषा षिक्षण।
ikB; iLrd:	<ul style="list-style-type: none"> <input type="checkbox"/> हिंदी भाषा का इतिहास – डॉ. धीरेंद्र वर्मा <input type="checkbox"/> हिंदी भाषा का उदभव और विकास – डॉ. उदयनारायण तिवारी। <input type="checkbox"/> नागरी लिपि और उसकी विशेषताएँ – डॉ. नरेश मिश्र

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छात्र , छात्रा विभागाध्यक्ष एवं शोध निर्देशक के सहयोग एवं अनुमति से लघु शोध प्रबन्ध के विषय का चयन करेगा, करेगी, ।
लघु शोध प्रबन्ध लगभग 50 पृष्ठों का होना चाहिए।

लघु शोध प्रबन्ध का मूल्यांकन आन्तरिक एवं बाह्य परीक्षक द्वारा होगा।

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Subject: Ancient and Medieval Western Political Thought

Paper code: M.A.POL.– 101

Course Objectives:

The ancient **Indian concepts** of state and state-craft were derived from the **concept** of Dharma. It was the general philosophical position that the goal of each individual on earth is to move towards spiritual realisation or moksha and duties in one's day to day life or karma was seen as a way of aiding that process.

Medieval philosophy is the philosophy produced in Western Europe during the **middle ages**. ... Philosophical writing about **politics** during the **middle ages** (as during the early modern period) was often an attempt to influence public events, and the history of the subject therefore involves reference to those events.

Unit-I

Greek political thoughts

1. Plato
2. Aristotle

Unit-II

Ancient Roman political thoughts

1. Polybius
2. Cicero

Unit-III

Ancient Hindu Political Thoughts

Kautilya

Unit-IV

Medieval Political thoughts

1. Thomas Aquinas
2. Dante
3. Alighieri

Readings:

1. Barker, E. (1947), Greek Political Theory: Plato and his predecessors, Methuen, London.
2. Brecht, Arnold, Political Theory, Princeton, Princeton University Press, 1959.
3. Hacker, A., Political Theory: Philosophy, Ideology, Science, New York, Macmillan, 1963.
4. Johri, J.C., Contemporary Political Theory, New Delhi, Sterling, 1999. 6. Verma, S.P. Modern

Subject: Politics in India
Paper code: M.A.POL.– 102

Course Objective:

This course focuses on societal dynamics and their impact on political processes. It identifies specific themes which are significant for the study of politics in India, explores the way in which these themes have acquired salience, and how their changing forms have impacted upon the nature and course of Indian politics. It seeks in particular to understand how state and politics are informed by social processes and political mobilizations, historically and in contemporary contexts.

UNIT-I

1. Approaches to Indian Politics a. Historical, cultural, legal and political economy perspectives
2. State in India a. Democratic, developmental and coercive dimensions

UNIT-II

1. Class, Caste, Tribe and Gender
 - a. The changing nature of class dominance in India
 - b. Politics and social mobilizations
 - c. Issues of equality and representation
2. Religion, Region and Language
 - a. Communalism and secular politics
 - b. Region and language: issues of recognition, autonomy and secession

UNIT-III

1. Development Process
 - a. Concept, strategies, policies, and critiques
 - b. Poverty alleviation programs
 - c. Globalization and impact on the weaker sections
2. Political Parties a. Party system and reforms
3. Elections
 - a. Caste, class, religion, gender and region in electoral politics
 - b. Election Commission and electoral reforms
4. Social Movements: objectives, methods, impact and recent trends
 - (a). Labour: organized and unorganized,
 - (b). Peasantry,
 - (c). Adivasis,
 - (d). Women

READINGS:

- A.R.Desai (ed.), Peasant Struggles in India, OUP, New Delhi, 1974.
A.R. Desai (ed.), Agrarian Struggles in India, OUP, New Delhi, 1986.
Abhay Kumar Dube (ed.), Rajnitikikitab, Rajni Kothari kakrititva, Vani, Delhi, 2003.
Abhay Kumar Dube (ed.), Bharat kaBhumandalikaran, Vani, Delhi, 2005.
AchinVanaik, The Painful Transition: Bourgeois Democracy in India, Verso, London, 1990.

Subject: Indian Political systems

Paper code: M.A.POL.- 103

UNIT -I

1. Nomenclature and Characteristics of Ancient Indian Political Thought.
2. Sources of Ancient Political Thought and Difficulties in the study of Ancient Indian Political Thought.
3. Political Thought and Institutions in Vedic Literature
4. Mahabharata

UNIT-II

1. Manu: Political and Social Ideas
2. Kautilya

UNIT-III

1. Political and Social Ideas of Guru Nanak Devji.
2. Political and Social Ideas of Guru Gobind Singh Ji.

READINGS

Altekar, A.S., State and Government in Ancient India, Delhi, Motilal Banarasidass, 1966.

Banerji, P.N., International Law: Custom in Ancient India, Calcutta, 1920.

Belvalkar, S.K., Mahabharta :Santi Parvam, 1954.

Bhandarkar, D.R., Some Aspects of Ancient Hindu Polity, Varanasi, Banaras Hindu University, 1963.

Deol, J.S., Social and Political Ideas of Guru Nanak Dev and Guru Gobind Singh, New Academic, Jalandhar, 1986.

Subject: Urban Politics in the age of Globalization

Paper code: M.A. Pol.– 104

Course Objectives:

The main **objective** of the present course **Indian Political System**: Institutional and **Political Dynamics** is to present a systematic analysis of all the major dimensions of **Indian Political System**. What better way can there be to get introduced to **political system** than through the **politics** of country

Unit-I

Introduction to Urban Politics

- a) Theoretical Understanding of Urban Politics: Pluralist, Regime and Public Choice.
- b) Understanding Globalization, Glocalisation and Glurbanisation.
- c) Urbanisation and Urban Politics in India

Unit-II

The Changing Urban Political Economy

- a) Urban Poverty and the Informal Sector
- b) Politics of Urban Infrastructure and Investment
- c) Education, Health and Housing

Unit-III

Politics and the Production of Urban Space

- a) Politics of Labour Market
- b) Politics of Social and Cultural Change
- c) Politics of Urban Sprawl

Unit-IV

New Urban Paradigm

- a. Urban Commons and the Shared Urban Resources
- b. Access, Entitlements and Urban Enfranchisement
- c. Towards an Inclusive Urban Democracy

Reading

1. Susan S. Fainstein, Scott Campbell (Eds.), Readings in Urban Theory, Blackwell Publishers, Oxford, 2002
2. Carole Rakodi, Representation and responsiveness – urban politics and the poor in ten cities in the south Community Development Journal, Vol 39, No 3, 2004, 252-265 3.
3. GyanPrakash, The Urban Turn: Cities of Everyday Life, Delhi, Sarai Reader, 2001 4.
4. Nieuwenhuys Eva (Ed.), Neo-liberal globalism and social sustainable globalization, Koninklijke Brill, Leiden, 2006. 5.
5. Mohan Sudha, Urban Development and New localism, Rawat Publishers, Mumbai, New Delhi and Jaipur, July 2005. 6.
6. Gavin Shatkin, Global cities of the South: Emerging perspectives on growth and inequality Cities, Vol. 24, No. 1, 1–15, 2007 7.
7. Carole Rakodi, Representation and responsiveness – urban politics and the poor in ten cities in the south, Community Development Journal, Vol. 39, No. 3, 2004, 252– 265 8.

Subject: Modern Western Political Thought

Paper code: M.A. POL– 201

Course Objectives:

Political thought, or **political philosophy**, is the study of questions concerning power, justice, rights, law, and other issues pertaining to governance. Whereas **political science** assumes that these concepts **are** what they **are**, **political thought** asks how they have come about and to what effect

UNIT-I

1. Greek Political Thought - An Introduction
2. Importance of Classical Tradition
3. Plato
4. Aristotle

UNIT-II

1. Saint Augustine
2. St. Thomas Aquinas
3. Machiavelli
4. Hobbes

READINGS

1. Brecht, Arnold, Political Theory, Princeton, Princeton University Press, 1959.
2. Hacker, A., Political Theory: Philosophy, Ideology, Science, New York, Macmillan, 1963.
3. Johri, J.C., Contemporary Political Theory, New Delhi, Sterling, 1999. 6. Verma, S.P. Modern Political Theory, New Delhi, Vikas, 1975.
4. D. Held, Political Theory Today, Cambridge, Polity, 1991.
5. Barker, E., the Political Thought of Plato and Aristotle, New York, Dover, 1959.
6. Wayper, C.L., Political Thought, London, En Sharma English Universities Press, 1958.
7. Suda, J.P., Political Thought, Ancient & Medieval, Meerut, K. Nath & Co.

Subject: Comparative Political Analysis

Paper code: M.A.POL.- 202

Objectives: Each topic is to be studied with reference to concepts, theories and the historical experiments of developing countries as well as advanced industrialised countries. A central concern of the course is to discern the Eurocentric bias in the field of comparative politics, and to identify the processes of de-centring which have reconfigured the field in significant ways.

Its **purpose** is to analyse the similarities and dissimilarities of the Government and **politics** of different countries, so that it may be possible to predict for the future. The material for **comparative** study that is available today has made the **comparative analysis** central basis of the study of **Political Science**

UNIT-I

Comparative Methods and Approaches

- a. Comparative methods: An overview of the field of Comparative Political Analysis
- b. Approaches to Comparative Political Analysis
 - i. Formal – Institutional
 - ii. Political Systems and Structural Functional Approach
 - iii. Culture-centric
 - iv. Political Economy
 - v. New Institutionalism

UNIT-II

Development

- a. Theories of Modernization
- b. Underdevelopment
- c. Dependency
- d. World System
- e. Post Development

UNIT-III

Theories of the States

Social Movements and Revolutions

- a. Theories of Movements
- b. New Social Movements
- c. Theories of Revolutions
- d. Comparative Study of Revolutions

READINGS:

1. Adil Khan, Politics of Identity: Ethnic Nationalism and the State in Pakistan. Sage, New Delhi 2005
2. Alexander Hamilton, John Jay and James Madison, The Federalist Papers (edited with Introduction and notes by Max Beloff) New York, Basil Blackwell Inc. 1987
3. Angelo Panebianco, Political Parties, Organisation and Power, Cambridge University Press, New York, 1998.
4. ArendLijphart, Thinking About Democracy, Routledge, London, 2008
5. Benedict Anderson, Imagined Communities: Reflections on the Origin and Spread of Nationalism, London, Verso, 1991

Subject: International Politics

Paper code: M.A.POL.– 203

Course Objectives:

- Analyze and understand the major themes of international relations and global politics
- Develop an appreciation of theory and its utility in the study and practice of International Relations
- Improve critical thinking and writing skills
- Demonstrate the ability to describe the social, political, and economic forces that influence social behavior and the global system
- Use knowledge of international affairs in a practical problem-solving way to address issues of immediate international concern

UNIT-I

1. Meaning, Nature, Scope and Developments in International Politics.
2. Theories to Study the International Politics: (a) Idealism (b) Realism/ Neorealism
3. Scientific Approaches: System Approach and Decision Making Approach.
4. Dependency & Inter-dependency
5. Management of Power: Balance of Power and Collective Security

UNIT-II

1. National Power: Its meaning, elements and constraints
2. Cold War and Post-Cold War Era.
3. The Concept of Non-Alignment: Basis, Role and Relevance.
4. Disarmament and Arms Control as a Theory to Peace.

READINGS

1. ParmjitKaur Gill and ShevetaSehgal, Dynamics of International Relations Moving From International to Global Theory and Issues, New Delhi: Atlantic, 2012.
2. Charles Kegley W. Jr. and Shannon L. Blanton, World Politics Trends and Transformation, New York: Wadsworth, 2011.
3. Stephine Lawson, International Relations, London; Polity, 2004.

Subject: Indian Government and Politics

Paper code: M.A. POL- 204

Course Objectives:

Provides students the understanding of the processes of politics. Such an understanding is very useful in many ways .In the first place, the political participation of such people who understand the processes of politics is much higher than those who don't understand it. Secondly, the study of political science enlightens the people about basic elements of politics and makes the process of reconciliation easy as the politics involves resolutions of conflicts. The failure to recognize these basic elements of politics creates various confusions in society.

UNIT-I

1. Constituent Assembly: Composition and Working.
2. Preamble, Fundamental Rights, Directive Principles of State Policy and fundamental Duties
3. Constitution as an Instrument of Social Change: Amendment Process
4. Federalism in India and its working, Tension areas of Centre-State Relations and Demand for State Autonomy.

UNIT-II

1. Union Executive: President, Prime Minister and Parliament.
2. State Government: Governor, Chief Minister and State Legislative Assembly.

UNIT-III

1. Supreme Court, Judicial Review and Judicial Activism.
2. Parliamentary System in India: Critical Assessment.

READINGS

1. Kohli, Atul, Democracy and Discontent: India's Growing Crisis of Governability, Cambridge, Cambridge University Press, 1990.
2. Kohli, Atul (ed.), the Success of India's Democracy, Cambridge, Cambridge University Press, 2001.
3. Kothari Rajani, Politics in India, Delhi, Orient Longman, 1970, Reprint 2005.
4. Kothari Rajani, State against Democracy: In Search for Humane Governance, Delhi, Ajanta, 1988.
5. Kothari Rajani , Social Movements and the Redefinition of Democracy, Boulder Colorado, Westview Press, 1993.
6. Morris Jones W.H., Politics Mainly Indian, Delhi, Orient Longman, 1978.
7. Mukherji, S., Retaining Parliamentary Democracy in India, Denouement, 9, January-February, 1999.
8. Basu,D.D., An Introduction to the Constitution of India, New Delhi, Prentice Hall, 2014

Subject: Democracy in India

Paper code: M.A. POL.– 301

Course Objectives:

Working for Freedom from Hunger & Freedom from Fear, Working to establish social justice and equality for all the citizens of India, Working for establishing the Welfare State, where all citizens could be ensured free education, health and food security, Working for the development of farmers and labors, Against all social evils

UNIT-I

1. Democratic Thinking and tradition in India: Ancient and Modern.
2. Nature of Indian Democracy
3. Structure of Indian Democracy.
4. Process of Indian Democracy: Party System, Interest Groups and Social Movements.

UNIT-II

1. Socio-Economic Determinants of Indian Democracy: Caste, Language, Region and Poverty.
2. Indian Democracy at the Grass-root level.
3. Role of Women in the Political Process.
4. Emerging Trends in Indian Democracy.

Readings

1. Austin, G., The Constitution of India: Cornerstone of a Nation, Oxford University Press, 1966.
2. Austin, G., Working of a Democratic Constitution: The Indian Experience, Delhi, Oxford University Press, 2000.
3. Baird, R.(ed.), Religion in Modern India, New Delhi, Manoh, 1981.
4. Baxi, U., Political Justice, Legislative reservation for Scheduled Castes and Social Change, Madras, University of Madras, 1990.

Subject: Contemporary Political Theory

Paper code: M.A. POL- 302

Course Objectives:

To increase understanding of **political** science research and analytical skills, including the ability to think critically; to construct logical arguments; to collect, analyze, and interpret evidence and data; and to formulate reasoned conclusions

Unit-I

The Nature of Political Theory : Evaluation, Decline and Revival of Political theory of recent times : Behaviouralism, Post-behaviouralism and contemporary Trend in Political Theory. Distributive Theory : The Formulation and Analysis of Harold D. Lasswell. Power Theory : The power structure of the polity - The monolithic Model of the classical Elitists, and the pluralistic model of Robert A. Dahl. Group Theory : The Group basis of politics, relationship between the Groups and the Government : Determination of Effectiveness of Groups in the Decision-making process of the polity. Game Theory : Attributes Types of Game, The strategy of Conflict, the out-comes of Games, Application and Significance of the Game Theory for political analysis. System Theory : "The concept of Political System the Model of David Easton and the Model of Gabriel A. Almond. Communications Theory : The model of political cybernetics of Karl W. Deutsch. Political Culture Theory : The model of Gabriel A. Almond - Types of political culture, the problem of cultural - structural relationship, Secularization of Political Culture and the problem of Nation-building.

Unit-II

Political Development : The Development syndrome and the Major determinants of Political Development, the crises of political development. Political Ideology: Relevance and Role of Ideology in Politics - the problems of Human Rights, individual freedom and social justice, Relevance of Liberalism, Marxism and Gandhism as alternative political ideologies for political existence and organisation.

Readings

1. David Easton: The Political System An Enquiry into the State of Pol. Sc.
2. James C. Charles Work (ed) : Contemporary Political Analysis
3. Heinz Eulau : Behavioural persuasion in politics
4. Robert A. Dahl : Modern Political Analysis
5. Heinz Eulau (ed) : Political Behaviour : A reader
6. Harold D. Lasswell : Power and Politics
7. Geraint Parry : Political Elite
8. David Easton : A frame work of political analysis
9. David Easton : A systems analysis of political life
10. Gabriel A. Almond & James S. Coloman (ed) : The Politics of Developing Areas

Subject: Liberal Political Theory

Paper code: M.A.Pol.– 303

Course Objectives:

Liberal democracy emphasises the separation of powers, an independent judiciary and a system of checks and balances between branches of government. **Liberal** democracies are likely to emphasise the importance of the state being a Rechtsstaat, i.e. a state that follows the principle of rule of law

UNIT-I

1. Liberalism: Meaning, Genesis, Development of Classical Liberalism.
2. Development of Modern Liberalism, Liberalism and Welfare State, Contemporary Libera
3. Locke
4. Rousseau

UNIT-II

1. Montesquieu
2. Bentham
3. J.S. Mill
4. T.H Green.

READINGS

1. Arblaster, A., The Rise and Decline of Western Liberalism Oxford: Basil Blackwell 1984.
2. Gray, J., Liberalism, 2nd ed., Milton Keynes, Open University Press, 1995.
3. Crowling, M., Mill and Liberalism, Cambridge, Cambridge University Press, 1963.
4. Warburten, N., Pike J & Matraives, D., Reading Political Philosophy Machiavelli to Mill, London, Routledge in Association with Open University, 2000.
5. Barker, E., The Political Thought of Plato and Aristotle, New York, Dover Publication 1959.
6. Bhandari, D.R., History of European Political Philosophy. The Bangalore Printing and Publishing Co. Ltd., Bangalore, 1952

Subject: Political theory after world war-I

Paper code: M.A.Pol.– 304

Course Objectives:

The **goal** of the Strategy and **War** Course is to provide such an education through historical and contemporary case studies as well as foundational theories of **war** to expose the complex relationship between political **objectives** and the ends, ways, and means of strategy.

Unit-I

Nature of Political Thought in the Post War Period

Unit-2

Scientific Approach and Trends in Political Analysis

Unit-3

Liberalism: Hayek, Rawls, Popper, Laski, Russell, Oakshott, Hannah Arendt

Unit-4

New-Freudianism: Eric Fromm

Unit-5

Existentialists Jean Paul Sartre.

Readings

1. N. Daniels, *Reading Rawls*, Basic Books, New York, 1975
2. H.J. Laski, *A Grammar of Politics* Allen and Unwin, London, 1948
3. M. Canovan, *Hannah Arendt: A reinterpretation of her Political Thought*, Cambridge University Press, Cambridge, 1992
4. P. Franco, *The Political Philosophy of Michael Oakeshott*, Yale University Press, New Haven CT, 1990
5. N.P. Barry, *Hayeks Social and Economic Philosophy*, Macmillan, London, 1979
6. T. Burke, *The Philosophy of Popper*, Manchester University Press, Manchester U.K. 1983
7. J. Rawls, *A Theory of Justice*, Oxford University Press, Oxford, 1972

Subject: Contemporary Issues in Global Politics

Paper code: M.A.Pol.– 401

Course Objectives

1. Educate students about political processes, theories, and governments in the United States and other countries and about international relations between those countries.
2. Prepare students for a variety of careers or graduate and professional degree programs in fields such as law, government, education, politics, policy, and business.
3. Offer students the analytical and research skills needed to understand and explain politics, government, and international relations.

UNIT-I

1. Global Politics: International to Global
2. Role of Non-State Actors in Global Politics.

UNIT-II

1. Regionalism: EU, ASEAN, SAARC
2. Gender Issues
3. Environmental Issues

UNIT-III

1. Human Rights in Global Politics.
2. Human Security.
3. Global Terrorism and Narcotics Trade
4. Politics of Ethnicity
5. Multiculturalism

READINGS

1. ParmjitKaur Gill and ShevetaSehgal, Dynamics of International Relations Moving From International to Global Theory and Issues, New Delhi: Atlantic, 2012.
2. Charles Kegley W. Jr. and Shannon L. Blanton, World Politics Trends and Transformation, New York: Wadsworth, 2011.
3. R.C. Mishra, Security in South Asia: Cross Border Analysis, ND, Authors Press, 2000.
4. Robert Jackson and George Sorenson, Introduction to International Relations Theories and Approaches, New York: OUP, 2007.
5. Charles S. Pearson, Economics and Global Environment, New York: Cambridge University Press, 2000.
6. V.N. Khanna, Introduction to International Relations, R. Chand and Co., New Delhi, 2014.

Subject: Public Administration

Paper code: M.A.Pol.- 402

Course Objective: The focus of this course is on the theories that have shaped the emergence of modern systems of governance and their related structures and processes. These include Western and Non-Western traditions. The course has a clear normative thrust inasmuch as it seeks to clarify what can be the prerequisites for promoting effective and just administration at the local and national levels.

UNIT-I

Theories and Approaches to the Study of Public Administration

I. Evolution of the Discipline of Public Administration:

- a. Western Traditions
- b. Non-Western Traditions

II. Classical Schools

- a. The Scientific Management School
- b. The Classical Theory of Management/Administrative Management Theory
- c. The Ideal organization: Max Weber.
- d. Human Relations: Elton Mayo.
- e. Behavioural and Systems approaches
 - i. Argyris, Maslow, McGregor: the behavioural approach
 - ii. System Approaches: open/closed systems

UNIT-II

Contextual Public Administration

- a. Ecological Approach: Fred Riggs
- b. Rational Decision-Making Approach: Herbert Simon
- c. Development Administration Approach
 - i. Political Economy Approach
 - ii. Marxist Approach

UNIT-III

Contemporary Developments

- a) New Public Administration
 - 1. Non-Weberian perspectives
 - 2. Value questions
 - 3. Clientele perspective
- b) New Public Management
 - 1. Good Governance and Development
 - 2. Feminist Perspectives on Public Administration

UNIT-IV

Grassroots governance: alternative perspectives

- a. Gandhi
- b. J.Nyerere
- c. Mao

READINGS:

1. Albrow, Martin, Bureaucracy, London, Macmillan, 1978.
2. Arora, Ramesh K, Comparative Public Administration: An Ecological Perspective, New Delhi, Associated Publishing House, 1979.
3. Bhattacharya, Mohit, Restructuring Public Administration Essays in Rehabilitation, New Delhi, Jawahar, 1999.
4. George F., Development Administration: Concepts, Goals, Methods, Madison, University of Wisconsin Press, 1979.

Subject: Gender and Politics
Paper code: M.A.POL.- 403

Course Objectives:

Equality of **women** and men with regard to **political** representation and participation. Enhancement of **gender** roles and standards for **women** and men, elimination of restricting standards. Same personal freedoms for **women** and men, protection against all forms of aggression.

Unit-I

Women and Public Policy

Unit-II

Women and Politics: Global Patterns

Unit-III

Gender and the Human Rights debate

Unit-IV

Gender and Human Development

Unit-V

Health, Population policy and Gender

Readings

1. Haleh Arshar (ed.) *Women and Politics in the Third World*, London: Routledge. 1996
2. United Nations 2000 *The World's Women 2000: Trends and Statistics*, New York: United Nations
3. Vandana Shiva, *Staying Alive: Women Ecology and Development in India*, New Delhi: Kali for Women, 1998
4. Nivedita Menon, *Gender and Politics in India*, New York, OUP, 1999

Subject: Human Rights in India

Paper code: M.A.POL.– 404

Course Objectives:

Human rights education aims to do the following: Enhance the knowledge and understanding of **human rights**. Foster attitudes of tolerance, respect, solidarity, and responsibility. Develop awareness of how **human rights** can be translated into social and political reality.

Unit-I

A Conceptual Understanding of Human Rights Human Rights Concept, Definition, Meaning & Nature, Human Values: Liberty, Equality, and Justice

Unit-II

Historical Foundation of Human Rights Historical Development: Magna Carta, British Bill of Rights, American Bill of Rights French Revolution and its Goal of Liberty Equality and Fraternity, Marxist Revolution

Unit-III

Theories and Classification of Human Rights Three Generation of Human Rights, Theory of Natural Rights, Legal/Positive Theory of Rights, Marxist Theory of Rights, Feminist Perspectives of Human Rights

Unit-IV

Rule of Law and Human Rights Rule of Law and Human Rights: Concept, Origin, Historical Development in Greek and English Civilization and its Contribution to the Development of Rights

Readings

1. Alston, Phillip (ed.), (1992), The United Nations and Human Rights: A Critical Appraisal, Oxford: Clarendon Press.
2. Bachr, Peter R, (1999), Human Rights: Universality in Practice, New York: Palgrave.
3. Baxi, Upendra, (2002), The Future of Human Rights, New Delhi: Oxford University Press.
4. Bhagwati, P.N., (1987), Dimensions of Human Rights, Madurai: Society for Community Organization Trust.
5. Davidson, Scott, (1993), Human Rights. Buckingham: Open University Press. Donnelly, Jack, (1989), Universal Human Right in Theory and Practice, Ithaca: Cornell University Press.
6. Dube, M.P. and Neeta Bora, (ed.), (2000), Perspective on Human Rights, New Delhi: Anamika Publishers.
7. Freeman, Michael, (2003), Human Rights: An Interdisciplinary Approach, Cambridge: Polity Press.
8. Hargopal, G. (1999), Political Economy of Human Rights, Hyderabad: Himalaya.

4. Course Duration :

Minimum Duration: 2 Years

Maximum Duration: 5 Years

5. Faculty and support staff requirement : 02_ full time Faculty of Professor/Assoc./Asst. Professor level

Procedure for admission, curriculum transaction and evaluation :

A. Admission Procedure:

1. Procedure for Obtaining Admission Form and Prospectus

- a. The prospectus containing Admission Form can be obtained in person from :
The Directorate of Distance education, Swami Vivekanand Subharti University, Subhartipuram, NH-58, Delhi-Haridwar Bypass Road, Meerut or its city office located at Lokpriya Hospital Complex, Samrat Palace, Garh Road, Meerut on payment of Rs. 125/- in cash or by demand draft.
- b. The Prospectus can also be obtained by post by sending a demand draft of Rs. 175/- drawn in favour of "SVSU, Distance Education", payable at Meerut along with a filled requisite proforma (available at DDE website i.e. www.subhartidde.com) for "Obtaining the Prospectus and Admission Form" to the Directorate of Distance Education.

2. Submission of Admission Form:

- a. An applicant should submit the admission form duly filled with all enclosures completed, personally or by post, to the Directorate of Distance education, Swami Vivekanand Subharti University, Subhartipuram, NH-58, Delhi-Haridwar Bypass Road, Meerut-250005.
- b. The application for admission should be submitted along with the following :
 - i. A demand draft for the course fee (as per fee structure table) drawn in favour of "SVSU, Distance Education" payable at Meerut.
 - ii. Duly attested photocopy of Aadhar Card, statement of marks and other relevant documents/certificated pertaining to the qualifying examination, by a gazetted officer or Principal of the college from where these were obtained, should be submitted at the time of admission.
 - iii. Self attestation of document/s is permissible, if the originals are produced before the Registrar of Swami Vivekanand Subharti University or Asst. Director/Deputy Director/Director of Directorate of Distance Education.
 - iv. 4 recent passport size color photographs should be provided in which 2 photographs should be pasted on the admission form & Enrollment form accordingly and another two photographs should be attached/stapled with the form.
- c. The learners are advised to check up the eligibility criteria of a course they wish to apply for, from our website www.subhartidde.com or DDE Prospectus.

3. Admission Procedure -

- a. Applications can be sent to the Directorate of Distance Education directly or through its city office. The applicant's eligibility will be checked and accordingly he/she shall be granted admission and an acknowledgement of the receipt of the fee and the application form shall be issued.

- b. An Identity Card, mentioning the enrollment number of the learner, shall be issued by University as soon as the admission is confirmed. Learners are advised to keep their Identity Card safely, as it will be required for attending counseling sessions/PCPs and also for the receipt of study material, mark sheets, Degree etc in person. In case of loss of Identity Card, a duplicate can be issued on receiving a written request along with a fee of Rs. 100/-. The Identity Card shall be valid for the entire duration of the Programme.
- c. The University conduct entrance examination twice in a year for admission in MBA and MCA or any other programme, as may be decided by the University. Learners can obtain information relating to the entrance examination from the Directorate of Distance Education or its website www.subhartidde.com. The University may, as an alternative, consider granting admission on the basis of the score obtained by an applicant in any central or state level entrance examination for a similar course.

4.

1 . Minimum Eligibility and Fee Structure for ODL –

Sr. No.	Title of Programme	Eligibility	Course Duration		Annual Fees Per
			Minimum	Maximum *	Year (In Rs.)
1	Master of Arts in English, Sociology, Hindi, Political Science, Public Administration, History	Graduation or eq.	2 Years	5 Years	20000/-

2 . Minimum Minimum Eligibility and Fee Structure for OL –

Sr. No.	Title of Programme	Eligibility	Course Duration		Annual Fees Per
			Minimum	Maximum *	Year (In Rs.)
1	Master of Arts in English, Sociology, Hindi, Political Science, Public Administration,	Graduation or eq.	2 Years	5 Years	30000/-

2. The cell is responsible for incorporating various new changes/developments regarding up-gradation of learning material and spreading awareness of Quality Culture in the various institutions of the University.
3. The cell also prepares 'Annual Quality Assurance Report (AQAR)' as per the laid guidelines and parameters.